

**Tokyo Gakugei University International Student Exchange Program (TGUISEP)**  
**2017 Spring Semester Courses**

2017/03/27

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 room2】*		
III 12:50- 14:20		Recreation and Sports in Japan: Cycling (WATANABE Masayuki) 【in front of Table Tennis Gymnasium】	ISEP Seminar II (ARISAWA Shino) 【310/311】	Cultural Social Psychology of the Japanese (SUGIMORI Shinkichi) 【N102】	Counseling in Japan (SANO Hideki) 【S301】
IV 14:30- 16:00	Exploring the Cultural Diversity of Japan (I) (ARISAWA Shino) 【N202】	Cross-cultural Ideas and Activities (TODA Takako) 【W201】			Introduction to Psychophysiology (IKEDA Kazunari) 【N104】
V 16:10- 17:40		Cross-cultural Discussion and Presentation (TODA Takako) 【W302】		The Aesthetics and Affects of Cuteness (Joshua P. DALE) 【S206】	

2. Intensive Courses

Course (instructor)	Schedule
Recreation and Sports in Japan Aquatic Sports (Swimming) (IWAMOTO Yoshihiro)	Orientation: 12:05pm on April 19 (Wed) at the Gymnasium 1. Practice at the university pool: 10:00-11:30am on July 23 (Sun) and 30 (Sun) 2. Class in Katsuura (Chiba prefecture): August 4 (Fri) to 6 (Sun) See the syllabus below for details (p.13).

\*Notes for classroom

- Introduction to Japanese Music I: Music Lecture Room 2 (第二音楽講義室)  
3<sup>rd</sup> floor, Arts and Sports Science Division Research Building No2 (芸術・スポーツ2号館) #7 of blue colour numbers on campus map

## List of Courses

	Course title	Unit
1	ISEP Seminar II (compulsory for ISEP students)	2
2	Cross-cultural Ideas and Activities (**)	2
3	Cross-cultural Discussion and Presentation (***)	2
4	Cultural Social Psychology of the Japanese (*)	2
5	Counseling in Japan	2
6	Introduction to Psychophysiology (*)	2
7	The Aesthetics and Affects of Cuteness	2
8	Exploring the Cultural Diversity of Japan (I) (*)	2
9	Introduction to Traditional Music of Japan: Playing the Koto	2
10	Recreation and Sports in Japan: Cycling	1
11	Recreation and Sports in Japan: Aquatic Sports (Swimming)	1

Asterisked courses are provided as part of the liberal arts courses (\*), and specialized courses for the regular undergraduate students (\*\*), and postgraduate 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.

Course title	<b>ISEP Seminar II</b>
Instructor	ARISAWA Shino
Aim and learning goals	In this course, students acquire practical ability of conducting fieldwork, and develop critical skills in thinking, planning, investigating, discussing, and presenting ideas in oral and written format.
Description	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. A few fieldtrips and workshops are also planned for broadening students' understandings of Japanese society and culture.
Textbooks	No specific textbook is required.
Relevant readings	Students will find their own reading materials.
Assessment and grading	Reports on workshop/excursion 50% (500 words × 2) Oral presentation of Individual Study 50% (20 minutes × 1) (Participation to class discussions will also be considered for grading.)
Schedule	Tentative (to be confirmed in the first class) 1. Orientation 2. How to work on your Individual Study 3. Excursion or workshop (1) 4. Excursion or workshop (2) 5. Individual Study presentations 6. Individual Study presentations 7. Individual Study presentations 8. Individual Study presentations 9. Individual Study presentations 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. Individual tutorials – writing up Individual Study paper 15. Summary
Additional self-study	Work on your own Individual Study
Keywords	Japanese society and culture, fieldwork, discussion, presentation, writing
Notes	
Message for students	

Course title	<b>Cross-cultural Ideas and Activities</b>
Instructor	TODA Takako
Aim and learning goals	This class is a co-learning class with Japanese new students of undergraduate course who are interested in cross-cultural education. 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.
Description	<p>Each student will prepare 100 new sentences to remember for his or her own term examination questions. 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 100 sentences in English based on their English conversation level and future use.</p> <p>In each class from April to June, you will discuss the practical usage of ten new sentences which you prepared in 60 minutes' group discussion after 15minutes whole class activities.</p> <p>You will make 10 examination questions for the final examination in each class and practice them from April to June.</p> <p>You will take examination in July and have to pass your own examination within three weeks.</p> <p>On the final class day, each of you will make a Japanese traditional Shikishi board getting the messages form all classmates.</p>
Textbooks	Overseas students will prepare language textbooks or references from websites in Japanese, while Japanese students will prepare similar materials in English.
Relevant readings	
Assessment	<ol style="list-style-type: none"> <li>1) Submission of Attendance Record Sheet</li> <li>2) Submission of Examination Result Sheet</li> <li>3) Submission of Record of roles in whole class activities</li> </ol>
Schedule	<p>The main session from April to June:</p> <p>Beginning of each class, you will take part in the 15 minutes' whole class session which will be organized by students own ideas to know each other and encourage their brushing up studies, such as introducing ice-breaking games or showing some useful websites or applications which may inspire classmates' motivation for learning.</p> <p>After that, each student will get 10 minutes to prepare discussion materials for next cross-cultural group activity. As preparatory homework, you will select ten new sentences to remember from books or websites, for future use. You will write down them on the Preparatory Sheet for discussion. You will form into cross-cultural groups of 3-4 members.</p> <p>In the cross-cultural group session for 60 minutes, 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 member 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 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 group 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. You will bring them to class in July.</p> <p>Classes in July:</p> <p>You will bring your own Question Sheet and take the examination in July. Everyone has to pass his/her own final examination for 100 new sentences between three weeks.</p> <p>In the final class, each of you will make Japanese Shikishi exchanging messages with classmates.</p>
Additional self-study	Preparation for class activities.
Keywords	<p>Brush up Japanese</p> <p>Discussion on practical usage of Japanese</p> <p>Organizing cross-cultural activities</p>
Notes	
Message for students	

Course title	<b>Cross-cultural Discussion and Presentation</b>
Instructor	TODA Takako
Aim and learning goals	This class is a co-learning class with new Japanese graduate students who are interested in active learning in the era of globalization, yet who have not experienced this kind of class in a cross-cultural atmosphere. For overseas students, the purpose of this class is to gain a perspective on understanding Japanese through class activities, and for the Japanese students, the aim is to get information on the modern style of overseas education directly from natives of overseas countries, as well as gain a new perspective by experiencing actual cross-cultural classes.
Description	<p>What is expected of overseas students who join this class is as follows:</p> <p>You will select videos or websites depicting your country's classroom atmosphere to introduce to Japanese students along with some comments made by you.</p> <p>As some of the Japanese students have not yet gotten used to classes that are organized in English, those who can translate the presenters' English into Japanese can act as interpreters in this class.</p> <p>After the video presentation session, we will have a discussion session with a cross-cultural group, and the group leader will report the contents of what has been discussed to the whole class. The group members will be decided upon in each class.</p>
Textbooks	T. Hall, "The Hidden Dimension," originally published by Doubleday, New York, 1966. Anchor Books Edition: 1990.
Relevant readings	
Assessment and grading	<p>Submission of Attendance Record Sheet.</p> <p>Submission of Record of Roles in class activities, such as presenter, translator and discussion leader.</p> <p>Submission of Term Report on cross-cultural findings throughout the class.</p>
Schedule	<p>The discussion topics will be focused on understanding Japanese; this is apart from the educational topics covered in the first session, and will be useful for both overseas and Japanese students in terms of discovering the hidden layers and potential for mutual understanding for any future jobs.</p> <p>We will use observation topics on Japanese as shown in Edward T. Hall's "The Hidden Dimension", originally published by Doubleday in New York in 1966; the Anchor Books Edition was published in 1990.</p> <p>Those who have already read this book in English and have also read the Japanese translation will form cross-cultural group A, and will choose discussion topics by themselves. Though this book was written before globalization took hold with Internet communication, you can still find useful discussion topics in the book in fulfillment of the aim of understanding Japanese. Group members can freely develop their selected topic.</p> <p>Those who are interested in translation and topics on translatability will form group B, and will select a small section of the book so they can discuss topics related to language itself.</p> <p>Those who have experience with Japanese people but who could not understand the meaning of their demonstrated attitudes, or who thought that they themselves might have been misunderstood by Japanese people will form group C, along with Japanese students who are interested in actual observation rather than text reading.</p> <p>This group does not have to use the text, but will develop their discussion from a description of the speaker's experience with various analytical points related to understanding Japanese. The reason why the speaker's experience has brought about a feeling of imperfect communication with Japanese people can be discussed in various aspects, based on the students' specialized fields of study.</p>
Additional self-study	
Keywords	Active Learning; Classes in the World; Translation Topics; Discussion
Notes	
Message for students	

Course title	<b>Cultural Social Psychology of the Japanese</b>
Instructor	SUGIMORI Shinkichi
Aim and learning goals	Through this course, students are expected to deepen their understanding not only of the Japanese culture, but also of their own cultural way of thinking, reasoning, and behavior.
Description	In this class, we will discuss about the foreign students' questions on Japanese customs and behavior. Through the students' presentations, discussion, and lectures, the students will be able to deepen the understanding of the Japanese cultural social psychology.
Textbooks	
Relevant readings	I will assign appropriate learning materials in the class.
Assessment and grading	Attendance (30points: First absence: -5points, other absences: -10points) Discussion (20points: contribution to the class discussion) Presentation(30 points) Final report (20points)
Schedule	1 .Orientation Self-introduction and explanation of students' presentation 2. - 3. Lectures on the Japanese way of thinking and behaviour. The theme addresses such topics as “why Japanese people are hesitant to talk with foreigners?” (e.g., the communication patterns of the Japanese), “how Japanese people express aggressiveness?”, “bullying in Japanese schools”, etc., according to the students' curiosity. 4. – 14. Students' presentation, discussion, and commentary lectures. 15. Final remarks and discussion.
Additional self-study	Students are encouraged to review appropriate academic books and articles concerning their own research questions.
Keywords	cultural social psychology, Japanese customs, mindset, cross cultural understanding
Notes	
Message for students	Through inquiring of cultural comparison, I hope you will also deepen your understanding of your own culture.

Course title	<b>Counseling in Japan</b>
Instructor	SANO Hideki
Aim and learning goals	To learn children's psychological problems and how to help them cope with them
Description	1. Overviewing psychological problems of children 2. Learn basic helping skills 3. Discussion on cultural factor in school maladjustment
Textbooks	R.J.Wright (2012) Introduction to School Counseling, Sage
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 Univ. of Air</u> (in Japanese) Kawai, H. (1970) <u>Practice and Reality in Counseling Seishinshobo</u> (in Japanese)
Assessment and grading	Project Reports Class Participation
Schedule	1. Overview of the class 2. Professional school counseling 3. Counseling with young children 1 4. Counseling with young children 2 5. Counseling in the middle school 1 6. Counseling in the middle school 2 7. Counseling in high school 1 8. Counseling in high school 2 9. Models and Approaches of school counseling 10. Diverse population of students 11. Educational and special needs 12. Project Presentation 13. Project Presentation Project Presentation
Additional self-study	
Keywords	
Notes	Assessment: final report : 2000 words (50%) Oral presentation (50%)
Message for students	School teachers are welcome to share their experiences at schools.

Course title	<b>Introduction to Psychophysiology</b>
Instructor	IKEDA Kazunari
Aim and learning goals	In this course, students are encouraged to learn the knowledge about the mind and brain, and also organize biopsychological ideas through presenting own thoughts in oral and written formats.
Description	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.
Textbooks	No textbook is used in this lesson whereas the following books might be referenced.
Relevant readings	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.
Assessment	60%: Weekly comment (150 words × 12 weeks) 40%: Oral presentation
Schedule	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Basic Concepts in Psychophysiology</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. Oral presentations on topics chosen from class 5-7</li> <li>9. Eye Responses</li> <li>10. Muscle Activity</li> <li>11. Electroencephalography</li> <li>12. Oral presentations on topics chosen from class 9-11</li> <li>13. Neuroimaging</li> <li>14. Lie Detection</li> <li>15. Oral presentations on topics chosen from class 13-14</li> </ol>
Additional self-study	
Keywords	mind, behavior, brain
Notes	
Message for students	

Course title	<b>The Aesthetics and Affects of Cuteness</b>
Instructor	Joshua Dale
Aim and learning goals	To study and conduct research on the popularity of cuteness, especially kawaii, plus Japanese popular culture in general.
Description	<p>The rapid rise of cuteness in the 21st century has seen a worldwide explosion of cute cultures, including kawaii. Though cuteness is spreading more and more widely in popular culture, it is just beginning to become the object of serious academic inquiry. What does the cuteness response reveal about human relationships: to objects, to each other, and to our companion species?</p> <p>The lectures will on the spread of Japanese kawaii around the world, with comparisons to the concept of cuteness in other cultures. <b>However, oral presentations may be on any aspect of Japanese popular culture that has become popular abroad. (subject to approval by the instructor).</b> Topics may include manga, anime, games, cosplay, fashion, bento, etc.</p>
Textbooks	On reserve at the library.
Relevant readings	Reading/viewing material will consist of selected short essays and videos. The format of the class is lecture and discussion.
Assessment and grading	<p>Short writing assignments and group projects:: 20%</p> <p>Oral Presentation: 10%</p> <p>Final report: 70%</p>
Schedule	<ol style="list-style-type: none"> <li>1. The etymology of “cute” with comparison to “kawaii”</li> <li>2. Theories of cute Part 1, Konrad Lorenz, Mickey Mouse and teddy bears</li> <li>3. Theories of cute: Part 2, comparison to “kawaii”</li> <li>4. Aggression and violence in cuteness</li> <li>5. Scientific analyses of cuteness</li> <li>6. Oral presentations, day 1</li> <li>7. Oral presentations, day 2</li> <li>8. Cuteness in domesticated animals.</li> <li>9. Cuteness and masculinity.</li> <li>10. Individual oral presentations, day 1</li> <li>11. Individual oral presentations, day 2</li> <li>12. Individual oral presentations, day 3</li> <li>13. Discussion of final report topics</li> <li>14. Preparation for final report</li> <li>15. Last lecture.</li> </ol>
Additional self-study	
Keywords	international culture, Japanese culture, cuteness, kawaii
Notes	
Message for students	

Course title	<b>Exploring the Cultural Diversity of Japan (I)</b>
Instructor	ARISAWA Shino
Aim and learning goals	Through discussions and study projects conducted with students from various countries and regions, participants gain skills in examining Japan's culture from diverse perspectives.
Description	<p>This course investigates <i>matsuri</i> (祭り) 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. 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 discussed 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> <p>*Optional day trip to a <i>matsuri</i> in Nikko may be organized depending on the number of participants.</p>
Textbooks	No specific textbook is required.
Relevant readings	
Assessment and grading	<p>Weekly comment 50% (150 words × 10)</p> <p>Oral presentation 20% (10 minutes × 1)</p> <p>Final report 30% (2000 words × 1)</p>
Schedule	<ol style="list-style-type: none"> <li>1. Orientation: What is <i>matsuri</i>?</li> <li>2. Group work 1: Find a topic</li> <li>3. Example 1: <i>Mikoshi</i> (sacred palanquin)</li> <li>4. Group work 2: Discuss the method and members' roles</li> <li>5. Example 2: <i>Dashi</i> (float):</li> <li>6. Example 3: <i>Matsuri-bayashi</i> (<i>matsuri</i> music)</li> <li>7. Example 4: <i>Bon'odori</i> (<i>matsuri</i> dance)</li> <li>8. Interim report on group work</li> <li>9. Group work 3: Discuss each findings</li> <li>10. Group work 4: Summarise findings and arguments</li> <li>11. Presentation and discussion 1</li> <li>12. Presentation and discussion 2</li> <li>13. Presentation and discussion 3</li> <li>14. Presentation and discussion 4</li> <li>15. Summary</li> </ol>
Additional self-study	Visit as many <i>matsuri</i> as possible, and discuss findings with your group members.
Keywords	<i>Matsuri</i> , festival, religion, music, dance, community, tourism
Notes	
Message for students	

Course title	<b>Introduction to Japanese Music: Playing Koto</b>
Instructor	ARISAWA Shino
Aim and learning goals	Through learning <i>koto</i> (13-string zither) students will understand its aesthetics, including mode, rhythm, timbre, performance technique, ensemble performance, oral mnemonics, and notation system.
Description	This is a course designed for beginners. Starting from the tuning of thirteen strings, participants will learn various performance techniques and several musical pieces step by step. After general instructions, the instructor will teach participants individually so that each student will be able to make progress at one's own pace. Notations will be provided though learning through memorizing by singing oral mnemonics is recommended for a better understanding of the <i>koto</i> music and its characteristics. Materials will be selected mainly from the classical repertoire, such as Rokudan composed in the early seventeenth century. Before learning such a long piece, some short practice tunes will be instructed so that students will get used to various playing techniques. (This course will be instructed by Ikuta-ryu School style using Ikuta plectra.)
Textbooks	No specific textbook is required.
Relevant readings	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) Johnson, Henry. 2004a. <i>The koto: a traditional instrument in contemporary Japan</i> . Amsterdam: Hotei Publishing.
Assessment and grading	Weekly progress 50% (graded from 0 to 5 point between week 5 and week 14) Performance exam 50% (play one short piece of student choice)
Schedule	Tentative (To be confirmed in the first class) 1. Orientation 2. Tuning & Right-hand technique (1) 3. Right-hand technique (2) 4. Right-hand technique (3) 5. Left-hand technique 6. Easy piece (1) 7. Easy piece (2) 8. Advanced techniques -1 9. Advanced techniques -2 10. Advanced piece (1) 11. Advanced piece (2) 12. Ensemble piece 13. Ensemble piece 14. Practice for exam 15. Performance exam
Additional self-study	Review the system of tuning so that you can set up the <i>koto</i> by yourself. Listen to <i>koto</i> music to get used to its sound and musical characteristics.
Keywords	Koto, Japanese music
Notes	Due to the limit of the instruments' availability, maximum of 10 students may attend. Enrollment test may be conducted in case there are too many applicants. It will be a short test of singing a simple melody.
Message for students	

Course title	<b>Recreation and Sports in Japan : Cycling</b>
Instructor	WATANABE Masayuki
Aim and learning goals	
Description	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.
Textbooks	
Relevant readings	
Assessment and grading	
Schedule	
Additional self-study	
Keywords	
Notes	
Message for students	

Course title	<b>Recreation and Sports in Japan: Aquatic Sports (Swimming)</b>
Instructor	IWAMOTO Yoshihiro
Aim and learning goals	In this course, students acquire swimming skills and understanding the theory of swimming.
Description	<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> <p>What you need to prepare: A swimsuit, towels, and goggles for swimming, a T-shirt and writing materials.</p>
Textbooks	No specific textbook is required.
Relevant readings	
Assessment and grading	Swimming skill test (70%) report 1000 words (30%)
Schedule	<p><b>Orientation: 12:05pm on April 19 (Wed) at the Gymnasium</b></p> <p><b>1. Practice at the university pool: 10:00-11:30am on July 23 (Sun) and 30 (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): August 4 (Fri) to 6 (Sun)</b> Location: Ubara Seashore in Katsuura City, Chiba prefecture Meeting time and location: 9:00am on August 4 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> 12,000 yen (for lodging) and 4,000yen(traffic expenses)</p>
Additional self-study	
Keywords	Swimming Bodyboarding
Notes	
Message for students	Beginners are welcome.