

Course manual  
Joint Master's Programme in  
International Humanitarian Action

International Christian  
University  
Location: Tokyo, Japan

**Regional specialisation**  
Semester 3

*version November 2020*



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## 1. Third semester regional training learning outcomes

In conformity with the learning outcomes set out by the NOHA network, by the end of the regional training, the student:

- Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.
- Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.
- Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct.
- Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.
- Has highly specialised knowledge and a critical understanding of humanitarian concepts and theories.
- Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal, anthropological, public health and management aspects."
- Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.
- Has demonstrated the ability to position one's own research findings in the broader context of humanitarian action. Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action."
- Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.
- Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.
- Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.
- Has demonstrated the ability to act on decisions made.
- Has adopted a reflective practice analysing personal learning goals and ways to achieve them.
- Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.
- Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.
- Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, communicate humanitarian expertise and research findings in a structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting.
- Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise."
- Involves partners and team members in different levels of decision-making and acts responsible and accountable concerning own decisions.
- Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.
- Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.
- Specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.
- Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.

## 2. Overview of semester offered to NOHA student

Semester 3/2019-2020 (Autumn and Winter term)

1 September – 31 March 2021

(The coursework and the final exam usually ends in the first week of March)

- Compulsory module 12 ECTS
- 4-6 elective modules 18 ECTS

The participating students from NOHA universities will register as non-award students at ICU for one or two academic trimester (September-November, or September-February). Most of the courses are valued 2-3 ICU units, each unit being an equivalent to 2 ECTS. The students should select courses with the total of minimum of 15 units (30 ECTS). International Christian University's expertise lies with Peace Studies.

Courses available for NOHA students:

Autumn Term

No.	Name	ECTS
<i>Compulsory:</i>		
1.	Humanitarian Action and Natural Disasters I	4
2.	Research II	4
<i>Electives available:</i>		
3.	Peace and Conflict Studies I	4
4.	International Relations and Diplomacy	4
5.	Social Inequality	4
6.	Gender and Peace	4
7.	International Relations Theory and the Asia-Pacific	4
8.	Peace and Intergroup Relations	4
9.	Peace Education: Theory and Practice	6
10.	Anthropological Studies of Inequality	6

Winter Term

No.	Name	ECTS
<i>Compulsory:</i>		
11.	Humanitarian Action and Natural Disasters II	4
<i>Electives available:</i>		
12.	Research III	4
13.	Multilateral Diplomacy (Offered Alternate Year)	4
14.	The Anthropology of Violence	4
15.	Advanced Studies in Human Security (Offered Alternate Year)	4
16.	Religion, Conflict and Human Security	4
17.	Humanitarian Action II	4

*Please note that there may be changes in the modules presented above according to revisions made by the partner university to adjust the curriculum to the future academic calendars.*

## 3. Introduction to the university

The International Christian University (ICU) is Japan's first liberal arts college. It was founded in 1953 based on Christian principles, with the aim of "cultivating capable individuals, educated as internationally minded citizens, who will serve both God and people and who will contribute to lasting peace." A cornerstone that sets ICU apart from other universities is the respect paid to each person as a unique individual.

ICU offers a fully bilingual education in Japanese and English. The liberal arts education, provided by its undergraduate college, allows students to pursue an in-depth study in any of approximately 30 majors. At the same time, this education highlights the dynamic possibilities that can emerge as students' experience areas that transcend and connect academic disciplines. Powered by a commitment to liberal arts education, ICU also offers graduate programs designed to deepen scholarly research. Students work independently, and the role of faculty and staff is to support a process by which students discover their own potential. How this is achieved is through a system of classes with a low student-teacher ratio, classes that prioritize participation and, finally, through the faculty advisory system, office hours and tutorials.

The ICU campus is a place where students, faculty and staff of diverse backgrounds can study and work, in unison and, in such an ambience, there is greater perception and understanding of individual difference. This leads to enhanced self-awareness and the possibility of interpersonal relations.

Another unique aspect of ICU is its tradition of emphasizing interaction throughout the campus community. In addition to the main building where lectures are held, the science building, the library and gymnasium, this verdant 620,000-square-meter campus is also home to student dormitories and faculty and staff residences. Unmistakably, this makes for an environment where students can interact fluently with faculty and staff outside the classroom. This campus, without parallel, was provided to ICU in the wake of the destruction from World War II, through the generous donations of a great many people who supported the university's founding principles.

#### **4. Contact information**

To be provided at a later stage

#### **5. Course descriptions**

##### **5.1. (No. 1, 11) Humanitarian Action and Natural Disasters I + II**

The course provides an overview of disaster management, which encompasses not only post-disaster response but also pre-disaster activities. While advancement in studies and approaches to natural disasters have progressed exponentially, it is significant to learn how various peoples have coped with natural hazards and its effects at international, national, municipal, community and individual levels.

Being one of the countries highly prone to different types of natural hazards (typhoons, earthquakes, tsunamis, floods, landslides, volcanic eruptions etc.), Japan offers a unique learning ground to understand:

- first – how the country has learned lessons from different disasters, developed its disaster management policies and strategies, and put in place structures, and
- second – how the country's focus on disaster risk reduction has resulted in the formulation of national disaster mitigation programs and has also contributed to the discussions at the international level, e.g. the Sendai Framework for Disaster Risk Reduction 2015 etc.

Followed by the lecture series (I), students will participate in study tours, including a trip to Tohoku area, which was devastated by 2011 Great East Japan Earthquake (II). Students will have the opportunity to visit the affected areas, engage in dialogue with survivors, observe the progress for recovery and reconstruction and learn how they are preparing for the future disasters.

## **5.2. Research II**

The research course aims to deepen students' understanding on disaster management. Students are to acquire broad theoretical and conceptual approaches, analytical methods and practical skills in dealing with disaster risk management.

## **5.3. Peace and Conflict Studies**

As a foundation course for the peace studies program, this graduate seminar attempts to "rethink" key approaches and concepts in the study of peace and conflict resolution, with a special focus on Memory, Translation and Dialogue. To this end, we have organized an international workshop on "Rethinking Peace Studies" with invited participants on 9/20 to coincide with the International Day of Peace (9/21). The first part of the course will introduce students to different concepts of peace and the development of peace and conflict theory. The second part will examine the role which Memory, Translation and Dialogue can play in rethinking Peace and Conflict Studies.

## **5.4. International Relations and Diplomacy**

This is an advanced foundation course on international relations and global order studies. It provides students with a better understanding of global order and governance in the rapidly changing today's international relations. It examines critically various theoretical approaches and empirical issues in the field.

## **5.5. Social Inequality**

This course is designed to provide an in-depth discussion of inequality and stratified societies through a comparative sociological lens. Many of the readings come out of a North American framework, but we should be able to make use of our own understandings of different societies as well. An important starting point is to recognize that inequality does not "just happen" it is a result of public policies with very clear outcomes.

## **5.6. Gender and Peace**

The course examines gender relations during and after conflict. It explores the gendered dimensions of conflict resolution, peace operations, reconstruction and development.

## **5.7. International Relations Theory and the Asia-Pacific**

Students will be introduced to some of the major theories of international relations and learn to take advantage of them to better understand/explain events in the Asia-Pacific. Also, they will be given opportunities to critically engage the theories to assess their usefulness as well as limits. The course aims to equip the students with intellectual tools with which they can analyze contemporary issues in the region in a theoretically informed and methodologically sound manner. Finally, it provides the students with a broad knowledge of political, economic, and historical issues that shape the contemporary international relations of the Asia-Pacific.

## **5.8. Peace and Intergroup Relations**

This course is designed to examine the psychosocial dynamics associated with the processes and consequences of intergroup conflict and reconciliation. This peace psychology course manages to seek a comprehensive understanding of theories and practices aimed at the prevention and mitigation of various forms of violence. As such, it promotes the non-violent management of conflict and the pursuit of social justice (referred to as peace-making and peace-building). The topics includes: (a) the interplay of personal and collective cognitions, emotions, and motivations in shaping intergroup relations; (b) introduction to theories and empirical research in basic social

psychology, community psychology, and peace psychology; and (c) explorations of issues related to social cognitions, stereotyping, prejudice, and intergroup emotions and empathy with a special emphasis on their role in intractable conflicts (e.g., Jewish-Arab relations, Israeli-Palestinian conflict, East Asian conflicts, Zainichi Korean issues in Japan, school bullying across cultures).

#### **5.9. Peace Education: Theory and Practice**

This course will provide a theoretical and practical introduction to the field of peace education. Students will examine philosophical, psychological, cultural, pedagogical, and curricular elements of peace education as well as program evaluation issues in peace education, and as such will develop an understanding of the theory and practice of effective conflict resolution education in schools and communities. At ICU, peace education can be placed within the larger interdisciplinary framework of international education & multicultural studies, development education, environmental education, Christian studies, peace studies, international service learning, community and social psychology, gender studies, and international relations.

#### **5.10. Anthropological Studies of Inequality**

This course will examine the different ways in which inequality is constructed in different societies, ranging from gender differences, differences in knowledge and literacy, and differential access to the means of production.

#### **5.11. Humanitarian Action and Natural Disasters II**

(See 5.1.)

#### **5.12. Research III**

The research course aims to deepen students' understanding on disaster management. Students are to acquire broad theoretical and conceptual approaches, analytical methods and practical skills in dealing with disaster risk management.

#### **5.13. Multilateral Diplomacy (Offered Alternate Year)**

This course explores the unique facets of multilateral diplomacy by looking at how it is conducted in a variety of contexts. Although the course will introduce students to the history and theory of diplomatic negotiations, it has a strong practical component in that it involves class exercises and simulations of real-life crises during which students will be assigned the role of either national ambassadors or international organizations officials, and will be asked to devise memos and oral presentations addressing those crises. The aim of the course is to expose students to the techniques of mediation, conflict, resolution, and negotiation in a multilateral context. Areas to be covered include crises diplomacy, economic diplomacy, and summit diplomacy.

#### **5.14. The Anthropology of Violence**

This course will examine the ways in which the discipline of anthropology has researched and conceptualized the origins, practice and consequences of violence in human societies. It will deeply explore the questions of whether violence is something that is innate in the human species or fostered through social and cultural mechanisms and what the social, cultural, and personal consequences of violence have been in human societies.

### 5.15. Advanced Studies in Human Security (Offered Alternate Year)

This course seeks to critically evaluate some of the tensions which lie at the 'vital core' of Human Security in an age of globalization. Students will be introduced to theoretical debates about globalization and its impact on human identity and security. Next, 'narrow' and 'broad' approaches to Human Security will be outlined and, finally students will be introduced to the central features of a 'Critical Human Security Perspective'.

### 5.16. Religion, Conflict, and Human Security

The course will look at how religion can be both a source of conflict and security with reference to the Global South.

### 5.17. Humanitarian Action II

The course is designed to learn the basics of humanitarian actions, in particular, the protection and support of people displaced by natural disasters, armed conflicts, and serious human rights violations. The students will be engaged in developing a project proposal, using a real case scenario.

## 6. Practical information

### 6.1. Accommodation

#### On-campus housing

ICU may be able to offer on-campus housing upon request. Graduate students will be provided with furnished single room.

#### Off-campus housing

ICU entrusts ICU Service Co., Ltd. with the task of introducing off-campus housing such as apartments and other accommodations to students. ICU Service, in cooperation with reliable real estate agents, strives to provide the best possible off-campus accommodations. The company also holds on-campus consultation events with multiple agents to help students find accommodation. Please contact ICU Service for more details about apartments and other off-campus accommodations.

[See 2016 Off-campus Housing Guide.](#)

#### Homestay

Living with a Japanese family enables students to be immersed in Japanese life and practice Japanese. However, homestay is not very common in Japan, and the number of host families is limited. ICU commissions the arrangement of homestay to Nextage Co., Ltd. Nextage introduces host families to students who are interested in homestay. If you wish to look for a host family in Tokyo, please contact Nextage directly.

### 6.2. Living costs

The list below is intended as a reference to help students draw up their personal estimates of living expenses. Please note that items under living costs are average and estimates may vary considerably from one student to another.

#### Estimated Living Cost

##### On-Campus Housing:

- Dormitory Admission Fee 56,000 yen (non-refundable)
- Dormitory Fee 25,750 yen to 51,350 yen / month



**Off-Campus Housing:**

- Rent for Apartment, Off-Campus Student Residence or Homestay, etc. (cost varies according to the type of housing) approx. 45,000 yen to 85,000 yen / month

**Miscellaneous:**

- Living Expenses (including food) approx. 75,000 yen / month
- Books and Supplies approx. 15,000 yen / month
- Transportation (within Tokyo) approx. 8,000 yen / month

**Insurance**

Mandatory for non-Japanese students only:

- National Health Insurance (tax) approx. 8,000 yen to 9,000 yen

Optional:

- eCycle Insurance (Accidental injury (Hospital Charge ONLY), Personal Liability) 3,650 yen / year or 5,190 yen / year

**6.3. Useful links**

[Useful information for living in Japan](#)

[Student Support](#)

[University Library](#)

[Graduate School](#)

## 1. Academic calendar

**2019 Autumn – Winter Term (will be updated by the end of November 2020)**

[AUTUMN TERM]

2019		
August	30 (Fri.) - 31 (Sat.)	Orientation for New Students
September	2 (Mon.)	Orientation for New Students
	3 (Tue.)	Autumn Matriculation and Orientation for New Students
	3 (Tue.) - 4 (Wed.)	Course Registration Entry Period
	4 (Wed.)	Registration for Autumn Term
	5 (Thu.)	Classes Begin
	14 (Sat.)	CLA Universal Admissions: April Admissions for Returnees
	16 (Mon.)	<u>National Holiday - Classes will be held</u>
	23 (Mon.)	<u>National Holiday - Classes will be held</u>
October	1 (Tue.)	Graduate School April Admission Autumn Selection Interview
	4 (Fri.) - 5 (Sat.)	New Student Retreat - No Classes
	14 (Mon.)	<u>National Holiday - Classes will be held</u>
	19 (Sat.)	ICU Special Admissions, CLA
	22 (Tue.) - 24 (Thu.)	Pre-registration for Next Term Courses
November	2 (Sat.)	No Classes - from fourth through seventh periods
	3 (Sun.)	ICU Festival, National Holiday
	4 (Mon.)	ICU Festival, Substitute Holiday - No Classes
	5 (Tue.)	No Classes - from first through third periods
	14 (Thu.)	Reading Day
	15 (Fri.), 18 (Mon.) - 21 (Thu.)	Autumn Term Examinations
	16 (Sat.)	Admissions for Recommendees, CLA
	23 (Sat.)	National Holiday - No Classes

NB: Classes will be held on Monday, September 16; Monday, September 23; and Monday, October 14.

**[WINTER TERM]**

2019		
December	2 (Mon.) - 3 (Tue.)	Course Registration Entry Period
	3 (Tue.)	Registration for Winter Term
	4 (Wed.)	Classes Begin
	10 (Tue.)	Human Rights Day
	13 (Fri.)	Candlelight Service
	24 (Tue.)	No Classes
Dec. 25 (Wed.), 2019 - Jan. 5 (Sun.), 2020 Christmas & New Year's Holidays		
2020		
January	6 (Mon.)	Classes Resume
	6 (Mon.)	First Drafts of March Graduates' Senior Theses Due in Advisors' Offices
	7 (Tue.)	First Day for Submission of Bound Copies of March Graduates' Senior Theses
	10 (Fri.)	Deadline for Submission of March Graduates' Master's Theses
	13 (Mon.)	National Holiday - No Classes
	31 (Fri.)	No Classes
February	1 (Sat.)	College of Liberal Arts General Admissions and Admission for <i>Shakaijin</i> (Mature Students) Examinations - No Classes
	3 (Mon.)	Deadline for Submission of Bound Copies of March Graduates' Senior Theses
	4 (Tue.)	Graduate School April Admission Spring Selection Interview
	5 (Wed.) - 7 (Fri.)	Pre-registration for Next Term Courses
	11 (Tue.)	National Holiday - Classes will be held
	14 (Fri.)	Master's Theses Grades Due
	14 (Fri.)	College of Liberal Arts Senior Theses Grades Due
	15 (Sat.)	College of Liberal Arts General Admissions and Admission for <i>Shakaijin</i> (Mature Students) Examinations (Interview)
	24 (Mon.)	Substitute Holiday - Classes will be held (TBD)
	26 (Wed.)	Reading Day
	27 (Thu.) - 28 (Fri.)	Winter Term Examinations
March	2 (Mon.) - 4 (Wed.)	Winter Term Examinations
	20 (Fri.)	Open Campus, National Holiday
	24 (Tue.)	Spring Commencement

NB: Classes will be held on Tuesday, February 11 and Monday, February 24 (TBD).