

## 2015 年度東京学芸大学短期留学プログラム秋学期授業時間割

### Tokyo Gakugei University International Student Exchange Program (TGUISEP) 2015 Autumn Semester Courses

As of October 3, 2015

#### 1. Regular Courses

	Mon/ 月曜日	Tue/ 火曜日	Wed/ 水曜日	Thu/ 木曜日	Fri/ 金曜日
I 8:50-10:20					
II 10:30-12:00	Inequality and Social Policies in Japan (SAEKI Eiko) 【N204】	Philosophy and Ethics in Japan (KURIHARA Yuji) 【S201】	“Japan Cool” Abroad: Analysis and Fandom Joshua P. DALE 【N102】		
III 12:50-14:20	Exploring the Cultural Diversity of Japan II (SAEKI Eiko) 【N313】		ISEP Seminar I (SAEKI Eiko) 【N202】	Study of Japanese Print-Making (KIYONO Yasuyuki) 【W301】	
IV 14:30-16:00	Introduction to Contemporary Japanese Society (Omnibus) 【S201】	Cross-Cultural Teaching Practice (TODA Takako) 【W301】			
V 16:10-17:40	Education in Japan (SHIBUYA Hideaki) 【N104】	Recreation and Sports in Japan I: Table Tennis (WATANABE Masayuki) 【Table Tennis Gymnasium】			

#### 2. Intensive Courses

Course (instructor)	Schedule
Japanese Business Enterprises (HARADA Kazuo)	<p>Introductory class: 12:20-12:40, October 21st (Wed) Room 301 on 3<sup>rd</sup> floor of the Humanities and Social Sciences/ Natural Science Division, Research Building, No.3 (人文社会科学系・自然科学系研究棟3号館3階301号室)</p> <p>Lecture #1: Fermentation in Japanese food products &amp; introduction to Field trip #1 (November) Field trip #1: Ozawa-shuzo (November, one-day trip)</p> <p>Lecture #2: Introduction to Field trip #2 (December) Field trip #2: Tsukiji Market (December, half-a-day trip)</p> <p>Lecture #3: Introduction to Field trip #3 (January) Field trip #3: to be announced (January, half-a-day trip)</p> <p>Lecture classes will be held on Wednesdays, 5<sup>th</sup> period just prior to the field trips</p>
Geography of Japan II: Geography of Seaside and Downtown Area in Tokyo Prefecture (FURUTA Etsuzo)	<ol style="list-style-type: none"> <li>1. Nov. 7 (Sat) 10:00~12:00 Orientation, at 地理学演習室 Geography Seminar Room (8th Floor of the Comprehensive Educational Social Science Division/Humanities and social Sciences Division Research Building No.1. 総合教育・人文社会 1号館. Marked as 9 in the campus map)</li> <li>2. Nov. 7 (Sat) 13:00~17:00 Half day Field Trip at Shinjuku district.</li> <li>3. Nov. 8 (Sun) 9:00~17:00 One day Field Trip at Central and Downtown Area in Tokyo.</li> <li>4. Nov. 15 (Sun) 9:00~17:00 One day Field Trip at Waterfront Area in Tokyo.</li> </ol>
Recreation and Sports in Japan: Skiing (IWAMOTO Yoshihiro)	<p>February 15 (Mon) to 18 (Thu) in Niigata prefecture</p> <p>Orientation 1: October 28 (Wed), 16.10 -, S101</p> <p>Orientation 2: February 10 (Wed), 16.10 -, S101</p> <p>It will cost approximately 27,500 to 29,000 yen. Please bring 5,000 yen to sign up at the first orientation on October 28, if you wish to participate.</p>

## Unit numbers

	Course title (Autumn Semester)	Unit
1	ISEP Seminar I (compulsory)	2
2	Education in Japan	2
3	*Cross-Cultural Teaching Practice	2
4	Philosophy and Ethics in Japan	2
5	“Japan Cool” Abroad: Analysis and Fandom	2
6	*Exploring The Cultural Diversity of Japan II	2
7	Inequality and Social Policies	2
8	Study of Japanese Print-Making	2
9	Introduction to Contemporary Japanese Society	2
10	Recreation and Sports in Japan : Table Tennis	1
11	Japanese Business Enterprises	1
12	Geography of Japan II: Geography of Seaside and Downtown Area in Tokyo	1
13	Recreation and Sports in Japan : Skiing	1

Asterisked (\*) courses are also open to general undergraduate students of the Tokyo Gakugei University.

## Course Descriptions

Listed below are brief outlines of the ISEP courses offered during this semester. Please note that the following academic program information is subject to change depending on the unexpected circumstances.

### [Regular Courses]

<b>ISEP Seminar I</b>	
<b>Instructor</b>	SAEKI Eiko
<b>Overview</b>	
<p>ISEP Seminar is available and <b>COMPULSORY</b> for ISEP students. Students will take leading roles in weekly seminars where they will discuss and give presentations on their chosen topics for Individual Study, including social and cultural issues, arts, literature, politics, education and many other topics concerning the student's own interest. While students pursue their own study projects under the guidance of academic advisors, they will bring their works in progress to the ISEP Seminar for class discussions in order to help each other to expand their ideas. The course aims to develop critical skills in thinking, discussing, and presenting ideas in oral and written format. Active participation in class discussions during other student s' presentations are also required in addition to working on one's own Individual Study. Some excursions and workshops are also planned for the students to broaden their perspectives on Japanese society and culture.</p>	
<b>Textbooks and Relevant Readings</b>	
No specific textbooks are required.	
<b>Schedule</b>	
Tentative (to be confirmed in the first class)	
<ol style="list-style-type: none"><li>1. Orientation</li><li>2. How to work on your Individual Study (1)</li><li>3. Workshop</li><li>4. Life Safety Learning Center in Tachikawa (Tachikawa Bosaikan)</li><li>5. Video conference with students at Tokiwa Elementary School</li><li>6. Workshop</li><li>7. Preparation for the Takehaya Elementary School visit</li><li>8. Visit to Takehaya Elementary School</li><li>9. Workshop</li><li>10. How to work on your Individual Study (2)</li><li>11. Presentation of Individual Study</li><li>12. Presentation of Individual Study</li><li>13. Presentation of Individual Study</li><li>14. Presentation of Individual Study</li><li>15. Conclusion</li></ol>	
<b>Method of Determining the Final Grade</b>	
Attendance and class participation 50% Oral presentation 20% Course reports 30%	

# Education in Japan

**Instructor**

SHIBUYA Hideaki

unit

2

## Overview

This subject title provides students with basic knowledge and information on Japanese education, and we would consider and discuss present situation and future perspective of Japanese education, comparing with that of students' home countries. (The Present and the Future of Education in Japan: from a Comparative Viewpoint)

Topics of Education in Japan

1) Outline of educational system, 2) School enrollment and attendance, 3) Examination and evaluation, 4) Private tutoring, 5) School discipline, 6) Lifelong learning, 7) Education and employment, 8) ICT and education, 9) Education and community

Desirable participating students

a) No special knowledge of pedagogy is required. b) Sufficient knowledge, information, and strong ideas about education in own country are necessary c) Positive attitudes for discussion are important

## Textbooks and Relevant Readings

Japan's Education at a Glance 2006 (on the website of MEXT)

## Schedule

- 1) Lectures on outline of education in Japan (4 periods)
- 2) Two Video Programmes on Education in Japan (5 periods)
- 3) Group Discussion and Group Work: Comparative analysis of Education in Japan (5-6 periods)

## Method of Determining the Final Grade

Subject grading will be based on a report presentation in class about education of students' own society and a final report on comparative analysis of it with Japanese education.

<b>Cross-cultural Teaching Practice</b>			
<b>Instructor</b>	TODA Takako	<b>unit</b>	2
<b>Overview</b>			
<p>The purpose of this class is to give both overseas and Japanese students chances to try a new idea to share with the same generation in a cross-cultural atmosphere and let them discover their hidden talents and abilities to become leaders in their future careers. Here, leader means someone who presents new ideas which fit the wishes of those who have concerns, and who encourages the members to express their energy for the realization of the idea they chose, in a creative way. The organizer of this class believes everyone who wants to join this class has a bud of such leadership already and hopes to make it bloom through the activities in this cross-cultural class.</p> <p>We will have three kinds of activities in this class.</p> <p>Firstly, an individual introductory presentation, which will be held in the first half of the class by the middle of December. Each of you will prepare a 10-15 minute introductory presentation.</p> <p>Secondly, there will be cross-cultural group sessions, where you will share ideas to organize creative, whole-class activities. In the first stage you will understand the cultural differences in understanding leadership through written materials and talk about the concept of leadership based on your experiences in your school days. We will develop the discussion for the actual practice of expressing your leadership in creating a 45-90 minute whole-class activity.</p> <p>We are going to set up some topics for class activities, rearrange the group members for each topic and prepare and practice them from the end of December to February.</p>			
<b>Textbooks and Relevant Readings</b>			
Brian J. Hum and Barry Tomalin (2013) Cross-Cultural Communication, Theory and Practice(London:Palgrave Macmillan)			
<b>Schedule</b>			
<p>Each of you will reserve the date of your individual introductory presentation by the end of November.</p> <p>You will introduce yourself using Power Point slides, bringing some special objects to express yourself. Classmates will remember your name and who you are by your introductory presentation. You can introduce your hometown or the activities you put your energy into most in your high school days or now. Or, you can describe your daily life as a university student, etc. As both overseas and Japanese students, beyond their special fields and academic year can join this class, you can pick up any topic you are interested in and that you think the classmates may find interesting. Each person will prepare a 10-15 minute presentation and we plan to listen to about 3 students' presentations each time.</p> <p>We will have this session for half of each class and it will continue to the middle of December.</p> <p>In the latter half of each class during that period we will make small groups and talk about leadership based on written materials or experiences in your school days. In exceptional cases those who already have experience of teaching, organizing and planning activities may make a group to start planning seasonal class events as a demonstration of expressing leadership. Graduate students and students who are part of the in-service courses may join this group and start planning a class activity from the beginning. After performing they can join another group as advisors.</p> <p>In the middle of December when everyone finishes their introductory presentations, we will rearrange the group based on the topics you wish to organize as a whole-class activity and start planning it.</p> <p>Each of the groups will reserve a date to practice their original class activity by February.</p> <p>When a group organizes a class, the group members will act as teachers and other classmates will act as students. On the final day of our class in February you will submit three activity record sheets for your credits and you will exchange messages with all classmates on traditional Japanese SHIKISHI boards for a garland, as a souvenir for each person.</p>			
<b>Method of Determining the Final Grade</b>			
<ol style="list-style-type: none"> <li>1)Submission of Record of Activity 1</li> <li>2)Submission of Record of Activity 2</li> <li>3)Submission of Record of Activity 3</li> </ol>			

<b>Philosophy and Ethics in Japan</b>			
<b>Instructor</b>	KURIHARA Yuji	<b>Unit</b>	2
<b>Overview</b>			
<p>In this subject, we ask if there are any philosophical elements unique to Japan. To answer this, we focus on the single topic of the Japanese view of the human being. The typical view of the human being in Japan could be characterized as "communitarianism" in contrast with "individualism." Since this contrast is based on a modern Western philosophy and ethics such as Plato, Hobbes, and Rawls, we may have to make a comparison between Japanese and Western ways of philosophically thinking. To understand this view, we will read some important texts translated into English, including those of Nitobe, Watsuji, Doi, and Natsume.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>Textbooks:            Nitobe, Inazo. <u>Bushido -- The Soul of Japan</u>, ICG Muse, Inc., 2001 (originally published in 1905).            Watsuji, Tetsuro. <u>Rinrigaku (Ethics)</u>, SUNY Press, 1996 (org. in 1937).            Doi, Takeo. <u>The Anatomy of Dependence</u>, Kodansha International, 1973            Natsume, Soseki. <u>My Individualism</u>, Madison Books, 1992</p> <p>References:            Heisig, J. W. et al. (eds.) <u>Japanese Philosophy—A Sourcebook</u>, University of Hawaii Press, 2011.            Blocker, H. G., and Starling, C. I. <u>Japanese Philosophy</u>, SUNY Press, 2001.            Carter, R. E. <u>Encounter with Enlightenment--A Study of Japanese Ethics</u>, SUNY Press, 2001.</p>			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Introduction                What is philosophy? Are there any philosophical elements unique to Japan?</li> <li>2. Japanese ways of thinking philosophically: Nitobe, Inazo (1)</li> <li>3. Nitobe (2)</li> <li>4. Nitobe (3)</li> <li>5. Philosophy and ethics in Japan: Watsuji, Tetsuro (1)</li> <li>6. Watsuji (2)</li> <li>7. Mori, Arimasa</li> <li>8. Some philosophical ideas in Japanese culture: Doi, Takeo (1)</li> <li>9. Doi (2)</li> <li>10. Natsume, Soseki (1)</li> <li>11. Natsume (2)</li> <li>12. Karatani, Kojin</li> <li>13. In-class presentation (1)</li> <li>14. In-class presentation (2)</li> <li>15. In-class presentation (3) and Summary</li> </ol>			
<b>Method of Determining the Final Grade</b>			
Attendance and participation		30%	
In-class presentation of term paper		20%	
Term Paper (four pages or more/double space)		50%	

<b>“Japan Cool” Abroad: Analysis and Fandom</b>			
<b>Instructor</b>	Joshua Paul DALE	<b>unit</b>	2
<b>Overview</b>			
<p>Recently, much academic analysis has appeared concerning the popularity of Japanese cultural productions: such as manga, anime, and fashion, outside Japan. In this course, we will read some of this recent scholarship and compare it to what the fans themselves are saying and producing. Rather than studying manga or anime itself, this class will examine several key concepts used to analyze and express their popularity: including otaku, moe, kawaii, and cosplay. We will apply these concepts to study the fan cultures that have appeared in various countries around the world.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>Reading material will consist of selected passages from various academic studies, and from various media sources. The format of the class is lecture and discussion. There are no textbooks for this class.</p>			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Introduction to the class and teaching method</li> <li>2. Discussion of essays on otaku</li> <li>3. Continued</li> <li>4. Discussion of essays on moe</li> <li>5. Continued</li> <li>6. Discussion of essays on kawaii</li> <li>7. Continued</li> <li>8. Discussion of essays on cosplay</li> <li>9. Continued</li> <li>10. Preparation for oral presentation</li> <li>11. Continued</li> <li>12. Oral Presentations</li> <li>13. Continued</li> <li>14. Discussion of final report topics</li> <li>15. Conclusion of course</li> </ol>			
<b>Method of Determining the Final Grade</b>			
<p>Short writing assignments: 20%  Oral Presentation: 10%  Final report: 70%</p>			

<b>Exploring The Cultural Diversity of Japan II</b>			
<b>Instructor</b>	SAEKI Eiko	<b>Unit</b>	2
<b>Overview</b>			
<p>Contrary to how often it is described, Japan is <i>not</i> a homogeneous society. A number of categories of difference have existed historically and continue to do so, contributing to various social dynamics in Japan. This includes the marginalization of certain populations while giving privileges to others. This course aims to deepen our understanding of Japan by shedding light on the history and the contemporary experiences of those who are marginalized in society, including ethnic minorities, as well as minorities based on their sexuality, physical characteristics, and other markers. We will pay close attention to their identity, relations to the majority, as well as cultural representations. Through this class, students will not only gain knowledge about marginalized populations, but also learn how social boundaries of difference are created, maintained, and challenged.</p>			
<b>Textbooks and Relevant Readings</b>			
Texts may be introduced/assigned during the class.			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The myth of Japan as a homogeneous country</li> <li>3. Resident Koreans</li> <li>4. Nikkei Brazilians</li> <li>5. Burakumin</li> <li>6. Okinawa</li> <li>7. Ainu</li> <li>8. Mid-term presentations</li> <li>9. Gender</li> <li>10. Sexuality</li> <li>11. Mental illness (no class on November 11)</li> <li>12. Disability</li> <li>13. Presentations</li> <li>14. Presentations</li> <li>15. Conclusion</li> </ol>			
<b>Method of Determining the Final Grade</b>			
Attendance and participation    30% Individual research project    70% (Proposal 10%; Mid-term presentation 5%; Final presentation 15%; Report 40%)			



<b>Inequality and Social Policies in Japan</b>			
<b>Instructor</b>	SAEKI Eiko	<b>Unit</b>	2
<b>Overview</b>			
<p>How is wealth distributed in Japan? Despite the persistent notion that the majority of the population belongs to the “middle class,” and the international comparisons of unemployment rates, which suggest relative equality in Japan, there is a growing concern over the increasing inequality affecting a large number of people living in the country. In this course, we will examine both the mechanisms that create and reinforce inequality, as well as various attempts and advocacy work to minimize such inequality. After introducing sociological frameworks to understand inequality, as well as overview of the issues of inequality Japan faces, we will consider the ways in which people in different strata experience their social world, utilizing the various capitals (i.e., economic, social, and cultural) available to them. We will then move on to discuss topics including children, social mobility, education, and gender. We will conclude the discussions by considering the role of the formal and informal politics (i.e., the government and social movement and non-profit organizations).</p>			
<b>Textbooks and Relevant Readings</b>			
Texts may be introduced/assigned during the class.			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is inequality? Why study inequality?</li> <li>3. Sociological approaches to inequality</li> <li>4. Inequality in Japan: a historical and global perspective</li> <li>5. Film: <i>Like Father, Like Son</i> (2013)</li> <li>6. Different types of capitals</li> <li>7. Mid-term presentations</li> <li>8. Children: inequality in opportunity</li> <li>9. Education and social mobility</li> <li>10. Gender and inequality</li> <li>11. The roles of the government and politics</li> <li>12. Social movement against economic injustice</li> <li>13. Presentations</li> <li>14. Presentations</li> <li>15. Conclusion</li> </ol>			
<b>Method of Determining the Final Grade</b>			
Attendance and participation    30% Individual research project    70% (Proposal 10%; Mid-term presentation 10%; Final presentation 20%; Report 30%)			

<b>Study of Japanese Print-Making</b>			
<b>Instructor</b>	KIYONO Yasuyuki	unit	2
<b>Overview</b>			
Learn about the ways of expression of Japanese traditional woodblock print known as Ukiyo-e, which had a major influence on the Impressionists. Create prints using the basic techniques. Also visit Machida City Museum of Graphic and study the themes of “ printmaking and expression.”			
<b>Textbooks and Relevant Readings</b>			
Handout will be provided as necessary			
<b>Schedule</b>			
Tentative subjects covered in 15 weeks (subject to minor modification depending on the progress of lectures):			
<ul style="list-style-type: none"> <li>1: Introduction</li> <li>2: History and techniques of printmaking</li> <li>3: Making prints 1 (sketch)</li> <li>4: Making prints 1 (cutting)</li> <li>5: Making prints 1 (printing)</li> <li>6: Making prints 2 (printing)</li> <li>7: Visiting Machida City Museum of Graphic</li> <li>8~14: Making prints 2 (printing)</li> <li>15: Meeting for a joint review</li> </ul>			
<b>Method of Determining the Final Grade</b>			
The final grade will be based on:			
Attendance and class participation		40%	
Assignments		60%	

<b>Title</b>	<b>Introduction to Contemporary Japanese Society</b>						
<b>Instructor</b>	Omnibus	<b>Unit</b>	2				
<b>Overview</b>							
<p>This course is designed to provide an introduction to critical topics that help international students deepen their understanding of contemporary Japanese society. Specialists on various topics will provide instructions. Specific topics include, but are not limited to, environment, culture, society, and diversity. Through this course, students are expected to acquire multiple and foundational perspectives and understandings of contemporary Japan that will help them pursue their own study and research.</p>							
<b>Textbooks and Relevant Readings</b>							
<p>Texts may be introduced/assigned during the class.</p>							
<b>Schedule</b>							
<p>1. Introduction (TSUBAKI Machiko, SAEKI Eiko)</p> <p>Topics covered from the weeks 2 to 14</p> <ul style="list-style-type: none"> <li>• Wild and Cultivated Plants in Japan (IWAMOTO Akitoshi) <ul style="list-style-type: none"> <li>※ Date: October 31 (Sat) (to be confirmed)</li> <li>Location: Koishikawa Botanical Garden</li> <li>This counts as two regular class sessions</li> </ul> </li> <li>• Japanese Economy and Business (ITO Yukiko)</li> <li>• Ecology and Environmental Education in Japan (HARAKO Eiichiro) <ul style="list-style-type: none"> <li>※ Date: November 14 (Sat) (to be confirmed).</li> <li>Location: Sayama Hills “Totoronomori”</li> <li>This counts as four regular class sessions.</li> </ul> </li> <li>• Science and Technology in Japan (HASEGAWA Tadashi)</li> <li>• Japanese Constitutional Law (SAITO Kazuhisa)</li> <li>• Japan and Korea in the Modern World (MABUCHI Sadatoshi)</li> <li>• News media in Japan: Questioning the deterioration of their watchdog role (UESUGI Yoshimi)</li> <li>• Regional Diversity of Japanese Food Culture (TSUBAKI Machiko)</li> <li>• Physical Activity and Health in Japan (MIYASHITA Masashi )</li> </ul> <p>15. Conclusion (TSUBAKI Machiko and SAEKI Eiko)</p>							
<b>Method of Assessment</b>							
<p>The final grade will be based on:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Attendance and class participation</td> <td style="width: 30%; text-align: right;">70%</td> </tr> <tr> <td>Assignments</td> <td style="text-align: right;">30%</td> </tr> </table>				Attendance and class participation	70%	Assignments	30%
Attendance and class participation	70%						
Assignments	30%						

<b>Recreation and Sports in Japan: Table Tennis</b>			
<b>Instructor</b>	WATANABE Masayuki	<b>unit</b>	1
<b>Overview</b>			
<p>The specific character of table tennis is that anyone can play it easily at any time. And also safety and moderately. If you will get better, you can play it at higher intensity. I hope you can enjoy table tennis and smash the ball splendidly through learning ARP theory, which is a theory of body movement for table tennis invented by the former world table tennis champion Ms. Noriko YAMANAKA. ARP means the Axis, the Rhythm, and the Posture.</p>			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
<b>Method of Determining the Final Grade</b>			
To be announced in the first class			

## [Intensive Courses]

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

<b>Japanese Business Enterprises</b>			
<b>Instructor</b>	HARADA Kazuo	unit	1
<b>Overview</b>			
The principle aim of this subject is to gain an understanding of modern Japanese business enterprises and Japanese culture through field trips to local science- and food-oriented companies and factories in the greater Tokyo area.			
<b>Schedule</b>			
Introductory class: 12:20-12:40, October 21st (Wed) Room 301 on 3 <sup>rd</sup> floor of the Humanities and Social Sciences/ Natural Science Division, Research Building, No.3 (人文社会科学系・自然科学系研究棟 3 号館 3 階 301 号室)			
Lecture #1: Fermentation in Japanese food products & introduction to Field trip #1 (November)			
Field trip #1: Ozawa-shuzo (November, one-day trip)			
Lecture #2: Introduction to Field trip #2 (December)			
Field trip #2: Tsukiji Market (December, half-a-day trip)			
Lecture #3: Introduction to Field trip #3 (January)			
Field trip #3: to be announced (January, half-a-day trip)			
Lecture classes will be held on Wednesdays, 5 <sup>th</sup> period just prior to the field trips			
<b>Method of Determining the Final Grade</b>			
Attendance and written reports concerning each of the three field trips.			

<b>Title</b>	<b>Recreation and Sports in Japan: Skiing</b>		
<b>Instructor</b>	IWAMOTO Yoshihiro	unit	1
<b>Schedule</b>	This is an intensive class of skiing and other winter sports. We take 3 nights and 4 days, in February, 2016. Orientations will be held in October and February. See the bulletin board in Int'l Affairs Office.		
<b>Place</b>	Ikenotaira, Niigata Prefecture		
<b>Overview</b>			
Four-day skiing in the mountain in Myoukou Kogen in February. Beginners are welcome.			
Orientations will be held from 16:10 at S101 on October29 (Wed) and February 10 (Wed). If you wish to participate, please bring 5,000 yen to sign up at the first orientation meeting. The total cost will be approximately 27,500 to 29,000 (the rest of the fee will be collected at the lodge on February 15). We will be able to refund the fee if canceled by February 10. We will ski in the Ikenotaira Ski Area and stay at the YMCA Myokokogen Lodge.			
Instructors: IWAMOTO Yoshihiro, SHINKAI Hironari, and others			
<b>Method of Determining the Final Grade</b>			
We take attendance seriously. You must submit a report after completion of the class.			

## Geography of Japan II : Geography of Seaside and Downtown Area in Tokyo

<b>Instructor</b>	FURUTA Etsuzo	unit	1
<b>Overview</b>			
1. Orientation 2. Half day Field Trip at Shinjuku district. 3. One day Field Trip at Central and Downtown Area in Tokyo. 4. One day Field Trip at Waterfront Area in Tokyo.			
<b>Textbooks and Relevant Readings</b>			
In this lesson, instructor distributes materials.			
<b>Schedule</b>			
1. Nov. 7 Sat. 10:00~12:00 Orientation (地理学演習室, Geography Seminar Room, 8th Floor of the Comprehensive Educational Social Science Division/Humanities and social Sciences Division Research Building No.1. 総合教育・人文社会 1 号館. Marked as 9 in the campus map) 2. Nov. 7 Sat. 13:00~17:00 Half day Field Trip at Shinjuku district. 3. Nov. 8 Sun. 9:00~17:00 One day Field Trip at Central and Downtown Area in Tokyo. 4. Nov. 15 Sun. 9:00~17:00 One day Field Trip at Waterfront Area in Tokyo.			
<b>Method of Determining the Final Grade</b>			
The final grade will be based on: Attendance and Class Participation		100%	