

<b>授業科目名：</b> 地域研究の理論と方法 Theory and Methods of Regional Research			<b>担当教員名：</b> 穆堯芊、外部講師 Yaoqian Mu, guest teacher
<b>選択必修：</b> Elective	<b>単位数：</b> 2	<b>開講学期：</b> Spring	<b>開講言語：</b> English
<p>○<b>Aim of this class and themes;</b> 授業の到達目標及びテーマ</p> <p>This class focuses on the formation of regions, the basic factors of regional development, its internal and external relations, infrastructure, regional cooperation and globalization. We will learn and discuss the methods and contents of case studies. This class forms a part of the Introductory and Basic Courses.</p>			
<p>○<b>Outline of this class;</b> 授業の概要</p> <p>Regional studies is a multi-discipline research field which focuses on North East Asia, Asian Pacific, and Europe including studies on each country. These include not only politics and economy but also history, culture, languages and globalization. We will focus on regional case studies with multi-disciplinary perspectives.</p> <p>In order to carry out research on regions we will analyse the basic factors of regional development, the decision-making- and policy-making processes of various policy fields. We study the methods of case studies and field work on domestic politics, intra-regional relations, inter-regional relations, international organizations and global norms.</p>			
<p>○<b>How each class proceeds;</b> 授業の方法</p> <p>1). English is the working language of this class, but we will flexibly use Japanese and Chinese languages if they are required by students.</p> <p>2). Students enrolled in this class should read the materials mentioned below in advance of each class. We encourage students outputs and active participation in class debates, and will keep lecturing to minimum. Students are asked to actively take part in group works and debates.</p>			
<p>○<b>Class schedule;</b> 授業計画</p> <p>After the first class “Introduction,” this class will proceed with the first half by Mu (Classes 2-8) focusing on the basic factors of regional development and China, the latter half by guest teacher (Classes 9-15) on regional case studies.</p> <p>Class 1:          Introduction; The basic factors of regional development, Case studies of regional research; Policy analysis. (Mu)</p> <p><b>Part 1: the Basic Factors of Regional Development, Case Studies of Regional Research (Classes 2-8 by Mu).</b></p> <p>Class 2: Geography</p> <p>We discuss the relations between place and prosperity. The world is not flat, markets shape the economic landscape. We will make it clear What economic integration means, from local, national and</p>			

international perspective.

- World Development Report 2009, “Reshaping Economic Geography,” The World Bank, 2008

### Class 3: History

A region doesn't come out suddenly. The present of a region is relative to its history. We discuss a historical case study of Tumen River International Cooperation, a main development program in the Northeast Asia Area. We try to understand the background of development policy in local government from a historical perspective.

- Li. Tie (editor in chief), “History and Progress of Tumen River International Cooperation (1995-2015),” Jilin Publishing Group Co Ltd., 2017

### Class 4: Globalization

Which area has been helped the most by globalization? Which area has been held back? Will inequality disappear as globalization continues? Let's think about the impact of globalization on regions in this class.

- Branko. Milanovic, “Global Inequality: A New Approach for the Age of Globalization,” Belknap Press: An Imprint of Harvard University Press, 2016

### Class 5: Creativity

Creativity brings us new technologies, new industries, new service, new wealth, and new raising regions. Creativity is the forces that was reshaping our economy, our geography, our work, and our whole way of life. We will discuss what creativity it is, and where it comes from.

- Richard. Florida, “The Rise of the Creative Class,” Basic Books, 2014

### Class 6: City's death and life

Do you think your city is attractive and energetic? What are the factors to determine a city's life or death? We saw low-income housing areas, middle--income and high--income housing areas exist in a city, and the city is divided into several different parts by function like cultural center, commercial center, industrial center. How do you think about it?

- Jane. Jacobs, “The Death and Life of Great American Cities,” Vintage, 1992

### Class 7: Border

The best place to understand the difference between countries is the border. You can see different types of landscape, eat real foreign meals, meet interesting people, and think about what's the real appearance of the country.

- David. Eimer, “The Emperor Far Away,” Bloomsbury Publishing PLC, 2015
- Barbara. Czarniawska, “Social Science Research: From Field to Desk,” SAGE Publications Ltd, 2014

### Class 8: Development plan

China has created a large number of regional development plans in recent years to improve its economic growth. Do these development plans work? What's the impact of development plans on regional economy?

• Zhang. Keyun, “The Background, Intent and Prospects concerning China’s Frequent Formulation of Regional Development Plans,” ERINA REPORT, 2012, No. 103, pp.10-14

**Part 2: regional case studies (Classes 9-15 by guest teacher).**

In the latter half of this class (Classes 9-15) we will focus on the case studies of North East Asia, Asian Pacific and European countries. We will discuss the topics of regional economic development, infrastructure, the city’s growth, regional cooperation and international relationship by focus on some special countries. We will have a different guest teacher for each class.

Class 9-15: regional case studies by guest teacher

○**Textbook;** テキスト

Part 1: Mu will provide materials one week before each class.

Part 2: Guest teacher may provide materials one or two weeks before each class.

○**Further reading;** 参考書・参考資料等

See the reference materials

○**Grading;** 学生に対する評価

50 points; presentation in class, debates, and active participation. Students are asked to prepare a short-paper on the Readings of each class, 1-2 paged A4 sheet (single-space, 12 points times-new-roman).

50 points; final essay. Students are required to submit an in-dept and original analysis on the theme of the whole classes, 5-10 paged A4 sheet (single-space, 12 points times-new-roman).

○**警戒レベル3以上の場合の授業形態について**

Class format : Online class (Real-time delivery)

Location of class materials, notices, and correspondence information: Please check with your lecturer