

Tokyo Gakugei University International Student Education Program (TGU ISEP)
2021 Autumn Semester Courses

2021/9/22

	Mon	Tue	Wed	Thu	Fri
I 8:50 ~ 10:20					
II 10:30 ~ 12:00	A Study of Traditional Metal Carving Techniques (FURUSE Masahiro) 【 <i>Kinkō jisshu shitu*</i> 】		Cultural Identity and Cultural Difference (Joshua P. DALE) 【online】		
III 12:50 ~ 14:20	Traditional Performing Arts of Japan (ARISAWA Shino) 【online/S407】	Sports and Physical Activities for Children in Japan (SUZUKI Naoki) 【online/N207】	Global Japan Studies B (ARISAWA Shino) 【online/S407】	Exploring the Cultural Diversity of Japan II (ARISAWA Shino) 【online/N402】	Japanese Business Enterprises (HARADA Kazuo) 【online】
IV 14:30 ~ 16:00	Critical Issues in Contemporary Japanese Society (Omnibus: USUKURA Misato) 【online/N103】	Cross-Cultural Teaching Practice (TODA Takako) 【online/W302】			Study of Japanese Schools (MAEHARA Kenji) Study of Japanese Schools 【online】
V 16:10 ~ 17:40		Table Tennis (WATANABE Masayuki) 【Table Tennis Hall*】			

<Notes for venues>

* *Kinkō jisshū shitu* (金工実習室), 1st floor, Arts and Sports Science Research Building No. 3 [芸術スポーツ科学系研究棟 3号館 1階], No 10 (blue colour) on campus map.

* Table Tennis Hall (卓球場), No.11 (yellow colour) on campus map

NB - Anyone whose English proficiency is good enough can take ISEP courses. Please read the syllabus of each course carefully and take any courses of your interest. However, Global Japan Studies is only available for the students enrolled specifically in the International Student Education Program (ISEP), and other students are not permitted to attend this course.

ISEP 科目は英語能力があれば誰でも受講することができます。シラバスをよく読んで関心のある授業を履修してください。ただし Global Japan Studies は ISEP プログラムに登録している学生のみ受講可能です。

List of Courses

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1	Global Japan Studies B (Compulsory for ISEP students, not open for the other international students) (*)	2	3
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Asterisked courses are provided as part of the Liberal Arts courses (*CA courses) and Specialized courses (**SA courses) for the regular 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 required to pay their own expenses, such as travel fees and costs for necessary materials in case the course includes field trips and hands-on workshops. Ask each Instructor about an estimated amount.

Course title	Global Japan Studies B
Instructor	ARISAWA Shino
Aim and learning goals	Understand Japanese society and culture from broad and diverse perspectives. Acquire the practical ability of conducting research, and develop critical skills in thinking, planning, investigating, discussing, and presenting ideas in oral and written formats.
Description	<p>This course is COMPULSORY and ONLY AVAILABLE for the students enrolled in the ISEP. Students pursue individual study projects and bring their works in progress to class for discussions in order to help each other with developing ideas. Individual study topics can be chosen from students' own interests, including social and cultural issues, arts, literature, politics, and education. Throughout the course, students will learn basic knowledge and skills for conducting research, including writing literature reviews, setting up methodologies, making analyses, and arguing in critical and logical ways. Some workshops by guest teachers (e.g. manga and calligraphy) and fieldwork trips around Tokyo (e.g. Kabuki Theatre, Edo-Tokyo Museum) will also be held in order to broaden students' perspectives on Japanese society and culture (※For 2021, these off-campus events may not take place due to the COVID-19 pandemic.) In addition to these off-campus events, interactive meetings with elementary school students are also planned.</p> <p>※Weekly classes will be held on Zoom. Those who have a significant time difference from Japan will be able to participate by an alternative method, such as by watching recorded lectures and submitting assignments. Class materials will be posted on Microsoft Teams.</p>
Textbooks	No specific textbook is required.
Relevant readings	To be instructed in class though students are also expected to search for necessary resources by themselves.
Assessment	Weekly assignments, including preparations for class and reflection reports. 70% Presentation on individual study 30%
Schedule	<p>Tentative</p> <ol style="list-style-type: none"> (1) 20/Oct: Introduction to the course (2) 27/Oct: How to work on your Individual Study (Learn from previous papers) (3) 3/Nov no class (4) 10/Nov: How to work on your Individual Study (Develop your ideas) (5) 17/Nov: How to work on your Individual Study (Develop your plans) (6) 24/Nov: Workshop (1) (7) 1/Dec: Preparations for school visit (8) 8/Dec: Elementary school visit (online) (9) 15/Dec: Elementary school visit (on site & online) (10) 22/Dec: Workshop (2) (11) 5/Jan Dec: How to work on your Individual Study (Literature Review) (12) 12/Jan: Presentations on Individual Study (13) 19/Jan: Presentations on Individual Study (14) 26/Jan: Presentations on Individual Study (15) 2/Feb: Workshop (3) (16) 9/Feb: Summary
Additional self-study	
Keywords	Japanese society and culture, fieldwork, discussion, presentation
Notes	
Message for students	

Course title	Study of Japanese Schools
Instructor	MAEHARA Kenji
Aim and learning goals	Understand the Japanese school and school life system in terms of legal descriptions and political orientations. Students will acquire basic knowledge for researching Japanese education and develop their thinking skills and oral and written presentation skills. Students residing in Japan will also have the opportunity to visit schools. Participants will be expected not only to observe daily school life, but also to give small presentations to Japanese students.
Description	<p>This course is offered on demand. Each week, a video will be uploaded to the web class system of Tokyo Gakugei University. Students will submit their short reflections on the video as a word file or PDF file via the web class system by the specified date and time.</p> <p>Topics include the history of education in modern Japan, the school system, school management, teacher training, working conditions for teachers, curriculum, the "examination hell," higher education, vocational education, education finance, internationalization of education, inclusive education, and others.</p> <p>This course is highly recommended for Teacher Training Program students.</p>
Textbooks	No specific textbook is required.
Relevant readings	
Assessment	Weekly short assignments 100%
Schedule	<ol style="list-style-type: none"> 1) 15 Oct. Introduction & the basis of the school system in Japan 2) 22 Oct. Short history of modern Japanese education 3) 29 Oct. Curriculum standard and characteristics of teaching methods 4) 5 Nov. School administration 5) 12 Nov. Teacher training and the working condition of teachers 6) 19 Nov. National and local education finance 7) 26 Nov. "Examination hell" 8) 3 Dec. Higher education and vocational education 9) 10 Dec. Inclusive education 10) 17 Dec. Internationalization of education <p>The school visit plan will be announced later. This school visit will be counted for 4 lessons.</p>
Additional self-study	
Keywords	School system, school law, school history, school visit.
Notes	
Message for students	Seeing is believing!

Course title	Cross-Cultural Teaching Practice
Instructor	TODA Takako
Aim and learning goals	<p>The purpose of this class is to facilitate the exchange of ideas and collaboration of International students and Japanese students.</p> <p>Due to the pandemic, students are now forced to study in limited learning environments in every country. However, we can make positive use of online classes: students can produce something new, gathering young energy and inspired ideas from all over the world.</p> <p>This university has its origins in an institute established in Tokyo in 1873, where young, capable students actively worked for new education for Japanese modernisation. Those who have shown an interest in a course with this title must have the same spirit for leading in a new era. Let us make the most of this opportunity and use our time together fruitfully.</p>
Description	<p>※We will meet and have activities in a virtual classroom using Microsoft Teams.</p> <p>Please check the directions to complete assignments below. Through the course, all communications among classmates will take place in Team screen. However, we will discuss the possibility of having in-person activities and live performance sessions later.</p> <p>Given the varying levels of English communication ability among the Japanese students, we will have three type of communication groups.</p> <p>Group EO: members use English only,</p> <p>Group EJ: members use English but translate the content into Japanese.</p> <p>Group JE: members use Japanese but translate the contents into English to share with members of the EO group.</p> <p>International students may choose which group to join for each discussion topic.</p> <p>If you have questions about an announcement on the Teams screen, you can ask them using ‘chat’ (please click [チャット] at the left top of the screen.). Please join Microsoft Teams once you have received your university address (...@u-ac.jp); please set your PC screen to open your email. Click the dots icon (three rows of three dots each, forming a nine-dot icon), and click ‘Teams’. Find the icon with three people and the following Japanese sign: [コードでチームに参加する]. Enter the Team code number in the grey field below [コードでチームに参加する]. The university pays the fee for Microsoft Office at this address, including for Teams usage.</p> <p>Please join the two teams below.</p> <p>You will submit your term report to the class team [Code: 89tw6vg] in February. As the class team is not useful for communication between students, we will use the activity team [Code: hfc9bb2] for class activities from October to February.</p>
Textbooks	No specific textbook is required.
Relevant readings	Announcements will be made for required reading based on the discussion topic during the activity.
Assessment	<ol style="list-style-type: none"> 1. Records of presentation I (Introductory posting) 2. Records of presentation II (Uploading slides for class discussion) 3. Records of presentation III (Creating a lesson or class activity) 4. Records of your class contributions (making constructive comments on classmates’ presentations; answering classmates’ questions; responding to presentations, suggestions and encouragement; and working cooperatively to plan and pursue presentations) 5. A short essay on what you have learned through participation in this class <p>Your final score for this class will be calculated based on a term report covering these five items. Please submit your term report to the team assessment file 「課題」 in the class team [Code: 89tw6vg].</p>
Schedule	<ol style="list-style-type: none"> 1. Activities in October: <p>Post an introduction on the general screen in the activity team [Code: hfc9bb2], and communicate with classmates.</p> <p>Every student will introduce themselves using videos, slides or photos or by posting a written message in the team screen, and students will chat with each other (<u>assignment due 31 October</u>). Please include in your introductory message the name you wish to be called in this class, information about the location from which you access the class and the primary group category (EO, EJ or JE) you wish to join.</p> <p>As our university teams are set up for Japanese courses, directions on the team screens are written in Japanese. So please follow these directions:</p> <p>To post a message, click the icon of the letter ‘A’ with a pen mark at the bottom left of the screen. If you make a mistake while writing your post and want to start over, click the trash can icon in the upper right corner of the posting window. When you complete your message, click the arrow at the bottom right. If you notice a mistake after posting and want to delete your message, click the right shoulder of the posted message. When the three dots appear, select the trash can icon.</p>

	<p>After posting your introduction, read classmates' postings and get to know each other. If you cannot see all of your classmates' messages, click the four light blue kanji [詳細表示] (details) at the bottom left of the window, and the full message will appear. Please click [←返信] (reply) at the bottom of their postings and leave a short message to every classmate post. These activities (replying by 8 November) will be evaluated as assessment 4. You will start thinking about a discussion topic suitable for this class member to exchange ideas during November.</p> <p>2. Activities in November</p> <p>Upload a slide for class discussion and exchange ideas with classmates. Each student will prepare a topic for class discussion (<u>assignment due 16 November</u>). The discussion topic should be directly or indirectly related to learning. On your slide, you will show ① the discussion topic, ② the language group you wish to post to (All, EO, JE or EJ), ③ a description of the topic, ④ a question to prompt class discussion and ⑤ some blank spaces for classmates to add ideas and information to your topic.</p> <p>All topics are welcome, from an ice-breaking topic to a topic that requires deep thinking, as long as they are related to learning. If you would like to translate your English (Japanese) in your slide into Japanese (English), please sign your discussion group EJ (JE). For the translation, those who will join the discussion topic will try some translations and exchange ideas on the nuance of words usage. You may also learn the vocabulary and a shade of differences in meaning in two languages.</p> <p>Please upload your discussion slide(s) to [ファイル] (file), which is the third from the left at the top of the team screen. Students will read slides in Share Point (found after clicking the dots icon on the office mail screen). After uploading your discussion slide, respond with your ideas or information on classmates' slides. Please write your ideas on the blank slides which your classmates prepared in their class discussion slides. We will use these slides in our live session from December to February. Your efforts replying to classmates' discussion topics will be highly evaluated as assessment 4.</p> <p>3. Activities in December to February</p> <p>We will have the first live meeting on 7 December. Those who can join from 15:00-15:30 in Japan time will meet on the Team (Code: hfc9bb2) screen. We will also have a nighttime meeting from 22:00-22:30 in Japan time on the same day. Both sessions will be recorded so that everyone can watch them on the Team screen anytime for ten days.</p> <p>In the first meeting, you will shortly introduce yourself. Everyone will reserve their live presentation date. The obligatory short presentation is about your discussion slides made in November. You will describe the topic shortly and give comments on the classmates' replies. This presentation will be evaluated as a part of assessment 3.</p> <p>Those who have new ideas for an online lesson or class activities apart from discussion topics can add another presentation. It will be performed individually or in collaboration with classmates after finishing their first presentation on November discussion slides.</p> <p>The Reservation Slide for live performances will be upload to the Team file. Those who cannot access during the 4th period will reserve extra evening sessions 22:00-22:30(Japan time). Both day and night live presentations will be recorded, and everyone reviews them for ten days on the Team screen.</p> <p>You will reserve your presentation sometime on 14. 21. 28 December and 11. 18. 25 January by one week before your performance. Class members will check the reservation slide and join the live sessions. The duration may be from 5 minutes to 30minutes for each.</p> <p>If some students decide to form groups for creating new presentations for inspiring lessons or class activities, you can request for setting Group Channels. Those who are interested in a particular channel name will join the group channel (please click the channel name on the left side of the team screen). You will prepare an additional presentation by preparing with the Channel group members by posting, having live meetings, or using other software of communication in the Channel screen. If giving a live session with all group members looks difficult, non-live group performances using Channels will also be welcome.</p> <p>You will submit your term report (for assessment 5) to the assignment file in the Team (Code: 89tw6vg)</p>
Additional self-study	Prepare for your presentation and give positive feedback on classmates' presentations.
Keywords	Presentations, Co-learning with Japanese students, Three types of language groups
Notes	
Message for students	Through the activities in this class, you will find your hidden talents and abilities that will help you become leaders in your future careers.

Course title	Exploring the Cultural Diversity of Japan II
Instructor	ARISAWA Shino
Aim and learning goals	Through discussions with students from various countries, participants will gain understandings and wider viewpoints regarding the immigrant and the minority groups in Japan.
Description	<p>This course examines immigrant communities of Japan, such as Chinese, Koreans, and Brazilians, and other ethnic and indigenous groups, including the Ainu and the people from Okinawa. Issues of those known as “half (<i>hāfu</i>)” Japanese or mixed heritage people will also be touched. We look at the ways in which their cultural expressions, such as music, dance, and festivals form their identities and establish their boundaries against the majority or help them interact with “others”. Although most of the example materials given in the lectures are performing arts, students are encouraged to explore broader issues, such as language, literature, religion, education, politics, and other relevant aspects, particularly for their presentations (individual or group). Students are also encouraged to discuss Japan’s cases in comparison with the other countries to broaden their perspectives.</p> <p>※ Weekly classes will be held on Zoom. Those who have a significant time difference from Japan will be able to participate by an alternative method, such as by watching recorded lectures and submitting assignments. Class materials will be posted on Microsoft Teams.</p>
Textbooks	No specific textbook is required.
Relevant readings	Weiner, Michael (ed.) 2009. <i>Japan's minorities: the illusion of homogeneity</i> (2nd ed.). London: Routledge Tsuneyoshi, Ryoko et al. (eds.) 2010. <i>Minorities and Education in Multicultural Japan</i> . London: Routledge.
Assessment	Weekly short assignments 70% Presentation (individual or group – to be announced in class) 30%
Schedule	<p>Tentative</p> <ol style="list-style-type: none"> (1) 21/Oct: Introduction to the course (2) 28/Oct: Koreans (1) (3) 4/Nov: Koreans (2) – film viewing (4) 11/Nov: Chinese (1) (5) 18/Nov: Chinese (2) (6) 25/Nov: The Ainu (7) 2/ Dec: The Okinawans (8) 9/Dec: Refugees or religious diversity (t.b.c.) (9) 16/Dec: “half” or “doble” – mixed heritage people (10) 23/Dec: Reflections and discussion (11) 6/Jan: [group work] Preparation for group presentation (12) 13/Jan: Presentations (13) 20/Jan: Presentations (14) 27/Jan: Presentations (15) 3/Feb: Reflections and final discussion
Additional self-study	Explore various ‘ethnic’ towns and relevant spots, such as religious places and cultural centres around Tokyo.
Keywords	Immigrants, ethnic minority, fieldwork
Notes	
Message for students	

Course title	Critical Issues in Contemporary Japanese Society																																														
Instructor	Omnibus (Coordinator : USUKURA Misato)																																														
Aim and learning goals	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.																																														
Description	<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, society, education, science and technology, environment, media culture, gender and diversity.</p> <p>*Classes will be conducted in the form of “on-demand,” “online,” or HyFlex (hybrid-flexible). Those who stay in Japan during the semester could attend the HyFlex classes in an actual classroom at TGU.</p>																																														
Textbooks	No specific textbook is required. Printed materials (instructions) will be delivered as need.																																														
Relevant readings	We will assign appropriate learning materials in the class.																																														
Assessment	<p>The final grade will be based on:</p> <p>Attendance and class participation 70%</p> <p>Final report 30%</p>																																														
Schedule	<table border="1"> <tr> <td>1.</td> <td>October 18 (Mon)</td> <td>Orientation (USUKURA Misato)</td> </tr> <tr> <td>2.</td> <td>October 25 (Mon)</td> <td>Introduction (USUKURA Misato)</td> </tr> <tr> <td>3.</td> <td>November 1 (Mon)</td> <td>Contents of lectures (in an alphabetical order of the lecturer’s names):</td> </tr> <tr> <td>4.</td> <td>November 8 (Mon)</td> <td>◆ Intercultural education through foreign language education in Japan (ABE Motoko)</td> </tr> <tr> <td>5.</td> <td>November 15 (Mon)</td> <td>◆ Japanese Youth (ASANO Tomohiko)</td> </tr> <tr> <td>6.</td> <td>November 22 (Mon)</td> <td>◆ Japanese History Based on Archaeology (HIDAKA Shin)</td> </tr> <tr> <td>7.</td> <td>November 29 (Mon)</td> <td>◆ What is Physics? its universality and Japanese contributions to astrophysics and elementary particle physics (KOBAYASHI Shinpei)</td> </tr> <tr> <td>8.</td> <td>December 6 (Mon)</td> <td>◆ Biocultural diversity in Japanese <i>Satoyama</i> landscapes (KOYANAGI Tomoyo)</td> </tr> <tr> <td>9.</td> <td>December 13 (Mon)</td> <td>◆ Multicultural Education in Japan (MISE Chikako)</td> </tr> <tr> <td>10.</td> <td>December 20 (Mon)</td> <td>◆ Contemporary Perspectives on Music Education in Japan (MORIJI Yuki)</td> </tr> <tr> <td>11.</td> <td>December 27 (Mon)</td> <td>◆ Dinosaurs and Other Fossils of Japan (SATO Tamaki)</td> </tr> <tr> <td>12.</td> <td>January 17 (Mon)</td> <td>◆ Characteristics and issues of English education in Japan (USUKURA Misato)</td> </tr> <tr> <td>13.</td> <td>January 24 (Mon)</td> <td>◆ ...and some guest speakers</td> </tr> <tr> <td></td> <td></td> <td>The details of the class schedule will be explained in Orientation.</td> </tr> <tr> <td>14.</td> <td>January 31 (Mon)</td> <td>Wrap-up Session (USUKURA Misato)</td> </tr> </table>		1.	October 18 (Mon)	Orientation (USUKURA Misato)	2.	October 25 (Mon)	Introduction (USUKURA Misato)	3.	November 1 (Mon)	Contents of lectures (in an alphabetical order of the lecturer’s names):	4.	November 8 (Mon)	◆ Intercultural education through foreign language education in Japan (ABE Motoko)	5.	November 15 (Mon)	◆ Japanese Youth (ASANO Tomohiko)	6.	November 22 (Mon)	◆ Japanese History Based on Archaeology (HIDAKA Shin)	7.	November 29 (Mon)	◆ What is Physics? its universality and Japanese contributions to astrophysics and elementary particle physics (KOBAYASHI Shinpei)	8.	December 6 (Mon)	◆ Biocultural diversity in Japanese <i>Satoyama</i> landscapes (KOYANAGI Tomoyo)	9.	December 13 (Mon)	◆ Multicultural Education in Japan (MISE Chikako)	10.	December 20 (Mon)	◆ Contemporary Perspectives on Music Education in Japan (MORIJI Yuki)	11.	December 27 (Mon)	◆ Dinosaurs and Other Fossils of Japan (SATO Tamaki)	12.	January 17 (Mon)	◆ Characteristics and issues of English education in Japan (USUKURA Misato)	13.	January 24 (Mon)	◆ ...and some guest speakers			The details of the class schedule will be explained in Orientation.	14.	January 31 (Mon)	Wrap-up Session (USUKURA Misato)
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Additional self-study	N/A																																														
Keywords	Japanese society, environment, education, culture, history, media, business, gender,																																														
Notes	N/A																																														
Message for students	We hope you will deepen your understanding of Japanese society and your own culture.																																														

Course title	Cultural Identity and Cultural Difference
Instructor	Joshua Dale
Aim and learning goals	To study cultural identity and cultural difference
Description	<p>In the first half of this course, we 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. We will pay particular attention to team teaching. The second half of this course 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>※ Weekly classes will be held on Zoom. Those who have a significant time difference from Japan will be able to participate by an alternative method, such as by watching recorded lectures and submitting assignments. Reading materials will be provided or researched online</p>
Textbooks	There are no textbooks for this class.
Relevant readings	Reading/viewing material will consist of selected short essays and videos. The format of the class is lecture and discussion.
Assessment	Short writing assignments and group projects: 20% Oral Presentation: 10% Final report: 70%
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
Additional self-study	
Keywords	international culture, Japanese culture
Notes	
Message for students	

Course title	A Study of Traditional Metal Carving Techniques
Instructor	FURUSE Masahiro
Aim and learning goals	The aim and goal of this course is to experience traditional Japanese metal craft techniques through the production of works and to understand Japanese craft culture.
Description	<p>In this course, students will create brooches using traditional metal carving techniques such as "Kebori", "Sukashibori", and "Katakiribori". In the first half of the course, students practice metal carving techniques. Then, as a basic production, they will create brooches with plant motifs. In the second half of the course, students design and create original brooches as an applied production. Finally, we will consider the spirit that is at the heart of Japanese craft culture and creative expressions related to materials, tools, and the physical body.</p> <p>※ This class will be held face-to-face. This is because the students use Japanese tools to create their work.</p>
Textbooks	No text is required.
Relevant readings	To be announced at the orientation
Assessment	Attendance(30%) Submission of works and report(70%)
Schedule	<ol style="list-style-type: none"> 1. Orientation 2. Introduction of two carving techniques "Kebori", "Sukashibori"(1) 3. Introduction of two carving techniques "Kebori", "Sukashibori"(2) 4. Basic production(1) 5. Basic production(2) 6. Basic production(3) 7. Introduction of carving techniques "Katakiribori" 8. Applied production(1) 9. Applied production(2) 10. Applied production(3) 11. Applied production(4) 12. Applied production(5) 13. Applied production(6) 14. Applied production(7) 15. Review and summary
Additional self study	Visiting a Japan Art Gallery, Museum or archives is recommended.
Keywords	Arts and craft ,Metalcraft , Metal Carving
Notes	In terms of production facilities and the equipments, the number of students shall not exceed 20
Message for students	You must attend in secure-to-work clothing.

Course title	Traditional Performing Arts of Japan
Instructor	ARISAWA Shino
Aim and learning goals	The aim of this course is to obtain an overview of the various performing arts in Japan, ranging from religious ceremonies and secular entertainment, and to understand the historical, social, and cultural contexts, and the performance elements of music, dance, and theatre.
Description	<p>Each week focuses on a particular genre from one of the traditional performing arts. The course looks at the historical backgrounds, as well as the changes and developments through the present. Through the course, students analyse various aspects of performance, including musical scales, rhythms, vocal styles, instrumental techniques, dance movements, and theatrical characteristics. These aspects are discussed with audio and visual examples and demonstrations by the instructor. Hands-on workshops with some of the instruments, e.g. <i>koto</i>, <i>shamisen</i>, and <i>shakuhachi</i>, and <i>kabuki</i> acting are also planned though it is subject to the situation of the COVID-19 pandemic for 2021.</p> <p>※Weekly classes will be held on Zoom. Those who have a significant time difference from Japan will be able to participate by an alternative method, such as by watching recorded lectures and submitting assignments. Class materials will be shared via Microsoft Teams.</p> <p>※Hands-on workshops may take place, depending on the situation of COVID-19.</p>
Textbooks	No specific textbook is required.
Relevant readings	<ol style="list-style-type: none"> 1. Nakamura, Masayuki, translated by Jeffrey Hunter. 2009. <i>A bilingual Guide to Japanese Traditional Performing Arts</i> (英訳付き 1冊でわかる日本の古典芸能) 2. Tokita, Alison McQueen and David W. Hughes eds. 2007. <i>The Ashgate Research Companion to Japanese Music</i>. Aldershot, Hants: Ashgate. 3. Website of the Japan Arts Council (theatre genres) http://www2.ntj.jac.go.jp/dglib/modules/learn/
Assessment	Weekly short reflection reports 70% Presentation 30%
Schedule	<p>Tentative</p> <ol style="list-style-type: none"> (1) 18 Oct: Introduction to the course (2) 25 Oct: <i>Kabuki</i> theatre (3) 1 Nov: Koganei Festival - no class (4) 8 Nov: <i>Noh</i> theatre (5) 15 Nov: <i>Ningyō-jōruri</i> puppet theatre (6) 22 Nov: <i>Gagaku</i>: Imperial court music and dance (7) 29 Nov: no class (national holiday) (8) 6 Dec: <i>koto</i> (hands-on workshop) (9) 13 Dec: <i>shamisen</i> (hands-on workshop) (10) 20 Dec: <i>shakuhachi</i> (hands-on workshop) (11) 27 Dec: <i>biwa</i> (12) 10 Jan: National holiday – no class (13) 17 Jan: student presentations (14) 24 Jan: student presentations (15) 31 Jan: student presentations (16) 7 Feb: Summary and discussions
Additional self-study	
Keywords	Japan, traditional music, theatre, tradition, modernity and innovation
Message for students	No special musical knowledge or skill is required to enroll in this course.

Course title	Sports and Physical Activities for Children in Japan
Instructor	SUZUKI Naoki
Aim and learning goals	This course focuses on sports and physical activities for children in Japan. Methods for this course will include both lectures and seminars. Participants will critically analyze sports and physical activities from Japan comparing with overseas. The overall goal of this course is to create understand sports and physical activities for the children in Japan and create rich sport and physical activities for the children in the world.
Description	<p>This course includes lectures, seminars and fieldwork. Attendees will explore various contexts of sport and physical activity culture in Japan, including during (a) physical education, (b) recess, and (c) after-school (including “Bukatsudo”).</p> <p>There are three main types of this course. The first is a lecture about Sports and Physical Activities for Children in Japan (International exchange students will make presentations based on the local sports and physical activities from their own countries as well as consider sports and physical activities suitable for children in a global community). The second is seminar in Lesson Study that improves physical education lessons with in-service teachers. The third is a seminar create, observe, and reflect on physical education lessons with American and Japanese students.</p> <p>※ This class is set up at 12:50pm-2:20pm on Tuesdays but will be flexible. This will include allowing participants to change the schedule to suit their convenience, taking the class on demand, and arranging the schedule for independent study among participants.</p>
	No specific textbook is required.
Relevant readings	
Assessment	<p>Final Report at the end of course: 30% [“Construct your idea for implementing PA for children in your country based on your learning at this course”]</p> <p>Brief Lecture Summaries (a couple of lectures): 35% [Brief written report during a lesson]</p> <p>Oral Presentation and Discussion (at the seminars): 35%</p>
Schedule	<ol style="list-style-type: none"> 1. 10/19: Orientation & Lecture1: Japanese PE 2. 10/21(7:00am-8:30am) Seminar 1 with JPN students and US students. 3. (Flexible) Seminar 2 with JPN students and US students Cultural exchange including sports with JPN students and US students 4. 11/4(7:00am-8:30am) Seminar 3 with JPN students and US students Knowing and Thinking about Physical Education in America and Japan 5. (Flexible) Seminar 4 with JPN students and US students. Understanding Japanese PE and US PE through watching video clips. 6. (TBD) Lesson Study1 with in-service teachers (Japan, India, Macau and USA) 7. (TBD) Lesson Study2 with in-service teachers (Japan, India, Macau and USA) 8. (Flexible) Seminar 5 with JPN students and US students. 9. (Flexible) Seminar 6 with JPN students and US students. 10. (Flexible) Seminar 7 with JPN students and US students. 11. (Flexible) Seminar 8 with JPN students and US students. 12. 1/11: Presentation: Opinions for sports and physical activities in Japan 13. 1/18: Lecture 2-Promoting children to be active in the school 14. 1/25: Lecture 3_Sports in Japan 15. 2/1: Lecture 4-Conclusion
Additional self-study	
Keywords	Sport, Physical Activity, Physical Education, Active Learning
Notes	※The time and learning style of course work will be modified to take into account the location of the course student's residence. This course will be flexible to meet the needs of the students.
Message for students	Physical activity is very important for our life. It is vital that children are physically active!! Let's study Japanese sports and PA for children in a fun and cooperative way!

Course title	Table Tennis
Instructor	WATANABE Masayuki
Aim and Learning goals	
Description	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.
Textbooks	
Relevant Readings	
Assessment	
Schedule	
Additional self study	
Keywords	
Notes	
Message for students	

Course title	Japanese Business Enterprises
Instructor	HARADA Kazuo
Aim and Learning goals	The principle aim of this subject is to gain an understanding of modern Japanese business enterprises and their relation to Japanese culture through field trips to local business facilities.
Description	We will visit a number of business facilities in the greater Tokyo area, and discuss the influence of Japanese cultural traditions on their operations and business philosophy. The following aspects will be emphasized: 1) Fermentation in traditional Japanese food products (Shoyu, Miso, Katsuobushi, Seishu); 2) Family-run companies; 3) The wholesale market law and auctioning. ※Lecture classes will be held in Microsoft Teams. Field trips will be held online.
Textbooks	No specific textbook is required.
Relevant Readings	Relevant readings will be introduced in the lecture classes.
Assessment	Attendance and written reports concerning each of the three field trips.
Schedule	Introductory class: Oct 15 th (Fri) 3 rd period (12:50-13:30) Lecture #1: Fermentation in Japanese food products & introduction to Field trip #1 Nov 5 th (Fri) 3 rd period Field trip #1: Ozawa Shuzo (online) (Schedule to be announced) Lecture #2: Introduction to Field trip #2 Dec 4 th (Fri) 3 rd period Field trip #2: Tsukiji Market (online) (Schedule to be announced) Lecture #3: Introduction to Field trip #3 Jan 8 th (Fri) 3 rd period Field trip #3: destination to be announced (online) (Schedule to be announced)
Additional self study	
Keywords	Japanese culture, fermented food products, business philosophy
Notes	The dates for the lecture classes and field trips are tentative, and will be announced at the introductory class on Oct. 16 th . ※The time and dates may be adjusted to match the students schedules.
Messages for students	