



# Major in Community Management

Learning objectives

**To develop talented people who will take the lead in regional development in accordance with individual local characteristics**

In solving community-specific problems through regional development, aside from municipalities developing policies and measures on their own, new partnerships that leverage the attributes of other participants such as citizens and companies are also called for. In the Community Management major, in order to cultivate new regional leaders, we teach our students

about the system and techniques of policies and plans seen mainly from the standpoint of politics and government, but also from the viewpoint of citizens. They also learn how to analyze regional information and understand regional conditions. These are skills that are indispensable for decision making.

## Points

- The basics of political science and public administration, that are indispensable in *new regional development*, are studied.
- Familiar regional problem initiatives such as town development and community formation, and life structure, wellness, environment, and information are also studied.
- Practical subjects emphasizing on-site experience, such as research into regional policy issues and social welfare research projects, are offered.



## Ideal student

- A person who aspires to become a regional development leader in the public sector, such as a national or local government official

## Pathways after graduation

National government officials, local government officials, public sector employees, staff members of an NPO or NGO, private enterprise, graduate school, private sector planners

## Student's Voice

**The realization, through field work, that urban development can take a variety of forms.**

I found the Community Management major appealing as is geared to the cultivation of regional development leaders, and focuses on in-depth study of the community, thereby offering the most appropriate learning environment for me as I aspire to become a local government official. *Field work* is one class that I have really enjoyed, as our visits to various regions have enabled us to investigate what people feel is important and to learn about the virtues of their town through direct conversation. Where everyone liked a particular town and understood the need to preserve its traditions, but its virtues weren't being adequately promoted, I felt that by skillfully bringing people's attention to these attributes, tourists could be attracted to the area. While listening to the opinions of my seminar associates after the survey, I compiled a report into how we could promote urban development. As field work in Fukushima City is scheduled for my third year, I am looking forwards to being able to do something pertaining to urban development in the town in which I live.

Last year we conducted a survey on lifeline restoration at the time of the Great East Japan Earthquake. We learned that living conditions for the victims can differ even within the same city, and began to gain a visual understanding by investigating when restoration work started and plotting this on a map. Through our activities, we were able to produce some valuable data. I am undecided about whether I will return home after graduation or stay in Fukushima, but I intend to make use of what I have learned at university.



Third Year Community Management Student  
**Hajime Suzuki**  
(From Miyagi Prefecture, Sendai Third High School)

Second Year  
Second Semester Timetable

	Mon	Tue	Wed	Thu	Fri
1	Civil Law II (claims)		English B I	Theory of Political Process II	Public Administration I
2	Civil Law II (claims)	Criminal Law II	Principles of Sociology II	Theory of Social Planning	English B II
3	Theory of Social Research				
4	Theory of Community Welfare			Community Management Introductory course II	
5	International Relations				

Example introductory course topics in the major

As regards *introductory courses in the major*, introductory content relating to the various majors and the foundations for independent research are studied in a practice and exercise format.

Example of the Courses

**Nuclear Accidents and Local Governments**

In the *nuclear accidents and local governments* topic, we think about the background to local governments in Fukushima prefecture being receptive to nuclear power stations; the problems associated with the origination and transmission of nuclear accident-related information, generated after the Fukushima nuclear accident, by the national, Fukushima prefectural and individual local governments in the prefecture; and the outlook for local governments in Fukushima prefecture centering around the evacuated local governments.



Example of the Courses

**Listening to the Voices of Disaster Victims**

In the topic disaster victim and gender, we consider from a gender standpoint the various problems experienced in Fukushima prefecture, where the effects of a major earthquake and nuclear accident continue to be felt. We are engaged in various activities in an effort to ascertain how best to support women who provide safe and secure food. For example, 1) we are investigating whether there have been women- and disabled people-friendly evacuation center operations; 2) we have noted the tendency for female farmers who had been working in the sale of processed foods using traditional foodstuffs or local ingredients to regroup; and 3) we are undertaking a food survey for temporary housing residents and documenting tastes and cooking techniques for traditional foods.



Example of the Courses

**Ask History (Urban Development)**

In the E class of the 2012 academic year Community Management introductory courses, we conducted a study with field work in Aizuwakamatsu City under the heading *Ask History (Urban Development)*. These are uncertain times, so we are looking at ways of gaining implications from history in order to think of policies for the future. To this end, we are focusing on uncovering community problems on our own, taking a look at them in the field, and asking questions. With advance preparations and outcome analysis, we are encouraging students' interest to spread by sharing conversations in a workshop format.



Examples of specialized practicum topics

A *specialized practicum* involves specialized study and research under the close guidance of a teacher. Ultimately, a thesis is prepared to cover the four years spent at university.

Example of the Courses

**Local Community Renewal Connecting Person with Person, and Person with Nature**

In this seminar, with mainly under-populated and mountainous areas as the target locations, we are promoting research while linking the regional challenges of renewing local communities, rejuvenating agriculture and forestry, and managing local resources, with the variety of local residents such as farming women and the elderly, young people, and I-turn/U-turn people (who relocate and return to hometown). Alongside the study of literature, we are actively involved in field work, and we are promoting opportunities for interaction and learning with residents. Our aim is to give as much back to the local community as possible.



Example of the Courses

**The Potential for Local Democracy**

The word *local* not only means *regional*, but also *on-site* and *actual spot* (*local time = on-site time*). Accordingly, the words *local democracy* refer not just to democracy from the region, but also democracy from the site where we are living. Throughout the first year of studies, we would like everyone to be thinking about the nature of the political landscape seen from the viewpoint of the actual spot, such as elections, parliament, and social movement.



Example of the Courses

**Public Policy Seminar**

From time to time we encounter people who say that although they pay their taxes, they don't receive any benefit, but is this really true? For example, the road that you are walking on is the result of public policy. The running water that washes your hands, the sewerage after you flush the toilet, the fresh air, and the dirty air are all the results of public policy. It is not an overstatement to say almost everything surrounding our personal lives has a connection with public policy. The role of local government is especially important. In this course, we consider what could be done to keep everyone happy through public policy.

