

INT 341 BE Interdisciplinary Special Topic 40: Local Contribution of Universities in Japan and the U.S

(a 4-week 4-credit course with trips to Eugene, Oregon and Akita, Japan)

Instructors:

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Number of students:

4 from Akita International University (AIU) and 4 from the University of Oregon (UO).

Dates:

Dates: June 22 to July 17, 2015 (June 22 to July 3 in Oregon and July 6 to July 17 in Akita)

Backgrounds:

The international collaborative Project-Based Learning (PBL) method is a comprehensive approach to learning where students participate in projects and practice an array of skills across academic disciplines. In this special international collaborative PBL course, mostly funded by Japan's Ministry of Education, students from Akita International University (AIU) and the University of Oregon (UO) will learn and experience intellectual differences and obtain various skills which are often difficult in the classrooms. Specific study projects will be conducted under the general theme of "Local Contribution of Universities in Japan and the U.S." Students will set up their research topics and conduct field research (interviewing faculty members and administrators in local universities, officials of local governments and other stakeholders in Akita and Oregon).

In both Akita and Oregon, universities are expected to contribute to the sustainable development of local business and communities. But there are differences between Akita and Oregon because of the difference of challenges local business and communities face in those two regions. In Akita, universities, especially Akita International University, are expected more to work on international components of local challenges than U.S. universities. That is because Japanese business and communities suffer more from language and cultural barriers than American counterparts. Many Japanese universities in rural areas, including AIU, have institutes and research centers to support the globalization of local business (including the export promotion of local products) and study the globalization of local communities (including the integration of immigrants in rural areas). In Oregon, universities are expected more to provide scientific and technical assistance to local communities and local business than in Japan. In brief, universities in Akita and Oregon have different social backgrounds and different expectations. This

course is to explore the history, development, present status and future of local contribution of universities in Akita and Oregon.

Prerequisites:

Students will benefit from having a background in economics, business studies, political science, and/or international economic law, though none of them is required.

Reading list (tentative):

- Bridger, Jeffrey C. and Theodore R. Alter. "The Engaged University, Community Development, and Public Scholarship." *Journal of Higher Education Outreach and Engagement* 11 (2006): 163-178.
- DeLugan, Robin Maria, Stergios Roussos, and Geneva Skram. "Linking Academic and Community Guidelines for Community-Engaged Scholarship." *Journal of Higher Education Outreach and Engagement* 18 (2014): 155-168.
- Franklin, Nancy E. "The Need Is Now: University Engagement in Regional Economic Development." *Journal of Higher Education Outreach and Engagement* 13 (2009): 51-73.
- Maurrasse, David J. "The Mission of Higher Education." Chap. 1 in *Beyond the Campus – How Colleges and Universities Form Partnership with the Communities*, 11-28. New York: Routledge, 2002.
- Minkler, M. and N. Freudenberg. "From Community-Based Participatory Research to Policy Change." In *Handbook of Engaged Scholarship*, edited by H.E. Fitzgerald HE, C. Burack and S. Seifer, 275-294. Michigan State University Press, 2010.
- Mizuta, Kensuke. "Public Funding Schemes for the Higher Education Sector in Japan: Their Objectives and Characteristics." *Journal of Finance and Management in Colleges and Universities*, special edition (2008): 33-82.
- Nicotera, Nicole, Nick Cutforth, Eric Fretz, and Sheila Summers Thompson. "Dedication to community engagement: A higher education conundrum?" *Journal of Community Engagement and Scholarship* 4(2011): 37-49.
- Siegel, David J. "Why Universities Join Cross-Sector Social Partnerships: Theory and Evidence." *Journal of Higher Education Outreach and Engagement* 14 (2010): 33-62.
- Yonezawa, Akiyoshi. "Japan's challenge of fostering 'global human resources': Policy debates and practices." *Japan Labor Review* 11 (2014): 37-52.

[More articles to be added.]

Assessment:

- 1) Participation: no extra points
- 2) Critical Literature Review Essay: 20 points
- 3) Five Field Study Reports: 20 points
- 4) Group Research Project Paper and Presentations: 40 points

5) Final Individual Reports: 20 points

Assignments:

1) Critical Literature Review Essay (Pre-Course Assignment)

Students must write a critical literature review essay to examine at least five articles from the reading list. It must be submitted to the instructors by Saturday, June 20 at 23:00 (Pacific Time).

2) A Field Study Report

Each student For each visit to local universities, officials of local governments and elsewhere, students must submit a short report regarding their understanding of goals and activities of each organization. Instructions will be given in class.

3) Small Group Projects:

Students will form a sub-group each consisting of 2 to 3 members (consisting of both AIU and UO students), focusing on a specific topic of their choice related to the main course themes. A comparative study is encouraged although other methods can be pursued. Throughout the course, the instructors are available for guidance and consultation.

Examples of topics:

- Politics of university-community partnerships in Akita and Oregon,
- Legitimacy/illegitimacy of university involvement in local affairs,
- Community-contribution strategies for AIU and UO,
- Universities and rural SMEs,
- Universities and local governments,
- Cooperation with other local universities for community contribution,
- Impacts of the globalization on the University-Community Partnerships, or
- Any other topic, with the instructors' approval.

During the course, each research group regularly meets in and out of the classroom.

Class Schedule

Week 1 (June 22-26):

Theoretical Lectures in Oregon, dealing with such topics as:

- Since when universities are expected to contribute to local business and communities
- What local governments expect from the universities
- What rural SMEs expect from the universities
- What local communities expect from the universities
- Local contribution as part of educational programs

Week 2 (June 29-July 3):

Group works, involving following activities

- Interviewing university faculty and staff members
- Visiting local communities
- Visiting local governments and local offices of the federal government
- Visiting local business

Friday, July 3: Preliminary Group Presentations and Critical Discussion

Saturday, July 4 at 14:08 departure from PDX

Sunday, July 5 at 21:30 arrival at AXT

Week 3 (July 6-July 10):

Monday, July 6: Lecture on Japanese Higher Education

Tuesday, July 7: Lecture on Economy and Society in Akita

Wednesday 8 to Friday 10 of July: Group works, involving following activities

- Interviewing university faculty and staff members
- Visiting local communities
- Visiting local governments and local offices of the federal government
- Visiting local business

Week 4 (July 13-17):

Monday 13: Group Work

Tuesday 14: In-class group presentations

Wednesday 15: Group Work

Thursday, July 16: Group Work

Friday, July 17: Public Presentation "What Universities Can Do in Akita and Oregon"

Submission of the Group Research Paper by Thursday, July 18 at 23:00 (Japan Time)

Post-Course Assignment

Individual reports are due by Saturday, July 25 at 07:00 (Pacific Time) or 23:00 (Japan Time).