

# 2015 年度東京学芸大学短期留学プログラム春学期授業時間割

## Tokyo Gakugei University International Student Exchange Program (ISEP) 2015 Spring Semester Courses

As of April 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	Tokyo - A Multi-disciplinary Approach (SAEKI Eiko) 【N101】	Counseling in Japan (SANO Hideki) 【W302】		Japanese Budo: Judo (ITEYA Misaki) 【Judo Hall, *see notes for classroom】	
III 12:50-14:20	Exploring the Cultural Diversity of Japan I (SAEKI Eiko) 【N313】	Recreation and Sports in Japan: Cycling (WATANABE Masayuki) 【in front of Table Tennis Gymnasium】	ISEP Seminar II (SAEKI Eiko) 【C103】		School in Japan (ASANUMA Shigeru) 【N201】
IV 14:30-16:00		Cross-Cultural Ideas and Activities (TODA Takako) 【W301】	Cross-cultural representations and experience (Joshua P. DALE) 【S101】	Introduction to Psychophysiology (IKEDA Kazunari) 【S302】	
V 16:10-17:40				Theatre Workshop (TAKAO Takashi) 【Exhibition room 2, *see notes for classroom】	

### 2. Irregular Courses

Course (instructor)	Schedule
Geography of Japan I: Blue Tourism in Izu Islands (Izu-Ohshima) of Tokyo Prefecture (FURUTA Etsuzo)	1) Fri 17 Apr. : 10:00-12:00 Orientation, room S207 2) Fri 17 Apr. : 13:00-17:00 Half day trip at Hamamatsu-cho district and Takeshiba-seaport 3) Fri 19 June : dep. 22:00 (Takeshiba -seaport) 4) Sat 20 June : arr. 6:00 (Oh-shima) 5) Two days field trip in Oh-shima Sun 21 June: dep. 14:30 (Oh-shima) - arr.19:45 (Takeshiba -seaport)
Recreation and Sports in Japan Aquatic Sports (Swimming) (IWAMOTO Yoshihiro)	Orientation: 12:05pm on April 22 (Wed) at the Gymnasium 1. Practice at the university pool: 10:00-11:30am on July 19 (Sun) and 26 (Sun) 2. Class in Katsuura (Chiba prefecture): July 31 (Fri) to August 2 (Sun) See the syllabus below for details (p.14).

\*Notes for classroom

- Japanese Budo: Judo: Judo Hall (柔道場)
- Theatre Workshop: Exhibition room 2 (芸術館展示室2), 2<sup>nd</sup> floor, Art Hall (芸術館)

## Unit numbers

	Course title (Spring Semester)	Unit
1	ISEP Seminar II (compulsory)	2
2	Cross-Cultural Ideas and Activities	2
3	School in Japan	2
4	Counseling in Japan	2
5	*Introduction to Psychophysiology	2
6	Cross-cultural Representations and Experience	2
7	Tokyo – A Multi-disciplinary Approach	2
8	*Exploring the Cultural Diversity of Japan (I)	2
9	*Theatre Workshop	2
10	Recreation and Sports in Japan: Cycling	1
11	Japanese Budo: Judo	1
12	Recreation and Sports in Japan: Aquatic Sports (Swimming)	1
13	Geography of Japan I: Blue Tourism in Izu Islands ( Izu-Oshima ) in Tokyo Prefecture	1

Asterisked (\*) courses are provided as part of the Liberal Arts courses (CA courses) for undergraduate students of the Tokyo Gakugei University.

## Course descriptions

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

Please note that students are expected to pay their own travel expenses in case the course includes field trips. Ask each Instructor about an estimated amount.

<b>Title</b>	<b>ISEP Seminar II</b>		
<b>Instructor</b>	SAEKI Eiko	unit	2
<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.</p> <p>A couple of excursions, such as to the <i>kabuki</i> theatre, and lecture workshops by guest speakers 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>			
<p>Tentative (to be confirmed in the first class)</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Individual tutorials – writing up Individual Study paper</li> <li>3. Individual tutorials – writing up Individual Study paper</li> <li>4. Individual tutorials – writing up Individual Study paper</li> <li>5. How to work on your Individual Study (4)</li> <li>6. Excursion (1)</li> <li>7. Individual Study presentation</li> <li>8. Individual Study presentation</li> <li>9. Individual Study presentation</li> <li>10. Individual Study presentation</li> <li>11. Excursion (2)</li> <li>12. Individual tutorials – writing up Individual Study paper</li> <li>13. Individual tutorials – writing up Individual Study paper</li> <li>14. Summary</li> </ol>			
<b>Method of Assessment</b>			
<p>Attendance and class participation, including comment forms 45%</p> <p>Oral presentation 25%</p> <p>Report on workshops and excursions 30%</p>			

<b>Title</b>	<b>Cross-Cultural Ideas and Activities</b>		
<b>Instructor</b>	TODA Takako	<b>Unit</b>	2
<b>Overview</b>			
<p>The purpose of this class is to bring out students' talents and encourage them to practice creative activities cooperatively with classmates in a cross cultural atmosphere. The abilities you will express in this class will help you to discover your talents which will contribute to your future career. Both overseas and Japanese students who wish to work with a sense and scope for human understanding in the future should join this 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 end of June.</p> <p>Secondly, group language brush up sessions, where you will practice some ideas for the effective learning of your second language in your cross-cultural group. The session will be held bilingually in order to help your group members' second language progress.</p> <p>Thirdly, whole class activities during July organised by project groups, which will be made based on the topics you are interested in.</p>			
<b>Textbooks and Relevant Readings</b>			
For the language brush up session, overseas students will prepare language textbooks or references in Japanese, while Japanese students will prepare in English, meeting with each language level and interest.			
<b>Schedule</b>			
<p>Each of you will reserve the date of your individual presentation by the end of June. You will introduce yourself using Power Point slides, bringing some special objects to express yourself, performing musical instruments or dancing, or introducing an ice-breaking game from your country to the class etc. For those whose performances are going to be a bit loud for the lecture room, a special room will be arranged on a specific date.</p> <p>In each session the period of individual presentation will be up to 45 minutes so that about three students can reserve their presentations for a class. By the end of June in the latter half of each class, you will join one of these language brush-up group sessions.</p> <p>Group a: Text-homework checking group.</p> <p>Group b: "How do you say ...in native Japanese or English ?"group.</p> <p>Group c: "Let's talk about ...!" group.</p> <p>Those who wish to study basic expressions using textbooks which each student will select respectively may join group a. The members will decide their homework each week and check how they learn from each other in the class session. Those who can communicate in Japanese and English but need some native help to brush up their language usage may join group b. Each of the members will take notes during the week when they face the problem of whether the expression is okay for native usage or not, or they came across the idea that certain expressions may bring misunderstanding in actual situations they experienced. In the class session the group members will exchange ideas on their notes. Group c is for those who wish to exchange ideas on a particular topic. Group members will decide a topic to research before the week of discussion and prepare materials during the week. The discussion will be held both in English and Japanese and they will later analyse the translation and difference of nuance in the expressions and usages they actually talked about during the session.</p> <p>At the end of June, we will make new groups to plan and prepare whole class activities together. During July the whole class will enjoy the activities which they prepare. For example, Japanese traditional Tanabata session, calligraphy or drawing session, folk music and dance session, etc. On the final day of our class at the end of July you will submit three activity record sheets for your credits and you will exchange messages with all classmates whom you worked together with in the class on a Japanese traditional SHIKISHI board for a garland as a souvenir for each.</p>			
<b>Method of Assessment</b>			
<p>1)Submission of Record of Activity 1 (Individual presentation)</p> <p>2)Submission of Record of Activity 2 (Language brush-up session)</p> <p>3)Submission of Record of Activity 3 (Group presentation)</p>			

<b>Title</b>	<b>School in Japan</b>		
<b>Instructor</b>	ASANUMA Shigeru	unit	2
<b>Overview</b>			
<p>The purpose of this class is to understand the curriculum and instruction in Japanese schools. There are many reports on Japanese education through eyes of mass media. But there are not so many researches on educational content and way of teaching of Japanese schools. We will focus on the classroom teaching of Japanese schools and try to have in-depth understanding what the schools do in Japan. We will encourage to observe the Japanese schools in terms of their own eyes rather than the non-evidential fraud journalistic eyes. For this purpose, it is imperative to seek the empirical evidence through students' own observations.</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 required 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 Assessment</b>			
<p>The participation in the individual class Final Report (4,000 words Paper)</p>			

<b>Counseling in Japan</b>			
<b>Instructor</b>	SANO Hideki	unit	2
<b>Overview</b>			
1. Learn basic knowledge of counseling. 2. Comparing Japanese and home cultures 3. Discussion on common psychological elements across cultures.			
<b>Textbooks and Relevant Readings</b>			
Eric J. Marsh & David A. Wolfe (2005) <u>Abnormal Child Psychology</u> , Wadsworth J. E. Hecker & G. L. Thorpe Peason (2005) <u>Introduction to Clinical Psychology</u> Baba, K. & Tachibana, L. (2001) <u>Counseling</u> Univ. of Air (in Japanese) Kawai, H. (1970) <u>Practice and Reality in Counseling</u> Seishinshobo (in Japanese)			
<b>Schedule</b>		<b>Activities and Classroom Materials</b>	
<ol style="list-style-type: none"> <li>1. Definition of Counseling</li> <li>2. Process of Counseling</li> <li>3. Initial Meeting</li> <li>4. Structure of Mind</li> <li>5. Attitude and Counseling Theories</li> <li>6. Communication Exercises I</li> <li>7. Communication Exercises II</li> <li>8. Case Study</li> <li>9. Case Study</li> <li>10. Role Play I (verbal)</li> <li>11. Role Play II (noverbal)</li> <li>12. Relationship between Counselor and Client</li> <li>13. Project Presentation</li> <li>14. Project Presentation</li> <li>15. Project Presentation</li> </ol>		Role play Videotapes Communication Exercises	
<b>Method of Determining the Final Grade</b>			
Project Reports Class Participation			

<b>Title</b>	<b>Introduction to Psychophysiology</b>		
<b>Instructor</b>	IKEDA Kazunari	unit	2
<b>Overview</b>			
<p>In psychophysiology the relation of mind with body is studied via measuring physiological responses under some psychological situation. If persons feel goodwill toward somebody, for instance, their pupils in eyes would be dilated in addition to slowing of their heart rates. This course would introduce participants to basic and applied knowledge in psychophysiology.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>No textbook is used in this class whereas the following books might be referenced.          Andreassi, J. L. (2006) Psychophysiology, 5th ed. Lawrence Erlbaum Associates.          Hugdahl, K. (1995) Psychophysiology. Harvard University Press.          Cacioppo, J. T., Tassinary, L. G., &amp; Berntson, G. G. (2007) Handbook of Psychophysiology, 3rd ed. Cambridge University Press.</p>			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Introduction</li> <li>3. Mind and Body</li> <li>4. Bioelectric Measurement</li> <li>5. Electrodermal Activity</li> <li>6. Cardiovascular Activity</li> <li>7. Respiratory Responses</li> <li>8. Eye Responses</li> <li>9. Muscle Activity</li> <li>10. Electroencephalography</li> <li>11. Event-related Potentials</li> <li>12. Lie Detection</li> <li>13. Biofeedback</li> <li>14. Neuroimaging</li> <li>15. Conclusion</li> </ol>			
<b>Method of Assessment</b>			
<p>Short examinations in each class of the course (except for “Orientation”);          Finally, the sum of the above (100%) is multiplied by the rate of class attendance.</p>			

<b>Title</b>	<b>Cross-cultural Representations and Experience</b>		
<b>Instructor</b>	Joshua Dale	unit	2
<b>Overview</b>			
<p>In the first half of this course, we will study how the experience of cultural difference affects identity. We will read essays and watch videos in order to compare how non-Japanese people represent Japan, to how Japanese people represent their own country. We will pay particular attention to the ways in which “self,” or one’s personal/cultural identity, is constructed in relation to “other,” or cultural difference.</p> <p>The second half of this course will focus on the JET (Japan Exchange and Teaching) Program, one of the largest cross-cultural exchange programs in the world. We will analyze the personal experiences of participants in the JET Program in the form of short essays and videos, and compare them to the goals and aspirations of the program as a whole, which was intended to “internationalize” Japan.</p>			
<b>Textbooks and Relevant Readings</b>			
Reading/viewing material will consist of selected short essays and videos. The format of the class is lecture and discussion. There are no textbooks for this class.			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Introduction to the class and teaching method</li> <li>2. Discussion of material related to culture shock</li> <li>3. Discussion of topics for first oral presentation.</li> <li>4. Preparation for first oral presentation.</li> <li>5. First oral presentations</li> <li>6. Evaluation and feedback of first oral presentation</li> <li>7. Discussion of reading material.</li> <li>8. Begin discussion of the JET Program</li> <li>9. Continued discussion</li> <li>10. Continued discussion</li> <li>11. Discussion of topics for Final Reports</li> <li>12. Final Report Organization: main idea, thesis statement, development, conclusion</li> <li>13. Final Report Conferences</li> <li>14. Final Report Conferences</li> <li>15. Conclusion of Course</li> </ol>			
<b>Method of Assessment</b>			
<p>Short writing assignments and group projects:: 20%</p> <p>Oral Presentation: 10%</p> <p>Final report: 70%</p>			



<b>Title</b>	<b>Tokyo – A Multi-disciplinary Approach</b>		
<b>Instructor</b>	Eiko Saeki	<b>Unit</b>	2
<b>Overview</b>			
<p>This course is designed to explore the development of the modern city, beginning with the transition from Edo to Tokyo and ending with the initial preparations for the 2020 Olympics. Using two of the great calamities that modern Tokyo has faced (the 1923 Kanto earthquake and the fire bombings near the end of World War II), we will see how Tokyo has been rebuilt, with its “coming out” in the Tokyo Olympics of 1964. Following this, we will consider how Tokyo then took its place as a global city, and how that positioning reflects Japan’s period of high-speed economic growth. Finally, the course will consider changes in Tokyo during the post-bubble era and what the preparations for the 2002 Olympics will bring. To engage with these dramatic changes, we will examine a variety of materials, including literature, film, and ethnography. Further, with periodic fieldtrips, we will make use of being in Tokyo, to see the city “come alive” with our new understanding. In this course, you will be put into groups and assigned an area of Tokyo to research on its history, cultural artifacts (literature, arts, entertainment), social customs, and current experiences. Each person in your group will have his or her own area of concentration, and the final project will be an integration of the individual areas of concentration and compiled into an E-book.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>Reading assignments include short excerpts from the following books:  Bestor, Theodore C. 1989. <i>Neighborhood Tokyo</i>. Stanford: Stanford University.  Bestor, Theodore C. 2004. <i>The Fish Market at the Center of the World</i>. Berkeley: University of California Press.  Rogers, Lawrence. 2002. <i>Tokyo Stories: A Literary Stroll</i>. Berkeley: University of California Press.  White, Merry. 2012. <i>Coffee Life in Japan</i>. Berkeley: University of California Press.</p>			
<b>Schedule</b>			
<p>Week 1 Introduction  Week 2 Edo: culture and everyday life of people in the urban center  Week 3 Fieldtrip 1 (Edo-Tokyo Museum)  Week 4 Group Project  Week 5 Modernization and the 1923 Kanto earthquake and its aftermath  Week 6 Wartime Tokyo  Week 7 Mid-term Presentation  Week 8 Fieldtrip 2 (location TBA)  Week 9 Rebuilding of the city and the 1964 Tokyo Olympics  Week 10 Life in Tokyo through literature and film (Film and discussion)  Week 11 Economic and social ups and downs  Week 12 Future of Tokyo: Preparation to the 2020 Olympics and beyond  Week 13 Presentation  Week 14 Presentation  Week 15 Wrap up</p>			
<b>Method of Assessment</b>			
Attendance and participation (including comment sheets)		30%	
Report on field trips		20%	
Group Project		30%	
Presentation		20%	

<b>Title</b>	<b>Exploring the Cultural Diversity of Japan I: Gender</b>										
<b>Instructor</b>	SAEKI Eiko	<b>Unit</b>	2								
<b>Overview</b>											
<p>Through gender perspectives, this course aims to critically engage with the ways in which masculinity and femininity have been constructed socially, politically, culturally, and historically. This course explores the meanings of sex and gender, and deepens our understanding of how they affect the experiences of people in society. By tracing life course of men and women, we will elucidate the significance of gender in our everyday lives. By examining historical changes, international comparisons, and data and cases from Japan, we will aim to cultivate critical perspectives that challenge typically taken-for-granted perceptions about gender.</p>											
<b>Textbooks and Relevant Readings</b>											
Texts will be introduced during the class.											
<b>Schedule</b>											
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is gender?</li> <li>3. Gender and socialization: how we learn to “do gender”</li> <li>4. Education and gender</li> <li>5. Gender and sexuality</li> <li>6. Reproductive health, rights, and technologies</li> <li>7. Gender and work</li> <li>8. Mid-term presentation</li> <li>9. Gender, family, and work: 1. Women, children, and poverty</li> <li>10. Gender, family, and work: 2. Work life balance</li> <li>11. Violence and gender</li> <li>12. Nation and gender: Women, politics, and feminism</li> <li>13. Presentation</li> <li>14. Presentation</li> <li>15. Conclusion</li> </ol>											
<b>Method of Assessment</b>											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Attendance and participation</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Writing assignments</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Individual research project</td> <td style="text-align: right;">50%</td> </tr> <tr> <td colspan="2">(Proposal 5%; Mid-term presentation 5%; Final presentation 15%; Report 25%)</td> </tr> </table>				Attendance and participation	30%	Writing assignments	20%	Individual research project	50%	(Proposal 5%; Mid-term presentation 5%; Final presentation 15%; Report 25%)	
Attendance and participation	30%										
Writing assignments	20%										
Individual research project	50%										
(Proposal 5%; Mid-term presentation 5%; Final presentation 15%; Report 25%)											

<b>Title</b>	<b>Theatre Workshop</b>		
<b>Instructor</b>	TAKAO Takshi	unit	2
<b>Overview</b>			
<p>The aim of this course is to experience a theatre workshop. The class is constructed with games, activities and group works based on a theatre theory called "impro"(improvisational theatre). Key words are playfulness, spontaneity, imagination, creativity, storytelling, courage, facilitation, communication and collaborative innovation. We may make a group theatre performance. Some Japanese students will be invited to the class. Students will experience cross cultural communication including both verbal and non-verbal. Theatrical experience is not needed. Active participation will be welcomed.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>These books are recommended as relevant readings;          Johnstone, Keith "Impro: Improvisation and the Theatre" Routledge, 1979          Johnstone, Keith "Impro for Storytellers" Routledge, 1999</p>			
<b>Schedule</b>			
<p>A curriculum will be designed according to the students.</p>			
<b>Method of Assessment</b>			
<p>Attendance, class participation and final report.</p>			

<b>Title</b>	<b>Recreation and Sports in Japan : Cycling</b>		
<b>Instructor</b>	WATANABE Masayuki	unit	1
<b>Overview</b>			
<p>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.</p>			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
<b>Method of Assessment</b>			

<b>Title</b>	<b>Japanese Budo: Judo</b>		
<b>Instructor</b>	ITEYA Misaki	unit	1
<b>Overview</b>			
<p>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.</p>			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1) Orientation</li> <li>2) History and characteristics of Judo</li> <li>3) Fundamental skills (Ukemi, Taisabaki, etc.)</li> <li>4) Throwing techniques [Nage waza] (part 1)</li> <li>5) Throwing techniques (part 2)</li> <li>6) Throwing techniques (part 3)</li> <li>7) Groundwork techniques [Katame waza] (part 1)</li> <li>8) Groundwork techniques (part 2)</li> <li>9) Groundwork techniques (part 3)</li> <li>10) Forms for throw (formal exercise, part 1)</li> <li>11) Forms for self-defense (formal exercise, part 2)</li> <li>12) Practical techniques (combinations)</li> <li>13) Practical techniques (counter attack)</li> <li>14) The rules and methods of the match</li> <li>15) Skill tests and evaluation</li> </ol>			
<b>Method of Assessment</b>			
Attendance of more than two thirds (2/3) of the classes			

<b>Title</b>	<b>Recreation and Sports in Japan: Aquatic Sports (Swimming)</b>		
<b>Instructor</b>	IWAMOTO Yoshihiro	unit	1
<b>Overview</b>			
<p>Beginners are welcome.</p> <p>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. This class is equivalent to a 15 sessions of 90 minutes.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>What you need to prepare: A swimsuit, towels, and goggles for swimming, a T-shirt and writing materials.</p>			
<b>Schedule</b>			
<p><b>Orientation: 12:05pm on April 22 (Wed) at the Gymnasium</b></p> <p><b>1. Practice at the university pool: 10:00-11:30am on July 19 (Sun) and 26 (Sun)</b> Meeting time and location: 9:55am in front of the pool of the university</p> <p><b>2. Class in Katsuura (Chiba prefecture): July 31 (Fri) to August 2 (Sun)</b> Location: Ubara Seashore in Katsuura City, Chiba prefecture Meeting time and location: 9:00am on July 31 at the North Gate of the university (departure time: 9:15am)</p> <p><b>Contents of the class:</b> Learning swimming skills and swimming theory. Bodyboarding and recreation (<i>suikawari</i>, fireworks)</p> <p><b>Professor Iwamoto's Contact information:</b> Cell phone: 090-3689-6336 Email: <a href="mailto:iwamoto@u-gakugei.ac.jp">iwamoto@u-gakugei.ac.jp</a></p> <p><b>Cost</b> 11,000 yen (for lodging)</p>			
<b>Method of Assessment</b>			
<p>We take attendance seriously. You must submit a report papers after completion of the class.</p>			

<b>Title</b>	<b>Geography of Japan I: Blue Tourism in Izu Islands (Izu-Oshima ) in Tokyo Prefecture</b>		
<b>Instructor</b>	FURUTA Etsuzo	unit	1
<b>Overview</b>			
<p>1. Orientation Fri 17 Apr. : 10:00-12:00, room: S207</p> <p>2. Half day trip at Hamamatsu-cho district and Takeshiba-seaport Fri 17 Apr. : 13:00-17:00</p> <p>3. Three-day Field Trip in Izu Islands (Izu Oh-shima) Fri 19 June : dep. 22:00 (Takeshiba -seaport) Sat 20 June : arr. 6:00 (Oh-shima) Two days field trip in Oh-shima Sun 21 June : dep. 14:30 (Oh-shima) – arr.19:45 (Takeshiba -seaport)</p> <p>N.B. Up to 15 students may enroll in this course. Around 20,000yen will be required for accommodation and transportation during the three-day field trip.</p>			
<b>Textbooks and Relevant Readings</b>			
In this lesson, instructor distributes materials.			
<b>Schedule</b>			
<p>(TENTATIVE)</p> <p>Fri 17 Apr. : 10:00-12:00 Orientation, room: S207</p> <p>Fri 17 Apr. : 13:00-17:00 Half day trip at Hamamatsu-cho district and Takeshiba-seaport</p> <p>Three-day Field Trip in Izu Islands (Izu Oh-shima) Fri 19 June : dep. 22:00 (Takeshiba -seaport) Sat 20 June : arr. 6:00 (Oh-shima) Two days field trip in Oh-shima Sun 21 June : dep. 14:30 (Oh-shima) – arr.19:45 ( Takeshiba -seaport )</p> <p>N.B. Up to 15 students may enroll in this course. Around 20,000yen will be required for accommodation and transportation during the three-day field trip.</p>			
<b>Method of Assessment</b>			
The final grade will be based on: Attendance and Class Participation		100%	