



Transnational and Interdisciplinary

Studies in Social Innovation

TAISI

English-based Undergraduate Program



Waseda University
School of Social Sciences
早稲田大学 社会科学部

1. Who we are?



The School of Social Sciences

The School of Social Sciences at Waseda University is one of the three institutions that make up the Faculty of Social Sciences. It aims to be a school of “comprehensive social sciences” through the 3 principles of “interdisciplinary,” “practical,” and “international” education. These 3 principles are important and fundamental as they help us to understand a modern society that continues to become increasingly diverse and complicated. It is these 3 principles which will become a guiding path in helping us identify and solve problems as well as help us in the conceptualization and realization of a better society.

Faculty of Social Sciences

Institute for Advanced Social Sciences

Graduate School of social Sciences

School of Social Sciences

- Established in **1966**
- **2,642** undergraduate students

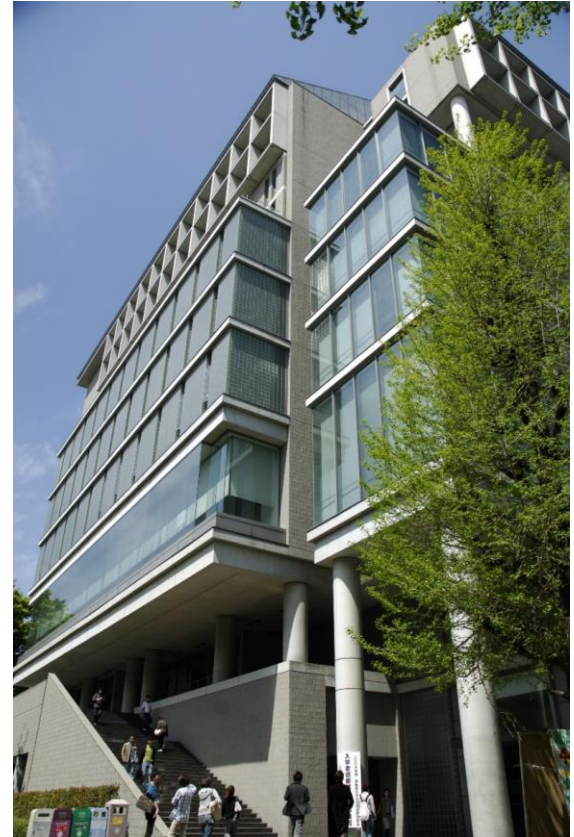
Japanese-based Undergraduate Program

English-based Undergraduate Program

TAISI

Degree offered

Bachelor of Arts in Social Sciences



Create “Social Innovators”

The School of Social Sciences established an English-based degree program in 2011, and now named “Transnational and Interdisciplinary Studies in Social Innovation (TAISI) Program.” The aim of the TAIISI 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.

TAISI promotional video



<https://bit.ly/taisi-npy>



The Japanese character for “TAISI” is “Great Ambition/Wish” and it is our great wish/ambition to create and train future social leaders and innovators.



Fieldwork-focused, “Practical” approach

TAISI Students will gain in either on-site research or classroom simulation 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.



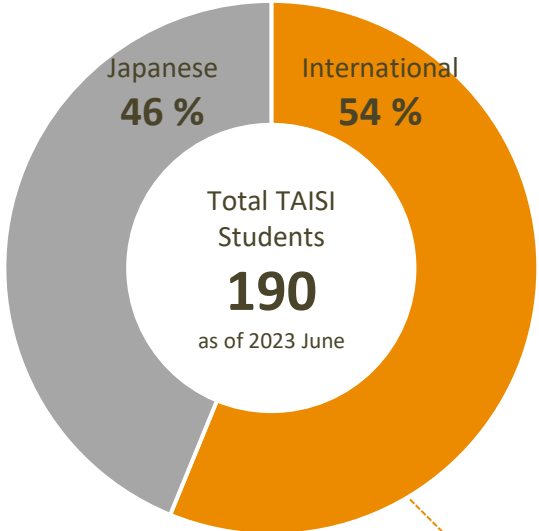
Students doing field work at local orphanage in Timor-Leste



Social Research (Community Planning and Development) :
Presentation of the Survey Report to the government officials



Students discussing with Dr. Xanana Gusmão (The first President of East Timor, Waseda University Honorary Doctorate) during their fieldwork in Timor-Leste.



- People's Republic of China
- Republic of Korea
- Indonesia
- Taiwan
- United States
- Viet Nam
- Philippines
- Myanmar
- Mongolia
- Sri Lanka
- Brazil
- United Kingdom
- India
- Canada
- Fiji
- Nigeria
- Kyrgyzstan
- Switzerland



2. What we offer?



In TAISI, students gain specialized and interdisciplinary knowledge in the following four fields. Along with their studies in the social sciences, humanities, and the natural sciences, students will learn about existing frameworks of thoughts and institutions and develop the ability to look at and find new ways to solve social issues.





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.

Hoshi no Tani Danchi 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)



TARGET issues ▶

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 environ-mental 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.**



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)

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 statis-tical 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 Courses ▶

- Environmental Law in Japan
- Health and Human Rights
- Introduction to Rural Development
- Japanese Interactions with Asia and the Non-West
- Japanese Interactions with Europe and America
- Japanese Studies
- Sociolinguistics and Multilingualism
- Theory of Community Development
- Urban Living
- Urban History of Tokyo



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 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.

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.

VOICE of Alumni ▶



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.

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

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



TARGET issues ▶

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 cooperation 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.**



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

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.**



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

Sample Courses ▶

- Contemporary Japanese Foreign Policy
- Education and Development
- Globalization and Human Rights
- Global Poverty
- International Development and Cooperation: Field Work Practice
- Japan and Peacebuilding
- Japan & World War II: Historical Controversies
- Southeast Asian Studies
- War and Japan

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.



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**.

VOICE of Alumni ▶



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.

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



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.



TARGET issues ▶

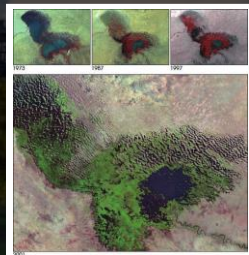
Sustainability issues can be understood as distributional issues over generations. **We will attempt to find evidence-based, practical answers to the question on how we can maximize our welfare at present time without sacrificing the welfare of future generations.**

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.

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



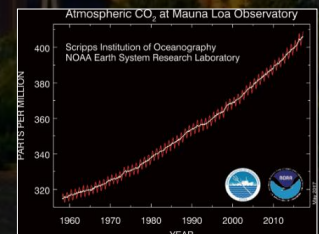
Satellite images showing the shrinkage of Lake Chad, Africa (Image courtesy of NASA GSFC Scientific Visualization Studio and Landsat 7 Project Science Office)

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 environmental 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.

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)



Sample Courses ▶

- Basics of Regression Analysis, Analysis of Cross-Sectional Data
- East European Study in Practice
- Economic Growth
- Economic History
- Environment and Development
- Global Food Security
- International Finance
- Introduction to Economics
- Introduction to Public Economics
- Social Sciences for Sustainable Development
- Understanding the Japanese Economy

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.

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.

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.

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



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.



TARGET issues ▶

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.**

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.

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.



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.

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.



Sample Courses ▶

- Contemporary Social Affairs
- Cross-Cultural Organizational Behavior
- Exploring New Work and Life Styles in the Changing World
- Getting to Know the World of Work
- Global Labor Governance
- International Business
- International Human Resource Management
- Social Business
- The World of Cooperative Commonwealth
- Trans-Pacific Perspectives on Race, Ethnicity, and Migration



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 XVIIIe siècle, les routes du vin*, PUR, Rennes, 2015 and *“Shipmasters of the Cabotage in Eighteenth-century France”*, Shirin, 100-1, 2017, pp. 3-39.

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.

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.

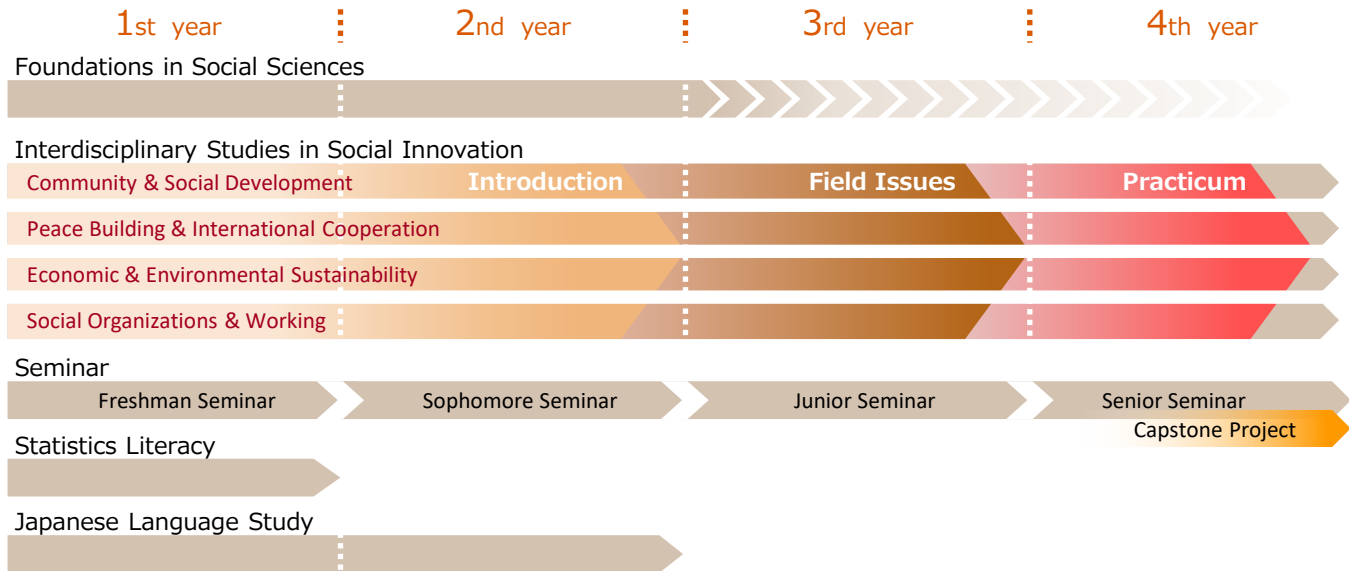
William HUANG (2015 former English program Graduate)
Waseda Business School - IMBA student (enrolled in 2016)
Teiron Dynamics Studio - CEO/Co-Founder (A technology company in the U.S. that focuses on research and development of tech products such as modular power bank, wireless charger, micro projector, etc.)



3. How to study?



Flowchart



Features

TAISI promotes interdisciplinary education by providing a curriculum that encompasses all the different areas of the Social Sciences. To start with, students can combine courses from any of the Four Fields based on their interests and progressively move on to focus on a specific field to complete a Capstone Project. 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.

Course List

[Click here](#) and find the latest "TAISI Course List".



Flowchart

1st year

2nd year

3rd year

4th year

Foundations in Social Sciences

Interdisciplinary Studies in Social Innovation

Community & Social Development

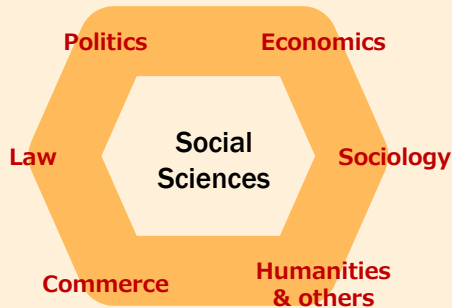
Introduction

Field Topics

Practicum

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.

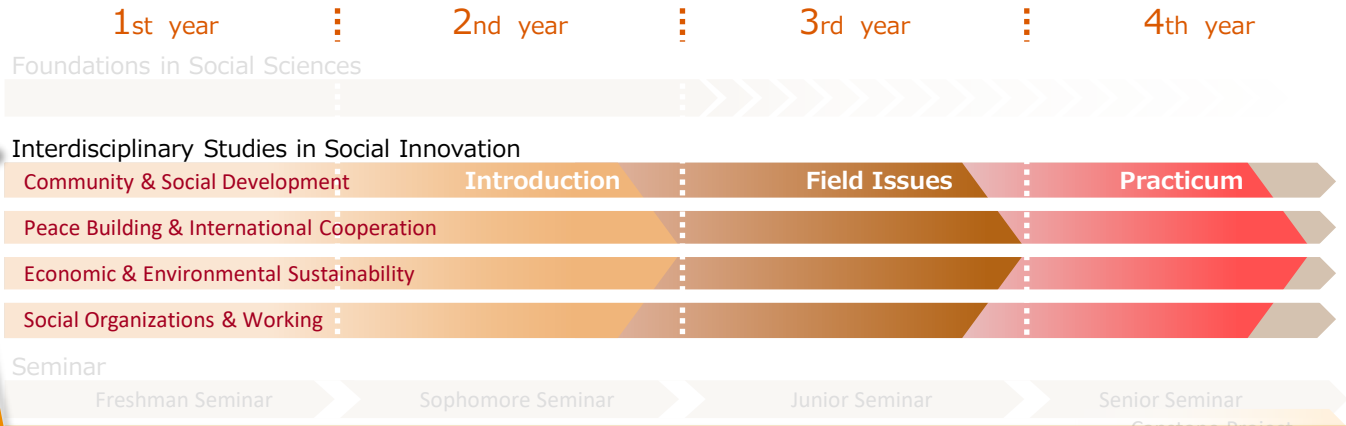


Sample Courses ▶

- Contemporary Japanese Society
- Evolutionary Anthropology
- Game Theory
- Intercultural Communications
- Introduction to Social Research
- Japanese Patterns of Communication
- Marketing in Practice
- Politics in Modern Japan
- Science and Technology in Japan



Flowchart



Interdisciplinary Studies in Social Innovation

This is where students apply the general knowledge they acquired and focus on one or more of four fields. TAISI students do not belong to any specific field, but instead take courses from multiple fields. Courses in the four fields fall into the following three main categories:

| Introduction

Students acquire background information on their chosen Field.

| Field Issues

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

| Practicum Courses

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

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 simulations 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.



Seminar & Capstone Project

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.

| Freshman Seminar

This preparatory seminar course is for the students who are freshly enrolled into the TAISI program. It aims to provide students with basic skills to complete the program successfully.

| Sophomore Seminar

The Sophomore Seminar will provide opportunities for TAISI students to grasp social science issues in different contexts and look at them through diverse perspectives.

| Junior/Senior Seminar

From the third year onwards, TAISI students will choose and belong to one seminar class (upon successful screening) in order to develop their own expertise. The Capstone Project will be instructed by the professor of the "Junior/Senior Seminar" they belong to.

[List of TAISI Seminars](#) (as of 2021)

* Seminars available may subject to change.



Seminar

Freshman Seminar

Sophomore Seminar

Junior Seminar

Senior Seminar

Capstone Project

Statistics Literacy

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

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

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

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



4. Testimonials



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

I completed my bachelor degree in the School of Social Sciences at Waseda and I would like to say what I love the most about my time at university was making connection with students from different nationalities, culture, and makes the best friendly community/environment that I have ever experienced during my college life.

Through the SSS program I have gained great learning experiences and knowledge to carry forward in both my career and life today. It also provided me with the necessary skills I need at work such as problem solving, communication, critical thinking, and soft skills required to work with others in a team.

Currently I am working for Japan International Cooperation Agency (JICA) in my home country Timor-Leste (East-Timor). As I have always been interested in working with Japanese organizations involved the development of my country. However, I see my current contribution now as just the beginning. I believe there is always great potential and possibilities for me to develop and make better changes for society.



ARAUJO DOS SANTOS, Palmira



(Timor-Leste)

From 4 De Setembro School (Dili, Timor-Leste)
Class of 2020, who went on to work at Japan
International Cooperation Agency (JICA) in Timor-Leste





The SSS provided me with a tailor-made international education which ultimately led me to achieve my dream of working in Japan.

My love for Japanese language & culture was realized during my middle-school years in Australia when I began studying Japanese as an elective subject. Since the age of fourteen, I had the dream of moving, studying, and working in Japan. Waseda University, and especially the School of Social Sciences was a huge factor for me in achieving this dream. The SSS did not only provide me with a rich international education within the social-science sphere but also the tools, skills & confidence to start my professional career in Japan. The flexibility within the course started at day one when I was able to test & choose what Japanese levels I wanted to challenge, and what English-based classes I would like to undertake. This tailor-made experience prevented me from ever feeling left behind or too ahead in my studies. To top everything off, Waseda's multicultural community and student-support facilities always made me feel at home.

BAYLISS, Joseph



(Australia)

From Cranbrook School (Sydney, Australia)
Class of 2021, who went on to work at a Global
Automotive Company





Joining TAISI was not only a life-changing event but also a new door to limitless possibilities

Coming from a developing country like Vietnam, I have always had a great interest in sustainable economic development and improving social, as well as environmental welfare. In TAISI Program, the School of Social Science, I was able to learn more about the on-going problems facing Japan and the Trans-Pacific region, including Vietnam, and brainstorming about how they can be solved with other business solutions, multicultural understanding, and international collaboration. Being in one of the most progressive academic programs I have taken part in, I am very grateful for the open discussion, active interaction provided by the faculty and the diverse student body from around the globe. You can also create meaningful connections with others, explore your boundaries and enjoy the limitless possibilities of things to observe and learn from.

Joining TAISI was not only a life-changing event for me, but it was also a new door to one of the most exciting, yet very cultured and well-developed environments in the world. In the future, I hope I can utilize what I have learned from TAISI into empowering and supporting others to bring positive change to their society.

HO, Quynh Trang Thi

(Vietnam)

From UWC ISAK Japan (Karuzawa, Japan)

Class of 2022



TAISI offered me the life-changing power of great mentorship



CHOI, Yuri

(Republic of Korea)



From Montrose School (Massachusetts, US)

Class of 2018, who joined Peking University Double Degree Program, and went on to work at Citibank Japan

After graduating high school from the US, I decided to embark on a new journey to join SSS at Waseda University with a desire to learn more about Japanese language and culture. Initially, my life in Japan was quite challenging as I did not speak fluent Japanese, however, the dynamic environment and the friendly faculties of SSS encouraged me to overcome a lot of adversity. For example, my classmates originated from all over the world, including Korea, Japan, China, Mexico, US and UK, and through interactions with them during class, I was able to gain new perspectives and learn from the diverse experiences everyone shared in class. The SSS classroom immersed me in a cross-cultural environment and allowed me to master effective communication skills across different cultures.

Also, I believe that one of the most important factors in students' success in university is the interaction with faculty members. I am very thankful that SSS offered great interaction opportunities with the faculty members as well, where they have been great mentors in various areas such as internship, studying abroad, and job hunting as well.

The 4 years that I had in SSS were priceless and I will definitely recommend joining the TAI SI program because it provides a conducive learning environment, and it also allowed me to identify new passion and equipped me with both academic and communication skills essential for achieving the role in my current company as well.



SONE, Chikako

(Japan)



From I-Shou International School (Kaohsiung, Taiwan) Class of 2021, who joined Fudan University Double Degree Program, and who went on to work at Amazon Japan

I entered SSS with the goal to grow as a well-rounded individual and broaden my horizons

For middle and high school, I had the opportunity to study in an international school in Taiwan for 6 years. I knew that I wanted to continue studying in an international community, which I believe the SSS English-based program was perfect for. As the classes had plenty of opportunities to discuss in small groups, I was able to develop communication and problem-solving skills. Discussing ideas and global trends with classmates from different backgrounds helped me expand my worldview and learn to approach issues from different perspectives.

The opportunities given to me were not limited to Waseda's campus. On my 3rd year, I completed a double degree program from Fudan University in Shanghai, obtaining my degree in Communications. The experience of being able to study with top-students in China and being exposed to their work ethic, ambition, and drive, helped me leave my comfort zone and mature a step further.

Today, as the next chapter in my journey, I am currently working at Amazon Japan to grow as a leader and meaningfully impact as many people's lives as possible.



5. How to apply?



Dear Applicants,

The TAISI program hopes to train students to become “Social Innovators” who aim to identify and confront a central issue facing global society, find a solution, and cooperate with those around them to turn these solutions into reality. In order to nurture such talent, we hope to create an environment where students from various backgrounds can come together and learn from each other.

“Background” here does not refer to nationality. We want to study and learn together with passionate individuals regardless of nationality. The TAISI program welcomes all students who have the willingness to tackle social conflicts and issues from their own perspective as well as the determination to take on leadership roles and provide their own solutions.

In our admissions system we assume that all students have basic academic and English skills. However, the most important factor we evaluate is whether or not a student’s passion is a good match for our TAISI program. In the statement of purpose, we focus on what kind of social issues they hope to address, and what they hope to study at TAISI to achieve it.

The abbreviation TAISI is inspired by the Japanese word “大志” which means “Great Ambition”. We look forward to meeting all of you who have “大志”.

TAISI Admissions Office



Time of Matriculation

September

- * Admitted students will enter as first year students of a four-year program.
- * We do not admit second or third year transfer students.

Quota

60 students

- * There are no quotas or limits regarding applicant's nationality or country of residence.

Tuition for first year

Category	Fall Semester	Spring Semester	Total
Admission Fee (Registration Fee)	200,000	-	200,000
Tuition and Other Expenses	528,900	527,900	1,056,800
Total	728,900	527,900	1,256,800

Scholarships

Type	Duration	Amount
Reserved Scholarship for Successful International Examinees	2 Years	JPY 500,000/per year
Partial Tuition-Waiver Scholarship for Privately Financed International Students	1 Year	50% off tuition fees
Okuma Memorial Scholarship	1 Year	JPY 400,000
Azusa Ono Memorial Scholarship	1 Year	JPY 400,000

Note: From 2023 admission onwards, TAISI program have discontinued all the admission schemes for April intake and combined them into September admission.



Admissions Timeline	Application Round	Online Application	Interview (if necessary)	Results Announcement	Tuition Payment	Visa Application	Enrollment Registration
	1 st Round	by Mid Jan	Mid Feb	Early Mar	Mid Mar	Late Apr	Aug
	2 nd Round	by Late Feb	Early Apr	Mid Apr	Late Apr		

Note: From 2024 admission onwards, TAISI program will initiate 3rd Round Application. Please refer to the Application Guide available on our website for comprehensive information.

Application Documents
<ul style="list-style-type: none"> • Statement of Purpose • Academic Transcript (Grade 10 onwards) • Standardized Test Score (SAT, ACT, IBDP, A-level, etc.) • English Language Proficiency Test Score (TOEFL iBT or IELTS academic) <p>* We welcome applicants from all over the world and accepts standardized tests from most countries.</p>

Screening method
<ul style="list-style-type: none"> • Document Screening (to be screened in a holistic manner based on application documents) • Online Interview (if deemed necessary)

Admission Results	Academic Year	Applicants(A)	Successful Applicants(B)	Acceptance Rate (B)/(A)
	2020	194	76	39.2%
	2021	292	57	19.5%
	2022	201	63	31.3%
	2023	162	76	46.9%

Note: From 2023 admission onwards, TAISI program have discontinued all the admission schemes for April intake and combined them into September admission.





Waseda University
School of Social Sciences
早稲田大学 社会科学部



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Call: +81 3-3203-2634

Inquiry Form: <https://forms.office.com/r/CSHWj7wdFZ>



Information contained in the brochure is accurate at the time of printing (June 2023) and is subject to revision and changes.
Please refer to the university website for update.

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

