

Faculty of Administration and Social Sciences

Admissions policy

[Ideal student]

Someone who will study the issues that local communities are facing in the 21st century from a wide-ranging interdisciplinary perspective, who has the desire to create healthy and cultural local communities in which people can live more easily, and who has the drive to acquire the necessary knowledge and skills to achieve this.



Goals of Learning

Fostering real learning ability

Training local community people who have the desire to be leaders well equipped in both theory and practice, and who will be able to get local communities motivated and active.

The Faculty offers a variety of curricula with a wide range of interdisciplinary perspectives that also include practical components

Since its creation as the Faculty of Administration and Social Sciences in 1987, the faculty has worked hand-in-hand with local communities with the aim of producing the human resources who can contribute to these communities. A feature of this faculty is the wide range of interdisciplinary perspectives of its studies, including law, political studies, public administration and cultural sciences, that transcend existing academic fields. The faculty is well aware of the importance of practical experience, and so has included various curricula that contain exercises, fieldwork and other hands-on learning opportunities. The *active subjects* that include the *student planning class*, in which students pick an issue themselves and create a class around it, have received high praise from the National University Corporation Evaluation Committee for the way in which they encourage students to adopt a proactive attitude to learning.

The faculty has put in place four-year integrated small-class-size programs (seminars, etc.) so that students can always maintain a *home base*. Each of the general education practicum courses for first-year students has two upperclassmen called “seniters.” The seniters give advice to the first-year students about course tuition and student life from the students’ perspective. This has been a tradition since the faculty was founded, and is a unique approach that respects the autonomy of the university student.

All Faculty of Administration and Social Sciences – continuing to ask what can be done for local communities

When the Great East Japan Earthquake struck in 2011, the faculty quickly responded on various fronts, including the chartering of buses so that students without transport could return home and leading the operation of the first evacuation shelter to be located at a national university in Japan. Also, in a new trial, the Faculty started to pass on information about the campus and the surrounding area using blogs and Twitter. We think that the fact that the students were able to practice a series of processes in response to an unimaginable event, that is work out the issues without waiting to be told what to do, learn how to make proactive decisions, reach consensus within teams and put ideas into practice, was a meaningful learning experience for them amid difficult times.

Several projects are underway to support the recovery of local communities. These include the *Mom Power Project* that seeks to revitalize local communities through the efforts of women, centering on faculty teachers. Activities that plan and manage parent-and-child weekend evacuations have been held, and assistance is being given to the activities of the student volunteer center. What we can do to help the people get their lives back in order, even if we can only help a little? What can we do to help communities recover? We are waiting for highly motivated students to join us, who are willing to think together about how we are going to build the local communities of the 21st century while taking a good look at the current situation in Fukushima.

Overview of the Faculty

About the Faculty of Administration and Social Sciences

We train the people who will study the problems of local communities from a wide range of interdisciplinary perspectives and come up with the solutions.



Established in 2005 after succeeding the former Department of Administration and Social Sciences, this Faculty seeks students who have an interest in building new local communities that are in tune with both the *era of the local community* and the *era of decentralization* and who also want to contribute to the development of local communities. By studying law, politics, public administration, sociology and cultural sciences, among other subjects, students will undertake interdisciplinary studies and research. The aim of these studies is to train a diverse range of people who possess the abstract and specific skills that will enable them to identify the issues facing local communities and to solve them.

The study curriculum contains not only a wide range of contemporary themes such as the citizen-judge system, advocacy, the decentralization of power, town planning, social welfare, the environment, information, the mass media, gender, social education, the understanding of other cultures; but also has classes that cover important areas such as practical learning, hands-on experience and local fieldwork.

Qualifications that can be acquired

- **Junior high school teaching certificate** (Social studies)
- **High school teaching certificate**
(Geography, history and civics)
- **Social education officer** (Basic qualification) *Note 1
- **Social welfare officer**
(qualification required for appointment) *Note 2
- **Curator** *Note 3

*Note 1: The required credits must be acquired, and the applicant must have been employed as an assistant social education officer for a period of no less than 1 year after graduating.

*Note 2: The necessary credits must be acquired, and after graduation, the applicant must have been appointed to be a local government worker and have been assigned to work in a welfare office, etc.

*Note 3: The applicant requires credits for subjects related to museums.

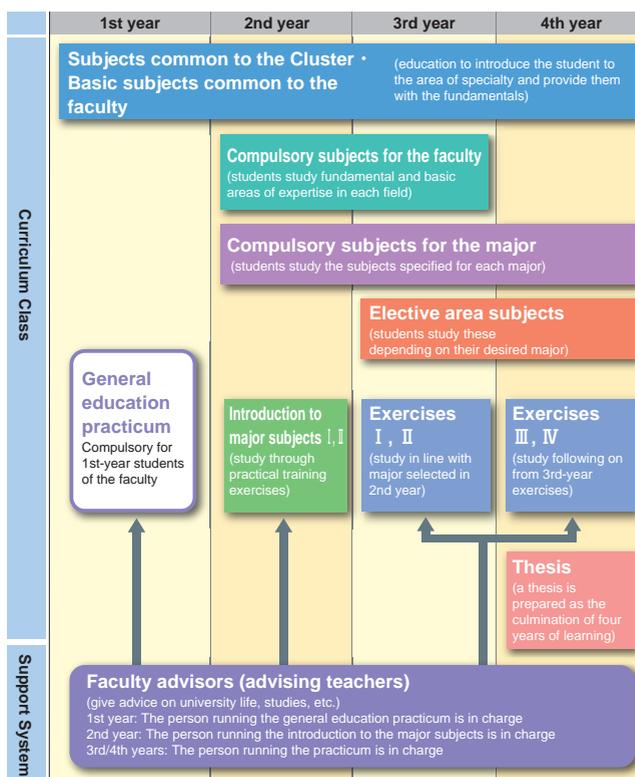


Curriculum Features

Actual social problems are complex, and cannot be solved using an approach coming from a single academic discipline. Students can develop the ability to use a multifaceted approach to tackle contemporary problems in local communities through interdisciplinary study of a wide range of courses at the Faculty of Administration and Social Sciences. In addition, they can learn about local community problems by interacting with members of local communities through the exercises and practical training courses offered.

In addition to placing importance on four-year integrated small-class-size education in which students can acquire a proactive attitude to learning in accordance with the degree of learning progress of each individual, students select their *major* one year after they enter university (at the start of their second year). The faculty considers that this approach enables students to acquire the expertise that each of them seek while developing a broad grounding from a diverse range of subjects.

Curriculum and support system in the Specialized Areas



Lecture features

In the Faculty of Administration and Social Sciences, practical learning, hands-on experience and local fieldwork is considered to be very important to help students develop the ability to solve problems in local communities. Practical training courses are offered in the areas of: social education, social welfare, research topics in regional administration, archeology, paleography and museum studies. In addition, through such courses as *specialized practicum* and *introduction to major*, students carry out fieldwork in local communities to explore various themes in depth. The Faculty offers *active subjects* that include student planning classes, interdisciplinary classes, and fieldwork courses both in Japan and overseas. These place great importance on the autonomy of the students and teachers who plan the classes.

Studies into Regional Administration Topics

In this training program, students gain experience to the point of creating policy proposals oriented towards the realities of the local community. Studies begin with an investigation of the literature and reference materials relating to local community issues and policy formation. The student selects a research theme and the local community to study, then plans and executes all stages, from social surveying to the compilation and presentation of a report. This training course enables students to enrich their university learning by coming into contact with a range of people in local communities.



Studies into Social Welfare Topics

This class explores welfare issues in local communities, and helps the student to understand the situations of the disabled, the elderly, children and other recipients of social welfare. In specific terms, students wear eye patches or use wheelchairs to get around the local community, they carry out group surveys, and gain hands-on experience in actual welfare by spending a week at an elderly care facility.



Student Planning Classes

Students set the issues they will study, carry out activities on and off campus (limited to within Japan) and conduct proactive studies and training. The planning classes are for second-year students and above. Provided that the self-planned classes meet the faculty's conditions, they are given credits (2 credits). The students are required to pass the results of their studies on to other students through the preparation of reports, lectures and so forth. Students are also required to submit reports at report-sharing meetings with their fellow students.



Research Introduction

The distinctive qualities of a region and the characteristics of the times become clear when you study the history of a local community

In the Japanese history lessons taught in junior high and high schools, we learn about the things that have involved the entire Japanese archipelago. Although the histories of the regions within Japan are covered collectively, each region has its own, unique history. It may seem obvious, but not all regions have had the same experiences over the years. The aim of *regional history* is to approach the past not by looking at one single history of the entire Japanese archipelago, but by carefully considering the distinctiveness and individuality of the region concerned, in order to uncover its history. In the classes, we address the policies taken in the Meiji Era to develop the Tohoku region and its local communities. During this period, national projects such as the construction of the Asaka Canal were undertaken in Fukushima prefecture. When we consider these from the point of view of the local communities, we can get a clearer idea of the relationship between the central government of Japan and the regions at that time, and the positions of the regions, and we can make a lot of new discoveries. My research to date has mostly been in the Koriyama district. However, in the future I want to walk around parts of Fukushima prefecture together with my students as I widen my research.



Regional history

(Research into modern Japanese history, particularly regional promotion during the formative years of modern Japan)

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