

## 2009 年度短期留学プログラム春学期授業時間割 ISEP 2009 Spring Semester Subjects

### 1. Lecture Subjects

講義科目 Lecture Subjects	フィールド科目 Field Subjects				
	Mon / 月曜日	Tue / 火曜日	Wed / 水曜日	Thu / 木曜日	Fri / 金曜日
<b>I</b> 8:50-10:20					
<b>II</b> 10:30-12:00	Culture and Family (Takeshi Tamura) 【N203】		Cross-cultural Ideas (Takako Toda) 【N201】	Japanese Budo: Judo (Misaki Iteya) 【Judo Hall】	Natural History in Japan (Koichiro Fujimoto & Nobuyasu Katayama) 【S107】
<b>III</b> 12:50-14:20	Modern Japan Through Cinema (Hiroki Ichinose) every other week =隔週で開講= 【N302】	Recreation and Sports in Japan: Cycling (Masayuki Watanabe) 【in front of Table Tennis Gymnasium】	Contemporary Japanese Culture (Hiroki Ichinose) 【S305】	Cross-cultural Activities (Takako Toda) 【S102】	Special Needs Education in Japan (Tomohiko Ito & other Instructors) 【N106】
<b>IV</b> 14:30-16:00	First class - April 13th	History of Modern Japan: From 1945 to the Present (Hiroki Ichinose) 【S107】	Culture Clashes: Whales and War (Joshua P. Dale) 【S301】		School in Japan (Shigeru Asanuma) 【S102】
<b>V</b> 16:10-17:40		Introduction to Japanese Music 1: Japanese Music and its Identities (Mari Shiobara) 【Music Lecture Room No.2】	An Introduction to Japanese Music II: Enjoy Playing Shakuhachi (Kensho Takeshi) 【Music Skill Room 2, 3rd Floor, Music and Dram BLDG】	Cultural Social Psychology of the Japanese (Shinkichi Sugimori) 【S103】	

### 2. Field Subjects

Subject / 科目名	Instructor / 担当教員	Schedule / 実施時期・回数	Notes / 備考
Recreation and Sports in Japan: Cycling	Masayuki Watanabe	Every Tuesday III period	Place: in front of Table Tennis Gymnasium
Introduction to Japanese Music 1: Japanese Music and its Identities	Mari Shiobara	Every Tuesday V period	Music Lecture Room No.2
An Introduction to Japanese Music II: Enjoy Playing Shakuhachi	Kensho Takeshi	Every Wednesday V period	Place: Music Skill Room 2, 3rd Floor, Music and Dram BLDG
Japanese Budo: Judo	Misaki Iteya	Every Thursday II period	Judo Hall
Natural History in Japan	Koichiro Fujimoto Nobuyasu Katayama	Every Friday II period	two field trips on Saturday
School in Japan	Shigeru Asanuma	Every Friday IV period	
Geography of Japan I : Historical Landscape of Yokohama and Kamakura in Kanagawa Prefecture	Etsuzo Furuta	From April 24 to April 26 (three days)	Orientation: April 24, 9:00-12:00 at N411.
Recreation and Sports in Japan III Aquatic Sports (Swimming)	Yoshihiro Iwamoto	1. Saturday and Sunday in late July (Swimming Pool of the University) 2. Three days in early August (Ubara sea at Chiba)	

## Syllabus of the ISEP Subjects 2009 Spring Semester

ISEP students are required to take at least 5 subjects from lecture and field subject group per semester, based on their academic level and Japanese language proficiency. Listed below are brief outlines of the ISEP subjects offered during this semester. These subjects consist of three categories: (1) Basic Subject (which further consist of lecture subject and field subject), (2) Expansionary Subjects, and (3) Independent research studies. Please note that the following academic program information is subject to change depending on the unexpected circumstances.

### I Basic Subjects

#### [Lecture Subjects]

<b>Title</b>	<b>Culture and Family</b>		
<b>Instructor</b>	TAMURA, Takeshi	<b>Instructor's Room</b>	総合教育科学系研究棟 3 号館 504 504, Comprehensive Educational Science Division, Research Building, No.3
<b>Day/ Period</b>	Monday 2 <sup>nd</sup> period	<b>Place</b>	N203 又は総合教育科学系研究等 3 号館 501 N203 or 501 Comprehensive Educational Science Division, Research Building, No.3.
<b>Overview</b>			
<p>This subject will introduce basic understanding of the family in relation to its culture.</p> <p>Culture can be defined as a set of value system of the behavior, norms and tradition, which affects the structure, relationships, communication style and role of each family. After the basic lectures by the instructor, students are encouraged to describe characteristics of family from their own cultural background. They include family life cycle, genogram, marriage/divorce, child rearing, leaving home, gender role within the family members, family communication, child-parent relationships, siblings and spousal relationships. We may further discuss specific issue on family problems which may be unique to each culture; e.g. violence in the family, children's problem, adolescent conflict, marital difficulty, psychological problem and substance misuse. Students will be able to develop comparative perspectives on the family issue which is unique / universal to the given culture.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>Monica McGoldrick, The Expanded Family Life Cycle: Individual, Family, and Social Perspectives. Allyn &amp; Bacon, 1998.</p> <p>Monica McGoldrick, Ethnicity &amp; Family Therapy. Guilford, 2005.</p>			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Family life cycle</li> <li>3. Marriage</li> <li>4. Child birth/rearing</li> <li>5. Adolescent and family</li> <li>6. Leaving home</li> <li>7. Family of later life</li> <li>8. Genogram</li> <li>9. Family system theory</li> <li>10. Gender in the family</li> <li>11. Presentation by students (1)</li> <li>12. Presentation by students (2)</li> <li>13. Presentation by students (3)</li> </ol>			

14. Discussion
15. Conclusion
<b>Method of Determining the Final Grade</b>
Grades are made according to the class attendance, class activities and final report.

<b>Title</b>	<b>Modern Japan through Cinema</b>		
<b>Instructor</b>	ICHINOSE, Hiroki	<b>Instructor's Room</b>	GISEP N-Building 2nd fl.
<b>Day/ Period</b>	Monday 3 <sup>rd</sup> & 4 <sup>th</sup> period, <b>BIWEEKLY</b>	<b>Place</b>	N302
<b>Overview</b>			
Just like novels, movies can be “read” as cultural texts that give us an understanding of changing/unchanging nature of society over time. Through the examination of a variety of Japanese movies, this subject explores underlying cultural values and idioms of Japanese society.			
<b>Textbooks and Relevant Readings</b>			
Selected chapters and papers from the followings will be used in the class:			
(1) Washburn, Dennis & Carole Cavanaugh (2001) <i>Word and image in Japanese cinema</i> , Cambridge: Cambridge University Press.			
(2) Richie, Donald (2002) <i>A Hundred Years of Japanese Films</i> , Tokyo: Kodansha International.			
(3) Other relevant papers and articles as needed.			
<b>Schedule</b>			
Tentative list of movies covered in 15 weeks (subject to modification):			
Week	1:	Introduction	
	2-14:	Movies shown in the class may include those of Mizoguchi Kenji, Imamura Shōhei, Yamada Yōji, Itami Jūzō, Miyazaki Hayao, Suō Masayuki, and Mitani Kōki.	
	15:	Conclusion	
<b>Method of Determining the Final Grade</b>			
The final grade will be based on:			
	Attendance and class participation		20%
	Mid-term exam (take-home essay questions)		40%
	Final exam (take-home essay questions)		40%

<b>Title</b>	<b>History of Modern Japan: From 1945 to the Present</b>		
<b>Instructor</b>	ICHINOSE, Hiroki	<b>Instructor's Room</b>	GISEP N-Building 2nd fl.
<b>Day/ Period</b>	Tuesday 4 <sup>th</sup> Period	<b>Place</b>	S107
<b>Overview</b>			
Through the examination of Japanese history from the end of the Pacific War to the present, this subject will highlight modern and contemporary aspects of Japanese society, economy, culture, and thought and philosophy from the perspective of inter-relationship and mutual impact between Japan and Europe, US, and Asia.			
Aside from some of the readings listed below, a variety of audio-visual materials, such as news clips and documentary films, will be shown in the class.			
<b>Textbooks and Relevant Readings</b>			
Selected chapters and papers from the followings will be used in the class:			
(1) Duus, Peter (ed) (1988) <i>The Cambridge History of Japan: Volume 6: The Twentieth Century</i> , Cambridge:			

<p>Cambridge University Press.</p> <p>(2) Andrew Gordon (2003) <i>A Modern History of Japan: From Tokugawa times to the Present</i>, New York: Oxford University Press.</p> <p>(3) Other relevant papers and articles as needed.</p>
<b>Schedule</b>
<p>Tentative subjects covered in 15 weeks (subject to modification depending on the progress of lectures):</p> <p>Week 1: Introduction</p> <p>2-5: Postwar Reconstruction</p> <p>6-10: Years of High Economic Growth</p> <p>11-14: From 1970s to the Present</p> <p>15: Conclusion</p>
<b>Method of Determining the Final Grade</b>
<p>The final grade will be based on:</p> <p>Attendance and class participation 20%</p> <p>Mid-term exam (take-home essay questions) 40%</p> <p>Final exam (take-home essay questions) 40%</p>

<b>Title</b>	<b>Cross-cultural Ideas</b>		
<b>Instructor</b>	TODA, Takako	<b>Instructor's Room</b>	
<b>Day/ Period</b>	Wednesday 2 <sup>nd</sup> period	<b>Place</b>	N201
<b>Overview</b>			
<p>This subject is an exchange programme for overseas as well as Japanese students. All students will prepare their own presentation: a) an introductory speech about themselves and their hometown or hobbies (April &amp; May), and b) topics for class discussion based on their observations or readings on youth culture, our future, or something that is of general interest for the class (June &amp; July). The key sentences of the presentation must be translated into both English and Japanese. Time will be reserved for discussing the translatability of these sentences at the end of each session.</p>			
<b>Textbooks and Relevant Readings</b>			
Students can take special preparation tutorials, where reference advice will be given.			
<b>Schedule</b>			
A detailed schedule will be arranged according to the number of registered students.			
<b>Method of Determining the Final Grade</b>			
<p>Submission of Class Registration Paper that shows the purpose of taking this class and the students' own learning goals to be achieved by the end of the class. Submission of Presentation Paper including a summary of their presentation. Submission of Term Report focused on cross-cultural findings by listening to other students' presentations and participating in discussions.</p>			

<b>Title</b>	<b>Contemporary Japanese Culture</b>		
<b>Instructor</b>	ICHINOSE, Hiroki	<b>Instructor's Room</b>	GISEP N-Building 2nd fl.
<b>Day/ Period</b>	Wednesday 3rd Period	<b>Place</b>	S305
<b>Overview</b>			
Through the examination of a verity of topics specifically focused on youth, consumption, and media culture, the			

subject attempts to give an in-depth picture of contemporary Japanese society.
<b>Textbooks and Relevant Readings</b>
Selected chapters and papers from the followings will be used in the class: (1) Lebra, Takie Sugiyama (2004) <i>The Japanese Self in Cultural Logic</i> , Hawaii: University of Hawaii Press. (2) Martinez, D.P. (2007) <i>Modern Japanese Culture and Society</i> , London: Routledge. (3) Robertson, Jennifer (2005) <i>A Companion to the Anthropology of Japan</i> , Oxford: Blackwell. (4) Other relevant papers and articles as needed.
<b>Schedule</b>
Tentative subjects covered in 15 weeks (subject to modification depending on the progress of lectures): Week 1: Introduction 2-14: Topics covered in the class may include those of Japanese street fashion, comics and costume-play, popular music, television and film, and women's and men's magazines, etc. 15: Conclusion
<b>Method of Determining the Final Grade</b>
The final grade will be based on: Attendance and class participation 20% Mid-term exam (take-home essay questions) 40% Final exam (take-home essay questions) 40%

<b>Title</b>	<b>Culture Clashes: Whales and War</b>		
<b>Instructor</b>	Joshua Paul Dale	<b>Instructor's Room</b>	
<b>Day/ Period</b>	Wednesday 4 <sup>th</sup> period	<b>Place</b>	S301
<b>Overview</b>			
In this subject, we will investigate two international controversies connected to Japan. Our first topic, whaling, compares the cultural relativism used as a justification by all pro-whaling countries to the humanist ethos of the international anti-whaling movement. In the second half of the class, we will examine the Yasukuni Shrine controversy, and contrasting attitudes towards Japan's role in WWII held by various Asian countries. In both cases, we will consider various viewpoints; for example, we will treat the official government policies of different nations as distinct from the varying opinions held by their people.			
<b>Textbooks and Relevant Readings</b>			
Reading material will consist of selected passages and from various media sources. The format of the class is lecture and discussion. There are no textbooks for this class.			
<b>Schedule</b>			
1. Introduction 2. Whaling Countries and Cultural Relativism 3. Anti-whaling activists and the humanist ethos 4. Whaling by indigenous cultures 5. The Yasukuni Shrine controversy: official Japanese government position 6. The controversy in other Asian countries 7. Comparison to attitudes over Hiroshima and Nagasaki in Japan and the United States			
<b>Method of Determining the Final Grade</b>			
Short writing assignments: 20% Oral Presentation: 10% Final report: 70%			

<b>Title</b>	<b>Cross-cultural Activities</b>		
<b>Instructor</b>	TODA, Takako	<b>Instructor's Room</b>	
<b>Day/ Period</b>	Thursday 3 <sup>rd</sup> period	<b>Place</b>	S102
<b>Overview</b>			
<p>This subject is an exchange programme for overseas as well as Japanese students. Students will prepare class activities: a) introductory activities, such as games, dances, sports, singing songs and reading folktales from their country (April &amp; May), and b) creative activities such as composing a haiku, playing a piece in concert, making a map for cycling around the campus and performing a short drama (June &amp; July). Students will be divided into groups based on their interests, and the group activities will be conducted according to the style of integrated subjects in the Japanese school curriculum. The group preparatory work will be conducted bilingually, in English and Japanese.</p>			
<b>Textbooks and Relevant Readings</b>			
Students can take special preparation tutorials, where reference advice will be given.			
<b>Schedule</b>			
A detailed schedule will be arranged according to the number of registered students.			
<b>Method of Determining the Final Grade</b>			
Submission of Activity Paper showing the process of preparing the group activities and the division of roles in the activities. Submission of Term Reports on a specific topic based on cross-cultural findings through the activities and academically developed discussion.			

<b>Title</b>	<b>Cultural Social Psychology of the Japanese</b>		
<b>Instructor</b>	SUGIMORI, Shinkichi	<b>Instructor's Room</b>	3 <sup>rd</sup> floor, Comprehensive Educational Science Division
<b>Day/ Period</b>	Thursday 5 <sup>th</sup> period	<b>Place</b>	S103
<b>Overview</b>			
<p>In this class, students are encouraged to discuss about their questions about the cultural social psychology of the Japanese people which are raised through reading books or through personal experiences. We will discuss about the participants' questions, and deepen our view of the Japanese culture.</p>			
<b>Textbooks and Relevant Readings</b>			
Text books and suggested readings: I will assign appropriate learning materials in the class.			
<b>Schedule</b>			
<p>1. Why Japanese people are hesitant to talk with foreigners? : The communication patterns of the Japanese</p> <p>2. Japanese way of expressing aggressiveness: 2-1. Psychology of aggression 2-2. Bullying in Japanese schools</p> <p>3. Japanese individual-group relationships: 3-1. Children's social development through long-term outdoor life experiences. 3-2. What does 'we' mean to the Japanese? Comparison of Japan, Korea, and Canada. 3-3. Stereotypic cognition and risk perception</p> <p>4. Political attitudes and behavior of the Japanese youths.</p>			

<b>Method of Determining the Final Grade</b>
Attendance (30points: First absence: -5points, other absences: -10points) Discussion (contribution to the class discussion: 40points) Small reports (15points for each)

<b>Title</b>	<b>Special Needs Education in Japan</b>		
<b>Instructor</b>	ITO, Tomohiko and other instructors	<b>Instructor's Room</b>	
<b>Day/ Period</b>	Friday 3 <sup>rd</sup> period	<b>Place</b>	N106
<b>Overview</b>			
The history and contemporary condition of special needs education in Japan will be presented. The following topics are discussed: The history of special needs education in Japan; psychological evaluation of intellectual disabilities (definition, classification, prevalence etc.); the psychological characteristics of persons with Down syndrome and autism; teaching children with intellectual disabilities , pervasive developmental disorders, speech, language, and hearing disorders; methods of facilitating communication for autistic and seriously retarded children; the support programs for children with developmental disabilities in which applied behavior analysis is used; and community care services and education.			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
<b>Activities and Classroom Materials</b>			
<b>Method of Determining the Final Grade</b>			
In this subject, report papers and tests are required for grading.			

### [Field Subjects]

Please note that each student is expected to pay his/her own travel expenses. Ask each Instructor about an estimated amount.

<b>Title</b>	<b>Recreation and Sports in Japan : Cycling</b>		
<b>Instructor</b>	WATANABE, Masayuki	<b>Instructor's Room</b>	
<b>Day/ Period</b>	Tuesday 3 <sup>rd</sup> Period	<b>Place</b>	in front of Table Tennis Gymnasium
<b>Overview</b>			
Cycle sports are the most favorite and popular sports in Japan. In this class you will be able to ride not only racing cycle but also tandem cycle. Tandem cycle is for two persons use. Both riders cooperate in riding. Riding cycle makes you feel a wind.			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
<b>Method of Determining the Final Grade</b>			

<b>Title</b>	<b>Introduction to Japanese Music 1: Japanese Music and its Identities</b>								
<b>Instructor</b>	SHIOBARA, Mari	<b>Instructor's Room</b>	Music and Drama, 3 <sup>rd</sup> floor						
<b>Day/ Period</b>	Tuesday 5 <sup>th</sup> period and other	<b>Place</b>	Music Lecture Room No.2						
<b>Overview</b>									
<p>This subject will explore a range of Japanese music and discuss its identities with reference to cultural, national and global influences. The class is structured into two facets. One is lectures and field trips (a visit to Kabuki and Noh - Kyogen theatres, also a visit to Sanno Matsuri Festival). The other facet is to experience Japanese music making practically through singing and playing traditional musical instruments.</p>									
<b>Textbooks and Relevant Readings</b>									
<p>(1) Malm, W.P. (2000), <i>Traditional Japanese Music and Musical Instruments</i>, Kodansha International.  (2) Ferranto, H.D. (2000), <i>Image of Asia Japanese Musical Instruments</i>, Oxford University Press.  (3) Kodama, S. ((2000), <i>The Complete Guide to Traditional Japanese Performing Arts</i>, Kodansha International Bilingual Books.</p> <p>Other relevant handouts will be provided as necessary.</p>									
<b>Schedule</b>									
<p>Tentative plan (subject to modification depending on the progress of the course) for 15 classes, including 3 field visits, each of which counts as two classes.</p> <p>Class 1                    Orientation: Overview of Japanese music  Class 2                    Matsuri and Music  Class 3-4                 Visiting Kanda Matsuri  Class 5                    Noh and Music (lecture and workshop)  Class 6-7                 Visiting the Kita Noh Theatre (May)  Class 8                    Experiencing koto (1)  Classes 9                 Experiencing koto (2)  Class 10                  Experiencing Shamisen  Class 11                  Music and Sound project (rehearsal)  Classes 12                Kabuki and music (lecture)  Class 13-14              Visiting the National Theatre for Kabuki  Class 15                  Summer Concert</p>									
<b>Method of Determining the Final Grade</b>									
<p>The grade will be based on:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Attendance and Class Participation</td> <td style="text-align: right;">40%</td> </tr> <tr> <td style="padding-left: 20px;">Assignments</td> <td style="text-align: right;">40%</td> </tr> <tr> <td style="padding-left: 20px;">Project</td> <td style="text-align: right;">20%</td> </tr> </table>				Attendance and Class Participation	40%	Assignments	40%	Project	20%
Attendance and Class Participation	40%								
Assignments	40%								
Project	20%								

<b>Title</b>	<b>An Introduction to Japanese Music II: Enjoy Playing <i>Shakuhachi</i></b>		
<b>Instructor</b>	TAKESHI, Kensho	<b>Instructor's Room</b>	Music Research Room, 3 <sup>rd</sup> floor, Music and Drama
<b>Day/ Period</b>	Wednesday 5 <sup>th</sup> period	<b>Place</b>	Music Skill Room 2, 3 <sup>rd</sup> Floor, Music and Dram BLDG
<b>Overview</b>			
<p>The purpose of this subject is to examine and demonstrate the <i>shakuhachi</i> in relation to Japanese traditional music and Japanese culture. <i>Shakuhachi</i> has a long history, and is also famous abroad as a representative Japanese traditional instrument. Students study how to make sound, then will be to play a simple piece. Also they study</p>			



Japanese cultural background through to <i>shakuhachi</i> . *We are ready to borrow <i>shakuhachi</i> during the class period.	
<b>Textbooks and Relevant Readings</b>	
Kitahara, I., Matsumoto, M., & Matsuda, A, (1990). The Encyclopedia of Musical Instruments, the <i>Shakuhachi</i> . Tokyo Ongaku no Toko Sha. (2) Neptune, J, Kaiazan (1978), <i>Shakuhachi</i> , Self- Published. Other handout pieces will be provided as necessary.	
<b>Schedule</b>	
Class 1-2	Orientation Explain the history of Japanese traditional music Japanese music
Class 3-14	How to make a simple tone (to be continued) Demonstrate basic tone Proceeding sound Breathing Lip Shape Articulation Tunes; (1) Japanese Play Songs, <i>Warabeuta</i> (2) Japanese Folk Songs, <i>Minyo</i> (3) Japanese Original Tunes, <i>Honkyoku</i> (4) World Music
Class 15	Class concert
<b>Method of Determining the Final Grade</b>	
The grade will be based on:	
Performance Skill	60%
Concert Demonstration	30%
Attendance and Class Participant	10%

<b>Title</b>	<b>Japanese Budo: Judo</b>		
<b>Instructor</b>	ITEYA, Misaki		
<b>Day/Period</b>	Thursday 2 <sup>nd</sup> period	<b>Place</b>	<i>Budo-jo</i> (Judo Hall) in Gakugei University
<b>Overview</b>			
This lesson is designed for beginners. You will learn Japanese traditional behavior through practicing Judo: how to put on Kimono, walk on Tatami, make Japanese bow, etc. You will also come to understand some fundamental techniques of Judo. Simultaneously, we will consider the educational implication of Judo.			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
1) Orientation 2) History and characteristics of Judo 3) Fundamental skills (Ukemi, Taisabaki, etc.) 4) Throwing techniques [Nage waza] (part 1) 5) Throwing techniques (part 2) 6) Throwing techniques (part 3) 7) Groundwork techniques [Katame waza] (part 1)			

- 8) Groundwork techniques (part 2)
- 9) Groundwork techniques (part 3)
- 10) Forms for throw (formal exercise, part 1)
- 11) Forms for self-defense (formal exercise, part 2)
- 12) Practical techniques (combinations)
- 13) Practical techniques (counter attack)
- 14) The rules and methods of the match
- 15) Skill tests and evaluation

**Method of Determining the Final Grade**

Attendance of more than two thirds (2/3) of the classes

<b>Title</b>	<b>Natural History in Japan</b>		
<b>Instructor</b>	KATAYAMA Nobuyasu & FUJIMOTO Koichiro	<b>Place</b>	S107
<b>Day/Period</b>	Friday 2 <sup>nd</sup> period and two field trips on Saturday (1day trips)		
<b>Overview</b>			
We will give students some basic knowledge of natural sciences, especially in biological and geological areas, through lectures and field activities. Some basic skills of observing living things and natural phenomena will also be given. After completing the subject, students are expected to have some basic knowledge to understand Japanese nature as well as enough skills to carry out self-study on their natural environment.			
<b>Textbooks and Relevant Readings</b>			
Printed materials (instructions) will be delivered. Students are recommended to read the following book: Kevin Short (2000) Nature in Tokyo. Kodansha International, Tokyo.			
<b>Schedule</b>			
1. Introduction / Lecture: Explanation of what Natural History is, why we have to learn Natural History, and How we can understand Natural History / Explanation of what we will learn and where we will learn. (Tokyo Gakugei University, TGU)			
2. Outdoor and indoor activities: Observation and identification of wild herbaceous plants / Let's make a plant card. (TGU)			
3. Lecture: Introduction to the marine biology field trip. (TGU)			
4. Marine Biology Field Trip: Observation and identification of seaside plants / Observation and identification of marine animals and seaweeds. (Field trip to Morito Beach, Hayama-cho, Miura Peninsula, Kanagawa; 1 day trip)			
5. Outdoor and indoor activities: Observation and identification of trees and shrubs / Let's make a leaf card. (TGU)			
6. Lecture: Brief explanation on the characteristics of geological hazards such as volcanic eruptions and earthquakes. (TGU)			
7. Lecture: Brief explanation on Japanese volcanoes and hot springs. (TGU)			
8. Geology Field Trip: Observation of typical volcanic landscapes and active volcano. (Field trip to Hakone, 1 day trip)			
9. Field activities: Observation of volcanic ash, landscape and human life. (In and around TGU)			
<b>Method of Determining the Final Grade</b>			
Assignments: Students are asked to submit a report on each activity including 1day trip. The deadline of submission for all reports is July 3 (Friday), 2009.			

<b>Title</b>	<b>School in Japan</b>		
<b>Instructor</b>	ASANUMA, Shigeru	<b>Instructor's Room</b>	
<b>Day/ Period</b>	Friday 4 <sup>th</sup> period	<b>Place</b>	S102
<b>Overview</b>			
<p>In this subject, students are required to understand the characteristics and cultural backgrounds of Japanese schools. In particular, we focus on the curriculum which is implicitly and explicitly practiced in the individual school. Through the intensive observation of the classroom teaching in schools, students are expected to develop the in-depth insight of the educational issues in Japan and finally have a comparative perspective, including the curriculum study of the student's own country's schools.</p>			
<b>Textbooks and Relevant Readings</b>			
John Dewey SCHOOL AND SOCIETY			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1, Orientation</li> <li>2, The contemporary curriculum reforms in Japan</li> <li>3, Comparative study of the students' own countries' curricula and schools: The students are demanded to analyze and summarize the changing issues and meanings of the individual country's school curriculum.</li> <li>4, Continued</li> <li>5, Continued</li> <li>6, Observing schools</li> <li>7, Discussing the implication of the individual curriculum and teaching in the Japanese schools</li> <li>8, Discussing the standards which may be able to be used to compare with the qualities of various countries.</li> <li>9, Observing schools</li> <li>10, Discussing the differences of Japanese school curriculum from the students' own countries</li> <li>11, Continued</li> <li>12, Observing schools</li> <li>13, Discussion</li> <li>14, Final presentation</li> <li>15, Conclusion</li> </ol>			
<b>Method of Determining the Final Grade</b>			
<p>The participation in the individual class Final Report (4,000 words Paper)</p>			

<b>Title</b>	<b>Geography of Japan I : Historical Landscape of Yokohama and Kamakura in Kanagawa Prefecture</b>		
<b>Instructor</b>	FURUTA, Etsuzo	<b>Instructor's Room</b>	
<b>Day/ Period</b>		<b>Place</b>	First orientation: N411
<b>Overview</b>			
<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Half day Field Trip at the Surrounding area of the University.</li> <li>3. One day Field Trip in Yokohama</li> <li>4. One day Field Trip in Kamakura</li> </ol>			

<b>Textbooks and Relevant Readings</b>	
In this lesson, instructor distributes materials.	
<b>Schedule</b>	
(TENTATIVE)	
1. April 24 Fri.	9:00-12:00 Orientation at N411.
2. April 24 Fri.	13:30-17:00 Half day Field Trip at Surrounding area of the University.
3. April 25 Sat.	9:00-17:00 One day Field Trip in Kamakura.
4. April 26 Sun.	9:00-17:00 One day Field Trip in Yokohama.
<b>Method of Determining the Final Grade</b>	
The final grade will be based on: Attendance and Class Participation	100%

<b>Title</b>	<b>Recreation and Sports in Japan III Aquatic Sports (Swimming)</b>		
<b>Instructor</b>	IWAMOTO, Yoshihiro	<b>Instructor's Room</b>	
<b>Day/ Period</b>	Saturday and Sunday in late July / Three days in early August		
<b>Place</b>	Swimming Pool of the University & Ubara sea at Chiba		
<b>Overview</b>			
Beginners are welcome.			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
This is an intensive subject. Two-day swimming in the swimming pool of our university in late July, and three-day swimming in the sea at Chiba prefecture [Shiraku-so at Ubara, Katsuura city] in early August. An orientation will be held in April. Please see the bulletin board in April for details. This class is equivalent to a 15 sessions of 90 minutes.			
<b>Method of Determining the Final Grade</b>			
We take attendance seriously. You must submit a report papers after completion of the class.			

## II Expansionary Subjects

ISEP students can take various lectures, which are open to undergraduate students and to students of other international student education programs at Tokyo Gakugei University. As these lectures are given in Japanese, enrollment is based on their academic levels and Japanese language proficiency. When ISEP students are going to take any one of these subjects, they are recommended to consult their own supervising professors and the lecturer of each given subject.

## III Independent Research Studies

By registering for this subject category, the student is required to conduct his/her own research project, usually under the guidance of the advisor or the supervising professor. The student can develop and pursue one project throughout a year, and will be expected to make a brief presentation at the end of the stay at Tokyo Gakugei University. The independent research project can range from social/cultural surveys and fieldworks, scientific experiments, creation or analysis of art works, literature, linguistic inquiry, to many other topics of the student's own interest.