

2016 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) 2016 Spring Semester Courses

As of April 1, 2016

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			Introduction to Traditional Music of Japan: Playing the Koto (ARISAWA Shino) 【Music Lecture Room 2】*	Cross-cultural representations and experience (Joshua P. DALE) 【S206】	
III 12:50-14:20		Recreation and Sports in Japan: Cycling (WATANABE Masayuki) 【in front of Table Tennis Gymnasium】	ISEP Seminar II (ARISAWA Shino) 【W301】		
IV 14:30-16:00	Exploring the Cultural Diversity of Japan (I) (ARISAWA Shino) 【N202】	Cross-Cultural Ideas and Activities (TODA Takako) 【W201】		Counseling in Japan (SANO Hideki) 【N202】	Introduction to Psychophysiology (IKEDA Kazunari) 【N104】
V 16:10-17:40	Theatre Workshop (TAKAO Takashi) 【Exhibition Room 2】*				

2. Irregular Courses

Course (instructor)	Schedule
Recreation and Sports in Japan Aquatic Sports (Swimming) (IWAMOTO Yoshihiro)	Orientation: 12:05pm on April 20 (Wed) at the Gymnasium 1. Practice at the university pool: 10:00-11:30am on July 24 (Sun) and 31 (Sun) 2. Class in Katsuura (Chiba prefecture): August 5 (Fri) to 7 (Sun) See the syllabus below for details (p.12).

*Notes for classroom

- Theatre Workshop: Exhibition room 2 (芸術館展示室^{げいじゅつかんてんじしつ}2), 2nd floor, Art Hall (芸術館^{げいじゅつかん})
- Introduction to Japanese Music I: Music Lecture Room 1 (第1音楽講義室^{だいいちおんがくこうぎしつ})
3rd floor, Arts and Sports Science Division Research Building No2 (芸術・スポーツ2号館^{げいじゅつ すぽーつにがうかん}) #7 of blue colour numbers on campus map

Unit numbers

	Course title (Spring Semester)	Unit
1	ISEP Seminar II (compulsory)	2
2	Cross-Cultural Ideas and Activities	2
3	Counseling in Japan	2
4	*Introduction to Psychophysiology	2
5	Cross-cultural Representations and Experience	2
6	*Exploring the Cultural Diversity of Japan (I)	2
7	*Theatre Workshop	2
8	Introduction to Traditional Music of Japan: Playing the Koto	2
9	Recreation and Sports in Japan: Cycling	1
10	Recreation and Sports in Japan: Aquatic Sports (Swimming)	1

Asterisk (*) 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.

Title	ISEP Seminar II		
Instructor	ARISAWA Shino	Unit	2
Overview			
<p>ISEP Seminar is available and COMPULSORY 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>			
Textbooks and Relevant Readings			
No specific textbook is required.			
Schedule			
<p>Tentative (to be confirmed in the first class)</p> <ol style="list-style-type: none"> 1. Orientation 2. Lecture – How to work on your Individual Study 3. Excursion or workshop (1) 4. Excursion or workshop (2) 5. Excursion or workshop (3) 6. Individual Study presentation 7. Individual Study presentation 8. Individual Study presentation 9. Individual Study presentation 10. Individual tutorials – writing up Individual Study paper 11. Individual tutorials – writing up Individual Study paper 12. Individual tutorials – writing up Individual Study paper 13. Individual tutorials – writing up Individual Study paper 14. Excursion or workshop (4) 15. Summary 			
Method of Assessment			
<p>Attendance and class participation, including comment forms 45%</p> <p>Oral presentation 25%</p> <p>Reports on workshops and excursions 30%</p>			

Title	Cross-Cultural Ideas and Activities		
Instructor	TODA Takako	Unit	2
Overview			
<p>Based on students' surveys and the new curriculum introduced to Japanese students majoring in International Education, the contents of this class have been renewed. For overseas students, the purpose of this class is to brush up their Japanese, and for the Japanese students, to acquire basic English communication skills. Considering the wide range of differences in students' language levels and studying needs, the class will be managed using a unique method. Each student will prepare 100 new sentences to remember for his or her own term examination questions, and practice them during the class hour from April to June in a small cross-cultural group. Students will make 10 questions for the examination paper in each class. In each class, we will spend about 15 minutes of each class session taking part in games and exchanging information for the purposes of brushing up their language skills. The classes will be organized by students' own ideas, such as introducing ice-breaking games or showing some useful websites or applications which may inspire classmates' motivation for learning. After finishing the whole class session, we will form into cross-cultural groups of 3-4 members and make examination questions for the final examination in July. This group session will be the main activity in the new curriculum.</p>			
Textbooks and Relevant Reading			
Overseas students will prepare language textbooks or references from websites in Japanese, while Japanese students will prepare similar materials in English.			
Schedule			
<p>The main session from April to June :</p> <p>Each member will select 10 sentences to remember from books or websites, for future use. If you are an advanced learner of Japanese, you may prepare sentences which might be useful for any future job or job-hunting, focused on honorific expressions or special vocabulary. If you are a beginner in Japanese, you may prepare sentences which include new Kanji or phrases. Japanese students will prepare 10 sentences in English based on their English conversation level and future use.</p> <p>Each member will present the sentences they selected by reading them out and illustrating how they might be used in future scenarios to the other groups members, in English or Japanese. If a student listening finds that some sentences are not commonly used in their native language, they will inform the speaker and discuss suitable alternatives. When every member of the group finishes his/her short presentation of 10 sentences and discussion on the usage, the group members will exchange their Attendance Record Sheets and sign each other adding short messages or draw symbols to encourage and motivate other members. For the message, you can use native languages. We will change the group members around for each class, so that each student will get messages of encouragement from all of their classmates on his /her Attendance Record Sheet by the end of June.</p> <p>After this, each student will complete two sheets as preparatory activities for the examination in July. One is the Model Answer Sheet with which you will check your answers. You will write down 10 correct sentences, which may be discussed in the first session, and you are going to memorize them by July. Next, you will write 10 question sentences in the Examination Question Sheet. The questions can be written in your mother tongue, and you can add some clues to jog your memory if necessary. If you finish the two sheets early, you can memorize your examination sentences using the rest of the time. You will take them home for practice, and bring them back to class in July.</p> <p>Classes in July:</p> <p>You will have to pass your own final examination for 100 new sentences between three weeks in July.</p> <p>You will organize a final cross-cultural class session based on your ideas. This will be in the final week of July.</p>			
Method of Assessment			
<ol style="list-style-type: none"> 1) Submission of Attendance Record Sheet You can keep the original sheet with your classmates' messages as a souvenir, and submit the copy for credits. 2) Submission of Self Evaluation Sheet: We will discuss the items on which you wish to be evaluated in the whole class session, including the content of your 100 questions and the results of your answers etc. The introduction involving various ice breaking games, exchange of information for study, and organizing final session will be evaluated as one of said items. 			

Counseling in Japan			
Instructor	SANO Hideki	unit	2
Overview			
1. Learn basic knowledge of counseling. 2. Comparing Japanese and home cultures 3. Discussion on common psychological elements across cultures.			
Textbooks and Relevant Readings			
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)			
Schedule		Activities and Classroom Materials	
<ol style="list-style-type: none"> 1. Definition of Counseling 2. Process of Counseling 3. Initial Meeting 4. Structure of Mind 5. Attitude and Counseling Theories 6. Communication Exercises I 7. Communication Exercises II 8. Case Study 9. Case Study 10. Role Play I (verbal) 11. Role Play II (nonverbal) 12. Relationship between Counselor and Client 13. Project Presentation 14. Project Presentation 15. Project Presentation 		Role play Videotapes Communication Exercises	
Method of Assessment			
Project Reports Class Participation			

Title	Introduction to Psychophysiology		
Instructor	IKEDA Kazunari	Unit	2
Overview			
<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>			
Textbooks and Relevant Readings			
<p>No textbook is used in this lesson 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., & Berntson, G. G. (2007) Handbook of Psychophysiology, 3rd ed. Cambridge University Press.</p>			
Schedule			
<ol style="list-style-type: none"> 1. Orientation 2. Basic Concepts in Psychophysiology 3. Mind and Body 4. Bioelectric Measurement 5. Electrodermal Activity 6. Cardiovascular Activity 7. Respiratory Responses 8. Presentations on topics chosen from class 5-7 9. Eye Responses 10. Muscle Activity 11. Electroencephalography 12. Presentations on topics chosen from class 9-11 13. Neuroimaging 14. Lie Detection 15. Presentations on topics chosen from class 13-14 			
Method of Assessment			
<p>60%: Short examinations in class 2-7, 9-11, and 13-14 40%: Presentation in class</p>			

Title	Cross-cultural Representations and Experience		
Instructor	Joshua Dale	unit	2
Overview			
<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>			
Textbooks and Relevant Readings			
<p>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.</p>			
Schedule			
<ol style="list-style-type: none"> 1. Introduction to the class and teaching method 2. Discussion of material related to culture shock 3. Discussion of topics for first oral presentation. 4. Preparation for first oral presentation. 5. First oral presentations 6. Evaluation and feedback of first oral presentation 7. Discussion of reading material. 8. Begin discussion of the JET Program 9. Continued discussion 10. Continued discussion 11. Discussion of topics for Final Reports 12. Final Report Organization: main idea, thesis statement, development, conclusion 13. Final Report Conferences 14. Final Report Conferences 15. Conclusion of Course 			
Method of Assessment			
<p>Short writing assignments and group projects:: 20%</p> <p>Oral Presentation: 10%</p> <p>Final report: 70%</p>			

Title	Exploring the Cultural Diversity of Japan (I)		
Instructor	ARISAWA Shino	Unit	2
Overview			
<p>This course investigates <i>matsuri</i> festivals across Japan, looking both at large scale ones, such as Gion Matsuri in Kyoto where millions of tourists gather to watch the grand procession of magnificent floats, as well as smaller ones performed exclusively for local people. The aim of this course is to explore cultural diversity of Japan through investigations of <i>matsuri</i>, looking at religion, local customs and beliefs, music, dance, and other forms of performance, such as theatrical presentations. Related issues, such as gender, class, tourism, revitalisation of communities, preservation and development of tradition in present-day society are also investigated in-depth.</p> <p>Students are encouraged to take part in class discussions actively and are required to submit a comment form after each class to reflect on the issues discuss in class and to develop their own ideas further. For the oral presentation and final report, students are required to conduct a field-work, visiting their chosen <i>matsuri</i>, and discuss their own findings.</p>			
Textbooks and Relevant Readings			
No specific textbook is required.			
Schedule			
<p>Tentative (to be confirmed in the first class)</p> <ol style="list-style-type: none"> 16. Orientation: What is <i>matsuri</i>? 17. <i>mikoshi</i> (sacred palanquin): Fukagawa Hachiman Matsuri 18. <i>dashi</i> (float): Gion Matsuri 19. <i>kenka matsuri</i> (fighting festivals): Nada no Kenka Matsuri 20. <i>hi no matsuri</i> (fire festivals): Nozawa Dosojin Matsuri 21. <i>matsuri bayashi</i> (music in festivals): Nukui bayashi 22. <i>bon odori</i> (bon dances): Awa odori 23. deities in <i>matsuri</i>: Namahage 24. horses in <i>matsuri</i>: Umadashi Matsuri of Azuma Shrine 25. <i>shishimai</i> lion dances in <i>matsuri</i>: Matsuri of Nagasaki Shrine and Tsukinowa Shrine 26. New festivals 27. Presentations 28. Presentations 29. Presentations 30. Summary 			
Method of Assessment			
<p>Attendance and class participation, including weekly comment forms 45%</p> <p>Oral presentation 25%</p> <p>Reports on workshops and excursions 30%</p>			

Title	Theatre Workshop		
Instructor	TAKAO Takshi	unit	2
Overview			
<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>			
Textbooks and Relevant Readings			
<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>			
Schedule			
<p>A curriculum will be designed according to the students.</p>			
Method of Assessment			
<p>Attendance, class participation and final report.</p>			

Title	Introduction to Japanese Music: Playing Koto		
Instructor	ARISAWA Shino	Unit	2
Overview			
<p>Through learning <i>koto</i> (13-string zither), students will understand aesthetics of Japanese music, including its modes, rhythms, timbre, and aspects in ensemble performance. Due to the limit of the instruments' availability, maximum of 10 students may attend. Priority will be given to ISEP students.</p>			
Textbooks and Relevant Readings			
<p>No specific textbook is required. For those who wish to gain the background information about the instruments, the following book will be helpful: Tokita, Alison McQueen and David W. Hughes eds. (2007) <i>The Ashgate research companion to Japanese music</i>. Aldershot, Hants : Ashgate. (Read Chapter 8, <i>Sōkyoku-jiuta</i>: Edo-period chamber music)</p>			
Schedule			
<p>Tentative</p> <ol style="list-style-type: none"> 1. Orientation 2. Tuning 3. Right-hand technique 4. Easy tune (1) 5. Left-hand technique 6. Easy tune (2) 7. Easy tune (2) 8. Advanced techniques -1 9. Advanced techniques -2 10. Advanced piece 11. Advanced piece 12. Ensemble piece 13. Ensemble piece 14. Practice for exam 15. Performance exam 			
Method of Assessment			
<p>Attendance and weekly progress 70% Performance exam 30%</p>			

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

Title	Recreation and Sports in Japan: Aquatic Sports (Swimming)		
Instructor	IWAMOTO Yoshihiro	Unit	1
Overview			
<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>			
Textbooks and Relevant Readings			
<p>What you need to prepare:</p> <p>A swimsuit, towels, and goggles for swimming, a T-shirt and writing materials.</p>			
Schedule			
Orientation: 12:05pm on April 20 (Wed) at the Gymnasium			
<p>1. Practice at the university pool: 10:00-11:30am on July 24 (Sun) and 31 (Sun) Meeting time and location: 9:55am in front of the pool of the university</p> <p>2. Class in Katsuura (Chiba prefecture): August 5 (Fri) to 7 (Sun) 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>			
Contents of the class:			
<p>Learning swimming skills and swimming theory. Bodyboarding and recreation (<i>suikawari</i>, fireworks)</p>			
Professor Iwamoto's Contact information:			
<p>Cell phone: 090-3689-6336 Email: iwamoto@u-gakugei.ac.jp</p>			
Cost			
11,500 yen (for lodging)			
Method of Assessment			
We take attendance seriously. You must submit a report papers after completion of the class.			