



TAISI

Transnational and Interdisciplinary
Studies in Social Innovation

School of Social Sciences
Waseda University

Transnational And Interdisciplinary Studies in Social Innovation

Feature 1

Fieldwork-focused,
“Practical” approach to
social issues



Feature 2

Building general competence
in Social Innovation and
specializing in one of four fields



Feature 3

Investigating social issues
from the Japanese point
of view

Transnational and Interdisciplinary
Studies in Social Innovation (TAISI)

School of Social Sciences
WASEDA University

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Overview

The aim of the Transnational and Interdisciplinary Studies in Social Innovation (TAISI) Program is to create "Social Innovators" and to train students to become leaders for social change. As the world continues to globalize and advance, it has become increasingly important that as citizens of the world, we need to not only approach global issues from an international perspective, but also discover and implement more effective, sustainable, and fair solutions to these issues. Students in the TAISi Program will not only gain general knowledge in the social sciences, but also practical and specialized knowledge through fieldwork and theoretical courses in the following four fields: Community & Social Development, Peace Building & International Cooperation, Economic & Environmental Sustainability, and Social Organizations & Working. Students will be studying these fields from the Japanese perspective and investigating whether Japanese methods and theories can be transmitted to global society. After completing their studies with us, we believe that our students will be equipped with the tools to make contributions to society.

The School of Social Sciences aims to achieve three ideals: interdisciplinary education, practical approach, and internationalization. Like a missing puzzle piece, we can solve and understand complex international and domestic problems with these three ideals and believe that these concepts are the key to creating new societal concepts.

The Transnational and Interdisciplinary Studies in Social Innovation Program (TAISI) was created with these three ideals in mind. TAISi promotes interdisciplinary education by providing a curriculum that encompasses all the different areas of the Social Sciences. A practical approach is provided to students through Practicum courses, where students engage in field work, and in internship opportunities. We also promote internationalization by actively encouraging our international students to study abroad or take courses with local students enrolled in our Japanese-based degree program. In this way, we hope to create a school 'open to society' and promote a constant exchange between these two types of students.

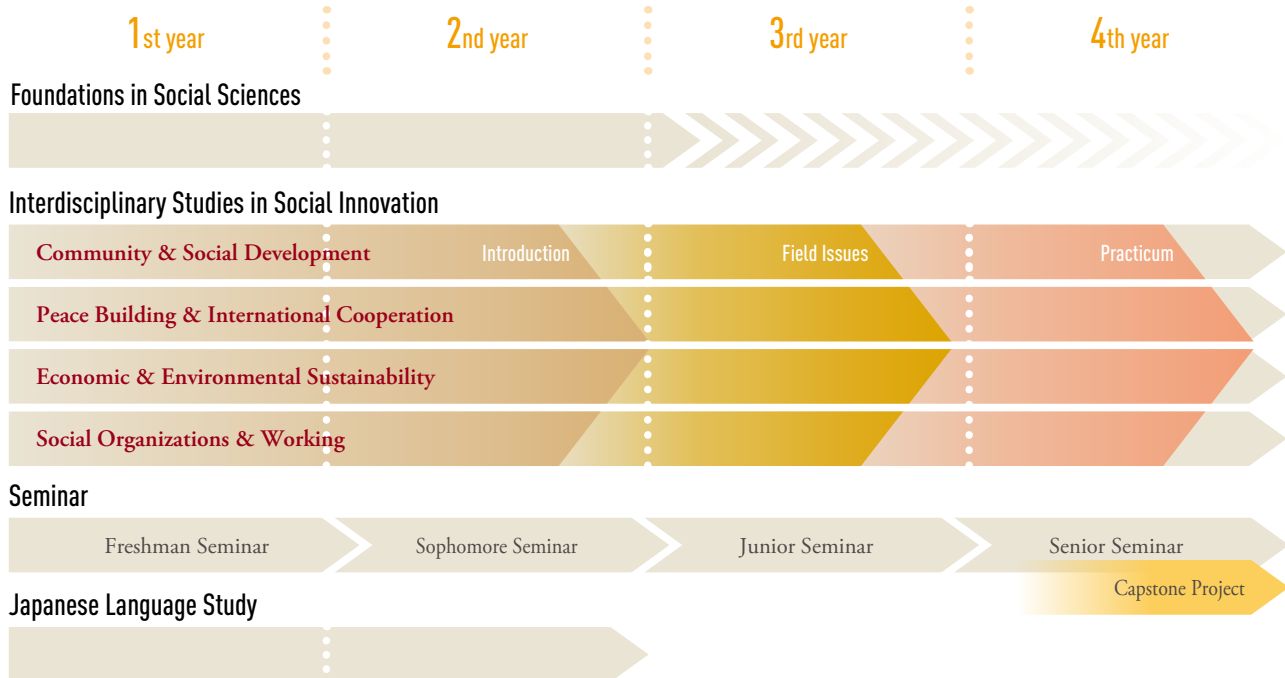
I hope with this you were able to get a clearer understanding of the goals and concepts of the School of Social Sciences and that it has inspired you to cultivate your ability to understand and analyze complicated societal problems by engaging in our School's three principles during your studies here.

Dean's Message



Professor Mitsuru YAMADA

Curriculum



Other courses

Waseda University offers a large number of courses that are open to all students regardless of their major or year in school and are free to register and take courses from other undergraduate schools and centers.

Study Abroad and Internships

Students can choose to study abroad at one of our University's partner universities and institutions (772 in 90 countries). Students will also have the opportunity to participate in Internship programs introduced by the School of Social Sciences or the Career Center.

Seminar

Starting from the first year, students will take Seminar courses. These courses are small-sized classes where students develop thesis ideas and acquire the skills needed to complete a Capstone Project in their final year. A Capstone Project is a report based on an individual or a group's practical research in a chosen subject.



Example of Past Thesis

Community & Social Development

- Study on Social Security for the Old in Japan
- Research on Over Urbanization and Unbalance of Population
- Women and Gender in Contemporary Japanese Society
- Ethnic Minorities of Japan – A Study of the Ainu People and the Ryukyuan People -

Peace Building & International Cooperation

- Analyzing the Driving Forces behind Japanese ODA under the Perspective of International Relations
- The US Influence on China and Japan: The Triangular Relationship from the US Perspective
- "Diplomatic" Changes in the Taiwan-Japan Relations Before and After 2008: The Special Bond between the Two

Economic & Environmental Sustainability

- Quantitative Easing Policy of Japan: Realizing the Potential Negative Outcomes of the Japanese QE
- "For the Establishment of a Sound Material-Cycle (SMC) Society": Reduction of Resource Use on Containers and Packaging in Japan

Social Organizations & Working

- The Competition between Japanese Companies and Chinese Companies in the Chinese Market
- The Bitter Truth Behind Chocolates: Child Labor Issues and Challenges to the Chocolate Industry and International Society
- Research on the Japanese Employment System



Example of Courses

- Introductions to Economics
- Game Theory
- Politics in Modern Japan
- Postwar Japan-US Relations
- Social History
- Intercultural Communications
- Political Process
- On Identity:
A Socio-political Analysis
- Introduction to Comparative Law

Foundations in Social Sciences

Students gain general knowledge and competence in the Social Sciences and Social Innovation by taking introductory courses in the following subjects: politics, economics, law, commerce, sociology, and the humanities. Through these courses students develop the theoretical framework needed to approach and find solutions for difficult social issues.

Interdisciplinary Studies in Social Innovation

This is where students apply the general knowledge they acquired and delve into one of the Four Fields.

Courses in the Four Fields fall into the following three main categories:

I Introduction

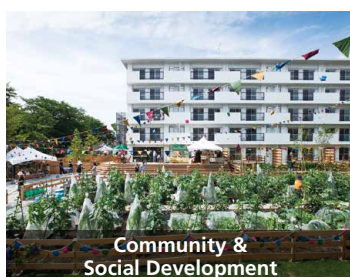
Students acquire background information on their chosen Field.

I Field Issues

Students learn about the common issues and problems of the Field of their choice through case studies.

I Practicum Courses

Students engage in these issues and problems first hand (See below).



Waseda students preparing for and presenting their research results at an urban development workshop in Kawaguchi city, Saitama Prefecture with government administrative officers and specialists in attendance.



Waseda students doing field work at a local orphanage in Timor-Leste

Practicum Courses

Practicum courses give students hands-on, practical experience in one of the Four Fields. In these Practicum courses students will engage in either on-site research or classroom stimulations to find feasible and sustainable solutions to social issues. By allowing students to engage with these social issues directly and in real time, students will have the opportunity to apply the theory and solutions they have studied and developed in the classroom. Having close contact with society and its problems is an important asset for future Social Innovators.

Field 01 | COMMUNITY & SOCIAL DEVELOPMENT

The effects of man-made and natural disasters are long-lasting and adversely affect the social, political, and economic status of countries all over the world. In this field, students will learn how to find and promote eco-friendly and sustainable ideas that will increase the strength and resiliency of communities recovering from hardships and reduce the disparity between developed and developing countries.



Munich, Germany's "Play City Mini-Munich" Cultural Project. Every year in August for 3 weeks, children (ages 7 to 15) design, build, and manage a city. This project has been emulated all over the world including Japan. (Image courtesy of Mini-München Lab)



*The TAISI Program conducts social experiments and case analyses of advanced projects from Japan and around the world.

Faculty



Osamu SODA

Dr. Osamu Soda joined the School of Social Sciences as a professor in 2002. He currently serves as the Associate Dean of the Faculty of Social Sciences, Waseda University and as Director of the Institute of Urban and Regional Studies, Waseda University. He received his doctorate in Engineering from Waseda University and specializes in planning, community development, resilience, urban regeneration, and public-private partnerships. He was awarded with the Paper Prize of Architectural Institute of Japan for his work "The Context and Future of Small Urban Space Development in Japan" in 2004. His most recent publication was *The Textbook of Machizukuri (Japanese Community Development)*, Kajima Press, 2017.



Satoshi KUROKAWA

Satoshi Kurokawa (Ph.D. in Law) is a professor of Environmental Law at the School of Social Sciences. He is interested in improving the environment and quality of life in urban areas. Biodiversity in a city is one of the keywords of his research. He also does research in climate change law, energy law, pollution control law, and risk management law. He is also familiar with Australian environmental law. "THE THEORY OF ENVIRONMENTAL REGULATION (2004)" is among his published works.

TARGET issues ▶

Community & Social Development

Striving to promote sustainable community and social development on a global level is a hope we share for the future. The Sustainable Development Goals (SDGs) promoted by the UN is connected to our awareness of the issues. **Liberating communities from the impact of devastating natural (earthquakes, tsunami, typhoon) and man-made disasters (social, economic, and environmental issues, terrorism, civil war) and its lasting effects is a major issue all over the world.** Japan and the Asian-Pacific region have overcome various hardships such as an influx of natural disasters, as well as the effects of colonialism, political unrest, poverty, and violence. Such experiences should be shared and then transmitted to the world.

We should overcome the memories of the past, calm our feelings of anger and resentment caused by social issues, restore stability to civilized political order, revitalize regional economies, protect the bountifulness of the land and sea, and make the construction of inclusive and strong residences a reality.

In order to achieve all this, we must expand and strengthen civil society, reform communities and collaborative social systems, construct social capacity starting from the legislative system, and contribute to society by generating new ideas through social innovation. **Learning to acquire the driving force to make such goals a reality is the theme of this field.**

APPROACH to Study ◀

Waseda University was the first in Japan to offer a program in Community Development. Utilizing the university's reputation for being a pioneer school, we provide a fulfilling educational environment that collaborates with society.

First, **students will develop a high global awareness of social, economic, and environmental issues as well as an ethical sense of responsibility towards alleviating the inequality and disparity that exists in third world countries and other developing nations.** Students will also acquire the insight to understand and be sensitive to global changes, develop critical thinking skills to dissect existing materials and

media discourses, study research methodologies through field work, and learn statistical methods. They will also **learn to develop new social conceptual skills, particularly the skill to plan ahead and to make goals a reality, as well as the facilitation skills needed to run workshops or make important decisions.** Such skills are essential in future policy leaders.

We will also encourage students to participate in the various SSS-affiliated domestic and overseas internships and study abroad program that we have to offer. Accumulating experience in communicating with people from various walks of life, languages, and cultures **trains students to push their goals without becoming discouraged by opposition or misunderstanding.** Students will also polish their writing skills through field reports which will lead to the successful completion of their Capstone Project. This field will also prepare students wishing to pursue graduate studies in Community and Social Development.

■ Sample course list

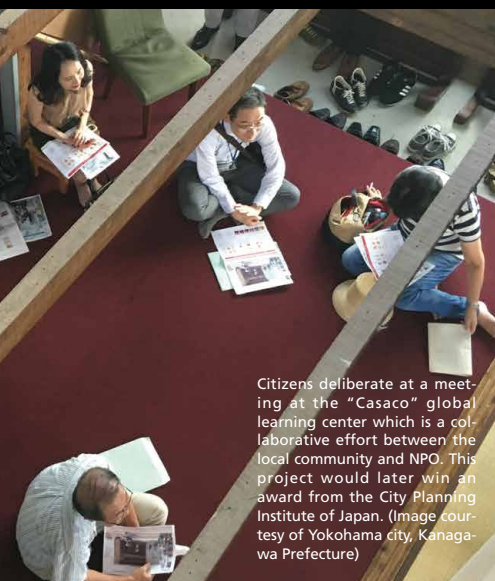
- Urban History of Tokyo
- Theory of Community Development
- Urban Environment for Children
- Urban Studies
- Social Design

▶ ideal CAREERS

Study in this field will lead to careers in **domestic or international NGOs, public services, government, education, human resources development, regional development, social-capital maintenance, finances, international organizations, think tanks, or consultation firms where students can gain practical experience.** Students who have chosen to pursue graduate studies to further develop their skills, **can expect to become specialist in their field** and find jobs as program coordinators, fundraising managers, urban and regional development planners, policy advisors, project officers, or energy managers.



Hoshi no Tani Apartment Complex in Zama city, Kanagawa Prefecture. An old apartment complex was redesigned to contain community gardens, parks, and a child care facility on the premises. The goal was to create a living space where people can live comfortably surrounded by nature. (Image courtesy of blue studio)



Citizens deliberate at a meeting at the "Casaco" global learning center which is a collaborative effort between the local community and NPO. This project would later win an award from the City Planning Institute of Japan. (Image courtesy of Yokohama city, Kanagawa Prefecture)

VOICE of Alumni ◀



Yuta YAMANAKA (2009 Japanese Program Graduate)
Chief of Planning Division, Regional Design Department
Aratani Civil Engineering Consultants, CO. LTD

In my seminar, I conducted fieldwork and on-site group research projects in revitalizing areas and was able to develop my personal study theme from that experience. That is how I learned the basis of becoming an urban planner who works to create solutions. Through my encounters with multi-talented people, I ask myself if I am doing my best in whatever position or community I am involved in and realize that my time in SSS is irreplaceable.

Field 02 | PEACE BUILDING & INTERNATIONAL COOPERATION

Religious differences, racial discrimination, income disparity, etc. are the roots of conflict and affect many countries. These issues are complicated and cannot be resolved by one country alone. In this field, students learn how to solve global issues by developing the ability to connect and build cooperation between disparate countries and people.



An eligible woman voter submits her ballot at a polling booth for women in Afghanistan



Faculty



Mitsuru YAMADA

Dr. Mitsuru YAMADA, who is a professor of the School of Social Sciences, specializes in international relations, international cooperation and peacebuilding. He received his Master's degree in International Relations at Ohio University and his doctorate in Political Science from Kobe University. He participates in social activities such as election monitoring. He has edited several books and published many joint authorships and articles.



Hajime OKUSAKO

Dr. Hajime Okusako, who is an associate professor of the School of Social Sciences, specializes in international relations, especially theoretical studies of global politics. He received his doctorate in Political Science at Waseda University. He has recently been working on institutional design of global governance for solving global problems effectively and fairly. He edited and published a book on the study of economic sanctions in March 2017.

TARGET issues ▶

Peace Building & International Cooperation

Urgent issues such as **peace, development, human rights, and environmental concerns** are issues that the international community faces every day. These issues also transcend national boundaries which make it impossible for one country to resolve these issues alone. Therefore, although there are diverse actors individually trying to address these problems, as well as individuals who are using federal or local governments, international organizations such as the United Nations, regional organizations, domestic and international NGOs, and social networks to work on these issues, **it is only when we come together and work in coop-**

eration that these issues will be resolved.

Peace, development, human rights, and the environment are global public resources. It is because of a peaceful society, that we are able to live our everyday lives. It is also because of our steady source of income, secure working conditions, the availability of safe residential space, that we can live our lives so peacefully. Then, how can we enjoy such global resources without giving something back? This is why **international cooperation between diverse social actors is necessary because it ensures the continuation of our peaceful everyday lives.**

APPROACH to Study ◀

The "Peace Building and International Cooperation" field is where you **master the ability to connect and build cooperation between disparate social actors** in order to resolve the various social issues existing in global society.

First, it is important to understand the reality of global society. In order to gain such basic understanding, the **TAISI program provides students with an interdisciplinary approach and a theoretical analysis framework on the sources of conflict** such as religious differences, racial discrimination, income disparity, environmental degradation, unequal distribution of natural resources and so on.

Next, **students engage in fieldwork that increases their ability to find creative and imaginative solutions to current issues.** So through fieldwork and the collaboration of diverse actors, we hope students will know how to create effective and feasible solutions to global issues.

These two learning methods, **the understanding of desktop theory and applied field work, is the basis of this program's curriculum.**

■ Sample course list

- International Cooperation
- Japan and Peacebuilding: UN Policies
- Japan and Peacebuilding: Asian Policies
- Development Assistance by Japan: ODA and NGOs
- Japan in the Age of Globalization

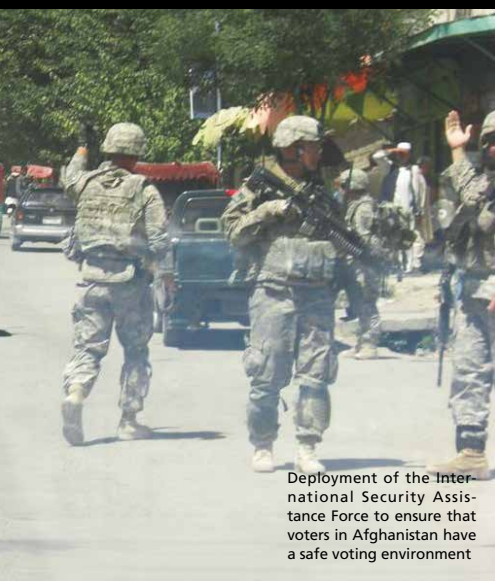


▶ ideal CAREERS

Students who choose this field are suited for a career in international aid or governmental aid programs aimed towards **promoting international cooperation**, journalism that focuses on the various issues that the international community faces, federal or local government-sponsored international exchange institutions, or multinational companies. Of course, we also hope that some students will choose to continue onto graduate school and accumulate more experience in society before starting on the road towards becoming **a member of an international organization or NGO which focuses on Conflict Resolution and Peacebuilding.**



Eligible women voters lining up to vote in the Constituent Assembly election in Nepal



Deployment of the International Security Assistance Force to ensure that voters in Afghanistan have a safe voting environment

VOICE of Alumni ◀

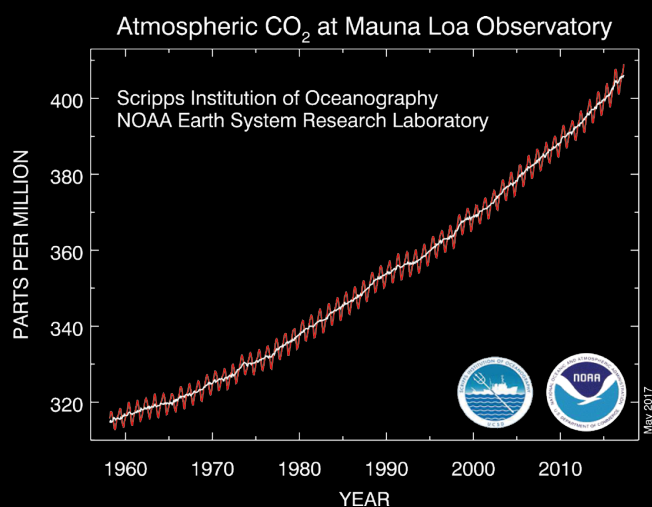


Shintaro SHINGUCHI (2014 Japanese Program Graduate)
Independent Consultant for Grassroots Human Security Projects
Embassy of Japan in Cambodia

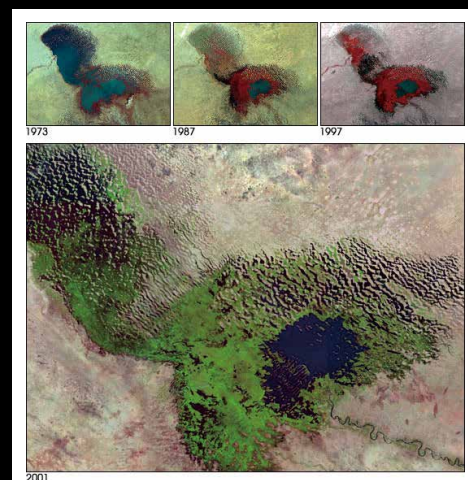
The field study trip with Professor Yamada was the greatest impetus for my strong desire to work in the field of peace building. At the SSS, I learned to consider a problem from multiple perspectives thanks to its interdisciplinary curriculum. I was also able to develop a more international mindset through my experience studying and conducting research alongside international SSS students and this enabled me to obtain the ability and intuition necessary to tackle issues with people of various nationalities.

Field 03 ECONOMIC & ENVIRONMENTAL SUSTAINABILITY

The environment has been poorly maintained. Its resources are scarce and its assets have been unequally distributed. Climate change is a fact that must be addressed and current energy resources are not only unsustainable, but also their use negatively affects the environment. In this field, students will study the importance of developing and implementing economically, socially, and environmentally sustainable policies and institutions so that the Earth and its resources can last for many generations.



Graph showing the annual increase of CO₂ in the atmosphere near Mauna Loa, Hawaii
(Image courtesy of Global Monitoring Division of NOAA's Earth System Research Laboratory)



Satellite images showing the shrinkage of Lake Chad, Africa
(Image courtesy of NASA GSFC Scientific Visualization Studio and Landsat 7 Project Science Office)

Faculty



Masahiko GEMMA

Born in Yamanashi, Japan, Dr. Masahiko Gemma received his Ph.D. from the University of Minnesota and worked as an economist at the International Development Center of Japan before joining the faculty of Yokohama City University. In 1993, he joined the faculty of Waseda University and is currently a professor at the School of Social Sciences and is serving as director of the Organization for Regional and Inter-regional Studies and director of the Institute of Japan-U.S. Studies at Waseda University. His current research interests include issues on food and environmental problems. Publications include co-authorship of a chapter in the *Handbook on the Economics of Ecosystem Services and Biodiversity*, Springer.



Ken-ichi AKAO

Dr. Ken-ichi Akao joined the School of Social Sciences in 1995. He has been working as a professor since 2002. Teaching global environmental issues, environmental economics, ecology and others, he received his Ph.D. in Agriculture at Kyoto University. He was also a visiting scholar at UC Davis (2002 – 2004) and visiting professor at KIER in 2008. He has been the Chief-editor of *Environmental Economics and Policy Studies* (Springer) since 2014. His research interests are in economic dynamics, sustainable development and common property resource management. Recent publications include *Economic Theory*, *Journal of Economic Dynamics and Control*, *Environmental and Resource Economics* and others.

TARGET issues ►

Economic & Environmental Sustainability

Sustainability issues can be understood as distributional issues over generations. **We will attempt to find evidence-based, practical answers to the question on how we can maximize our welfare at present time without sacrificing the welfare of future generations.**

Climate change is a difficult challenge we face now. Higher temperatures and volatile precipitation patterns are increasingly affecting the lives of the people on our planet. Climate change has been caused by human activities so adaptation of climate change as well as mitigation of greenhouse gases is urgently required. The continuing delay in mitigation efforts will only lead to the creation of burdens for future generations.

Adaptation of climate change can only be done on a local level while global efforts

are needed to reduce greenhouse gas emissions. **We have observed numerous efforts in the local, national and international levels, but we still need innovative social institutions and policies that can prevent the further deterioration of the quality of life of future generations.**

Energy security is another challenge. For sustainability in economic activities, the use of renewable resources such as solar, wind, geothermal and biomass resources is desirable as the use of exhaustible resources for energy is not a sustainable option in the long-run. At present, relatively high financial cost discourages the use of renewable resources. Therefore, we certainly need research and development efforts for technological innovations as well as social innovations that will help us to overcome the challenges in energy security.

APPROACH to Study ◀

We academically approach the subject of sustainability from three perspectives: social, economic and environmental. **We particularly seek to understand the conditions in which institutions and policies can best contribute to social, economic and environmental sustainability.** So social innovations in institutions and policies are a must. What can we learn from our previous and pleasant experiences in social, economic and environmental sustainability? History has proven that the Soviet-type social and economic systems were not sustainable. The present value of the future stream of economic benefits must exceed the present value of the future stream of economic costs for economic institutions and policies to be accepted by the population in the long-run. Social and economic development was not feasible without environmental sustainability. **In the classroom and on the field, students will actively learn lessons from previous mistakes and successful cases. We will also discuss what social innovations are useful for our challenges in social, economic and environ-**

mental sustainability.

Learning analytical tools is also important. Economics, for example, provides analytical instruments that allow us to obtain potential solutions and derive policy implications for social, economic and environmental sustainability. We will also be **studying methodologies to value environmental assets which do not have markets to trade and will examine tools used in cost-benefit analyses.** Similarly, we will discuss social, economic and environmental sustainability from the perspectives of political science, international relations, business administration, law, sociology, and science and engineering.

■ Sample course list

- Japanese Trade & East Asian Community
- Global Food Security: Demand & Supply Challenges
- Comparative Economic Systems
- Environment and Development
- Economic, Social and Environmental Sustainability

► ideal CAREERS

We expect our **graduates to be able to make their own assessment of institutions and policies using the tools obtained in the classroom and in the field. This skill will be useful in public services and private businesses sectors.** In order to pursue an advanced degree in public policy, including environmental studies or in a discipline like economics, certain skills are necessary. So the training provided in this field will be good preparation for further studies.



Human activities have caused climate change



Lingyue ZUO (2015 former English program Graduate)
Business Analyst on Sustainability Issues
Evalueserve Business Consulting (Shanghai)

VOICE of Alumni ◀

As a person who is passionate about environmental and sustainability issues, studying at SSS did not only help me acquire basic knowledge on relevant topics, but also taught me the skills I needed to find the topic I was interested in and develop my own research. The former enriched my environmental background, providing me with a wider horizon that links environment, society and economy together. The latter provided me with useful research skills for my current and future work.

An example of a business that contributes to society. This company aims to alleviate Africa's poverty by creating sustainable economic activities with local tailors.

Field 04 | SOCIAL ORGANIZATIONS & WORKING

With the advancement of technology and the globalization of society, the business world and the workplace has changed drastically. However, such advancements have also created new social issues such as labor migration, environmentally-damaging business ventures, and technological unemployment. In this field, students will discover and study new business methods that will not only reinvigorate the business world but will also improve society.



A corner of Rwanda's market which is lined with tailor shops. The number of tailors far outnumbers consumer demand which means such tailors also have few opportunities to improve their craft.



In order to improve both the tailors' revenue and skill, a company was launched to sell their work to Japan. As a result, work volume has increased and has also led to skill improvement among Rwandan tailors.

*The social business mentioned above, Alizeti, was started by Tomoko NEZU who is a 2017 SSS Japanese program graduate.

Faculty



Toru SHINODA

Professor Toru Shinoda joined the School of Social Sciences in 1998. He specializes in labor history and politics. He has recently completed a research project on "Changes in Welfare-employment Regime and their Impact on Group Politics in Japan" (2010-2013). He teaches Labor Journalism, Socio-dynamics, Social Governance, Social History, and Popular Culture and Politics.



Hiroyasu KIMIZUKA

Dr. Hiroyasu Kimizuka is an associate professor of the School of Social Sciences specializing in the socio-economic history of France. He obtained his Ph.D. degree from the University of South Brittany, France in 2014. His major literary works have been *Bordeaux et la Bretagne au XVIII^e siècle*, *les routes du vin*, PUR, Rennes, 2015 and "Shipmasters of the Cabotage in Eighteenth-century France", *Shirin*, 100-1, 2017, pp. 3-39.

TARGET issues ▶

Social Organizations & Working

In this field, **students will study new ways of conducting, thinking, and looking at business and the social activities that are the start of NGOs and volunteer activities.** The worlds of business and social organizations have undergone many drastic changes and will only continue to change significantly. Technological innovations such as robots and the internet have rapidly digitalized the workplace and have not only changed the way we do business, but have also changed the daily lives of people all around the world.

Aging population, global warming, and globalization are global trends and such

trends are creating new social issues. Along with these issues, there is the state of corporations and the government, social security and education, employment and revenue, and work life balance to consider which all profoundly impact the way we live our lives. Embracing these drastic changes, we will learn and consider what should be done in business and social activities from now on. **We will be approaching this Field by keeping in mind current social issues and studying relevant case studies.** We will also support one another into **becoming business and social activity leaders who aim to improve society.**

ideal CAREERS ◀

Graduates of this field will **obtain new business and working methods and will promote such ideas to others.** As such, we expect our graduates to thrive as entrepreneurs or in business or social activities. **The skills and mindset students learn here are necessary for careers in a diverse number of domestic and overseas industries** such as private corporations, public organizations, commercial, and non-profit organizations. Our graduates make it their mission to improve society and will always strive to help those who are troubled or

want to achieve something great in their lifetime. This will make our graduates welcomed and respected everywhere.



■ Sample course list

- Social Business
- Trans-Pacific Perspectives on Race, Ethnicity, and Migration
- Trans-Pacific Perspectives on Work, Culture, and Society
- Migration and Social Change in East Asia
- The Japanese of the 20th Century : Work, Culture, and Society

▶ message from PROFESSOR

Professor Toru Shinoda:

Since I was a high school student, I have always thought about one question: How do we create a society of people who will work together, help each other during hard times, and share life's happiness together? It has been forty years since then and **I have realized that as long as we have someone who can ponder such questions with our society will improve little by little.** So I hope you will also become a companion to ponder over such questions with.

VOICE of Alumni ◀



As a social science department alumnus and entrepreneur, the social sciences provided me a diverse knowledge framework through its multiple fields of study, and a profound understanding of the role that business organizations play in shaping our society. These elements served as the bedrock know-how, motivation and values behind each of my entrepreneurial journeys. With the newly introduced curriculum "Social Innovations", students who wish to enter the business world in the future will gain core knowledge of how business innovations can create social values, helping them tackle social issues more sustainably and effectively.

William HUANG (2015 former English program Graduate)

Waseda Business School - IMBA student (enrolled in 2016)

Teiron Dynamics Studio - CEO/Co-Founder

(A technology company in the U.S. that focuses on research and development of tech products such as modular power bank, wireless charger, micro projector, etc.)



By establishing a business that creates a mutually beneficial relationship between producer and consumer, an equal relationship between the two becomes possible. In this way, the company was able to bring sustainable benefits to both Japan and Rwanda.

Japanese Language Study

As students studying and living in Japan, it is important that TAISI students have an understanding of the language, especially if they hope to find employment in Japan. We do realize that Japanese Language proficiency levels will vary among incoming students and (as shown in the chart below) can accommodate Japanese Language Study to each student's needs.

Japanese Proficiency Levels



Japanese Language Study during TAISI

Case 1 Peter who has never studied Japanese

Required to take 5 Japanese classes per week for 2 years
Dependent on effort, it is possible for Peter to reach the minimum language requirement for employment in Japan in 2 years.

Taking Japanese classes beyond the requirement

FACT

80% of SSS students who began at the basic level have chosen to continue to their studies beyond the required 2 years.

By continuing to take Japanese languages courses, it is possible for Peter to reach the ideal proficiency level desired by Japanese employers.

Case 2 Jane who has intermediate level Japanese

Required to take 5 Japanese classes per week for 1 year
In her first year, Jane studies and boosts her proficiency levels.

Takes advanced level Japanese course and SSS courses in Japanese

In advanced level courses, students learn Business Japanese and after achieving the required proficiency level can start taking SSS courses in Japanese.

Japanese Proficiency Requirement for Employment in Japan

As shown on the right, to find employment in Japan, students need at least a High Intermediate level of Japanese.

Minimum Requirement

(N2)*

Ideal

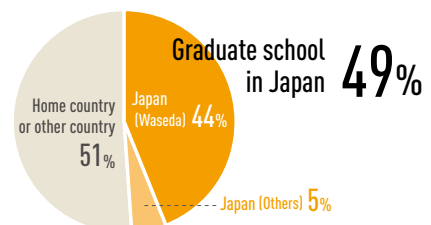
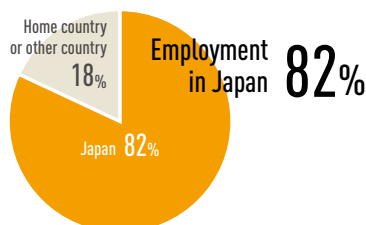
(N1)*

*Level of JLPT scores. The JLPT is a language proficiency test conducted by the Japan Foundation and the Japan Educational Exchanges and Services to measure and certify non-native Japanese speakers.

Success after Graduation

2016 Academic Year: Post-Graduation Path of all Waseda English-based Undergraduate program Alumni (218 people)

Waseda University was ranked #1 in Japan for Graduate Employability by QS Graduate Employability Ranking.



Student's voice

I believe that what I am learning from this program will not only be beneficial to me, but also to my country.

I have always had an interest in Japanese culture and history, but Japan's active NGO involvement in the development of my country further increased my interest in Japan. I choose the School of Social Sciences because I wanted comprehensive knowledge in the social sciences and on Japan's past and present. Timor-Leste is a young country that only became independent 14 years ago, so I believe that what I am learning from this program will not only be beneficial to me, but also to my country. I plan to study and learn as much as I can so I can bring it back to my country and spread the ideas and concepts I learned to my people. This program has also provided me with another important lesson: how to make connections with people of different cultures, ideas, and languages. In the future, I hope to work with Japanese NGOs and become a field leader in the development of my country.



Palmira Araujo Dos Santos (Timor-Leste)

Enrolled in Sept. 2016
Graduated from 4 De Setembro School



The TAISI program becomes the bridge for students wishing to contribute to society

I knew of Waseda University because of my family, but I chose the School of Social Sciences because I was attracted to the wide variety of topics covered by the English-based degree program's curriculum. To be honest, I had a very blurry idea of what I wanted to do in the future, however as I continued my studies here, the future has gradually become clearer and more focused. Thanks to my education here, I have become aware of current events and realized how all these events are connected and affect each other. This is why I plan to work for a NGO in the future, specifically a NGO focused on Peace Building and International Cooperation. Seeing what has been happening in the world, I am convinced that there is a great need for such groups and people. Since we live in the age of social media I am sure students nowadays are aware of the world's problems. So the TAISI program becomes the bridge for students wishing to contribute to society no matter how big or small.

Manish Lama (Nepal)

Enrolled in Sept. 2015
Graduated from Kantipur International Open Education



In the School of Social Sciences, classes are small and intimate, and active discussions are encouraged by professors

I started studying Japanese in middle school and knew from an early age that I wanted to go to university in Japan. When I began looking at schools, I realized that there were many choices to choose from. However, Waseda University stood apart as an outstanding institution that would provide the best educational experience. In particular, I really enjoyed how diverse the student body is, as well as how nice and inviting all the students are. In the School of Social Sciences (SSS), classes are small and intimate, and active discussions are encouraged by professors. In addition to the SSS curriculum, I am studying urbanization with a government scholarship program and look forward to applying that knowledge back home in Hawaii or elsewhere in the world. The experiences I've had both in and out of the classroom have been unforgettable.



Talia Sumi Rabinko (US)

Enrolled in Sept. 2015
Graduated from Punahou School



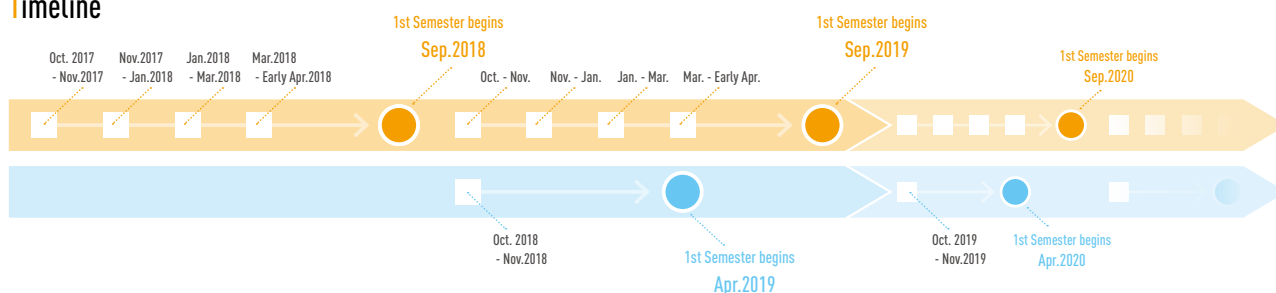
Admission

- Admission to the TAISI program occurs twice a year – once in April and once in September.
- September Entry starts from September 2018. April Entry will begin from April 2019.
- We admit a total of 60 new students per year.

Submission Period	2018 September Entry				2019 April Entry
	1st Round	2nd Round	3rd Round	4th Round	
	October 2017 - November 2017	November 2017 - January 2018	January 2018 - March 2018	March 2018 - Early April 2018	October 2018 - November 2018
Notification of Results	January 2018	March 2018	April 2018	May 2018	January 2019
How to Apply	Document Screening / Online Interview (if necessary)				

Schedule shown above is subject to change.
Check our website for the latest Guidelines.

Timeline



- Admissions mainly for graduates of the Japanese educational system will also be available.
- For more information: <https://www.waseda.jp/fsss/sss/applicants/admission/> (refer to “グローバル入試”)

For inquiries about Admission, Tuition & Scholarship

Admissions Office, School of Social Sciences, Waseda University

URL : <https://www.waseda.jp/fsss/sss/en/applicants/admission/>

e-mail : taisi-admission@list.waseda.jp

Call : +81-3-5286-3804

For inquiries about Dormitory

Residence Life Center, Waseda University

URL : <https://www.waseda.jp/inst/rlc/en/>

Call : +81-3-3203-2634



address :

School of Social Sciences (Waseda Campus Bldg14,3F)

Waseda University

1-6-1 Nishiwaseda, Shinjuku-ku, Tokyo, 169-8050, JAPAN

URL : <https://www.waseda.jp/fsss/sss/en/>

e-mail : taisi-admission@list.waseda.jp