

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

2021/3/22

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			Japanese Kawaii: History and Development (Joshua P. DALE) 【online/S107】		Cultural Social Psychology of the Japanese (SUGIMORI Shinkichi / David WONG) 【online/C103】
III 12.50- 14.20	Japanese Martial Arts: Judo (KUBOTA Hiroshi) 【Judo Hall*】	Educational System and School Reform in Japan (SUEMATSU Hiroki) 【online/N407】	Global Japan Studies A (ARISAWA Shino) 【online/N407】	Cycling (WATANABE Masayuki) 【in front of Table Tennis Gymnasium*】	
IV 14.30- 16.00	Exploring the Cultural Diversity of Japan (I) (ARISAWA Shino) 【online/N202】	Cross-cultural Ideas and Activities (SA) (TODA Takako) 【online】			Introduction to Psychophysiology (IKEDA Kazunari) 【online】
V 16.10- 17.40	Theatre Workshop (TAKAO Takashi) 【Exhibition Room 3*】			(VII) 20.10-21.40 Cross-cultural Discussion and Presentation (TODA Takako) 【online】	

2. Intensive Courses

1	Aquatic Sports – Swimming (MORIYAMA Shinichiro) 【Swimming Pool(水泳プール)】
---	--

<Notes for venues>

- * Judo Hall (柔道場)
- * Exhibition room 3 (芸術館展示室3): 2nd floor, Art Hall (芸術館)
- * Music Lecture Room 2 (第二音楽講義室): 3rd floor, Arts and Sports Science Division Research Building No2 (芸術・スポーツ2号館)
- * Cycling class will be held in N407 in case of rain.

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.

List of Courses

	Course title	Credits	Page
Regular courses			
1	Global Japan Studies A (Compulsory for ISEP students, not open to other students)	2	3
2	Educational System and School Reform in Japan	2	4
3	Cross-cultural Ideas and Activities (**)	2	5
4	Cross-cultural Discussion and Presentation (***)	2	6
5	Cultural Social Psychology of the Japanese (*)	2	8
6	Introduction to Psychophysiology (*)	2	9
7	Japanese Kawaii: History and Development	2	10
8	Exploring the Cultural Diversity of Japan (I) (*)	2	11
9	Theatre Workshop (*)	2	12
10	Japanese Martial Arts - Judo	1	13
11	Recreation and Sports in Japan: Cycling	1	14
Intensive courses			
12	Aquatic Sports -Swimming	1	15

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

Regular Courses

Course title	Global Japan Studies A
Instructor	ARISAWA Shino
Aim and learning goals	Acquire 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 under the guidance of academic advisors 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 and fieldwork trips around Tokyo will also be held in order to broaden students' perspectives on Japanese society and culture.</p> <ul style="list-style-type: none"> ● If there are international students participating from their country, weekly classes will be held on Zoom. When all the students arrive in Japan, we might shift to face-to-face classes on campus.
Textbooks	No specific textbook is required.
Relevant readings	Students will find their own relevant reading materials.
Assessment and grading	<ol style="list-style-type: none"> 1) Weekly assignments and presentations 70 % 2) Reports on workshops and fieldwork trips 30%
Schedule	<p>Tentative (to be confirmed in the first class)</p> <ol style="list-style-type: none"> 1) 14 Apr: Orientation 2) 21 Apr: Presentations on independent study topics 3) 28 Apr: Set up research questions 4) 12 Apr: Literature review (1) 5) 19 Apr: Literature review (2) 6) 26 Apr: Survey method and preparation 7) 2 Jun: Survey method and preparation 8) 9 Jun: Workshop (1) 9) 16 Jun: Workshop (2) 10) 23 Jun: Presentations – result of the survey 11) 30 Jun: Presentations – result of the survey 12) 7 Jul: Presentations – result of the survey 13) 14 Jul: Presentations – result of the survey 14) 21 Jul: Write up the final paper 15) 28 Jul: Summary
Additional self-study	Work on your own individual study
Keywords	Japanese culture and society, independent research, fieldwork
Notes	
Message for students	

Course title	Educational System and School Reform in Japan
Instructor	SUEMATSU Hiroki
Aim and learning goals	We will focus on understanding educational system and school reform in Japan especially focusing on modern educational policies, educational reform and education management environment.
Description	<p>To understand Japanese education system and school reform, we first understand the trends of modern society changes and accompanying educational policy. On that basis, we will deepen our understanding on Japanese education from administrative, institutional and managerial perspectives and consider contemporary issues concerning educational collaboration in schools, parents, and communities in the globalisation era.</p> <p>Specifically, we will examine changes in the educational system and issues, such as privatisation of schools, marketisation of education, issues of professional development in the mass retirement / mass recruitment of school staff, and international trends in the school management environment, and so on.</p> <p>This class will be conducted online.</p>
Textbooks	Will be distributed accordingly.
Relevant readings	Will be informed accordingly.
Assessment and grading	Participation level to the class activities (40%) Report (60%)
Schedule	<ol style="list-style-type: none"> 1 On how to proceed the class 2 Educational Reform and Education System in Japan 3 School Reform and Regulatory Reform 4 School System and School Administration & Management 5 From Management to Leadership in School 6 Distinctive School Reforms 7 On National Curriculum 8 Lesson Studies 9 Bullying Problems and Educational Policy 10 Professional Development for Teachers 11 Professional Development for School Leaders 12 Community Involvement to Schools 13 Parents and Local Communities for School Management 14 Leadership and Communication in Schools 15 Review of the class
Additional self-study	Analysis of Japanese policy documents and educational practice
Keywords	Educational System, School Reform, School Leadership, Professionalisation of Teachers
Notes	In the class, we will ask for active discussion and participation in presentation.
Message for students	From various perspectives, we would like to consider the educational problems and educational reforms in each country in addition to Japan and discuss them.

Course title	Cross-cultural Ideas and Activities
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 learning. For overseas students, the purpose of this class is to develop their skills of presentation and organizing activities in cross-cultural members in English and also brush up their Japanese.
Description	Please join these two Microsoft Teams. We will use the Team [Code:8tdhr9g] during our class activities from May through July. You will submit your final term report for credits to the Team [Code: wz7o2am] at the end of July. You will prepare two kinds of presentations: 'Traveling in the World' and 'Ideas and Activities' individually or in groups.
Textbooks	
Relevant readings	
Assessment	Your final score for this class will be evaluated using a final term report on these four records and your cross-cultural findings through participating in this class. Your final report has to include: 1. the records of introduction posting. 2. the records of presentation for Traveling in the World. 3. the records of presentation for Ideas and Activities. 4. the records of class contributions 5. a short essay on cross-cultural findings through participating in this class.
Schedule	13 April- 27 April Please post your self-introduction to your classmates to the Activity Team. You can see the directions how to post on Team screen. 13 April – 10May You will write replies to classmates introductory posting clicking [返信 (reply)] You activities will be evaluated as class contributions. 11 May We will try out using the live meeting feature of Microsoft Teams and give very short introductory speeches one by one. At 14:30, you will see a red live meeting sign with the Japanese text " . . . 参加 . . ." in your Activity Team [Code: 8tdhr9g] screen. Please click the sign. 18 May- 20 July You will prepare two kinds of presentations individually or in groups and give presentations. The themes of the two presentations are 1. Travelling in the World 2. Ideas and Activities. In the Traveling in the World presentation, you will introduce a location on earth that you are familiar with to your classmates with photos or videos. It can be your hometown, a place you have travelled to, or a place you know; relate a special message to your classmates. The presentation method can be 1. Posting your description on a clipped photo. 2. Saving some photos in the Team File with your descriptions on them. 3. Live presentation on Microsoft Teams. Our second presentation topic is Ideas and Activities. The presentation method is almost the same as the first presentation. However, if you got to know each other through the first presentation, you may find a way to communicate much more creatively in the second presentation using channels in the Teams. If you want to discuss an article on the internet, you can post the site's address and summary, your views, and what you want to ask classmates about the article. If you are interested in cooking, you may post a recipe or a photo. If you have discovered an interesting movie, you can post an essay about the charm of it. If you want to conduct a survey to do some pre-research for your thesis, you can ask for your classmates' cooperation and tell them the results of the survey in your post. If you are good at drawing pictures or making animations, you can present a short live animation show. 27 July-3August You will submit your term report to the Team [Code: wz7o2am]
Additional self-study	Preparation for presentations.
Keywords	Skills of attractive presentations to the cross-cultural members. Skills of leadership in the cross-cultural members
Notes	
Message for students	I expect your energy and creativity.

Course title	Cross-cultural Discussion and Presentation
Instructor	TODA Takako
Aim and learning goals	This class is a co-learning class with new Japanese graduate students who are interested in the subject: Intercultural Understanding and Coexistence of Differences, yet have not experienced the cross-cultural atmosphere in their learning. For overseas students, the purpose of this class is to gain a new perspective on cross-cultural or intercultural understanding and symbiotic society, and also deepen understanding Japanese through class activities.
Description	<p>Please join these two Microsoft Teams. We will use the Team [Code: 04xlykk] during our class activities from April through July. You will submit your final term report for credits to the Team [Code: ic2ye7h] at the end of July.</p> <p>Assignment I Please post your self-introduction to your classmates, which should include the three items below, to the Activity Team [Code: 04xlykk]. No.1 Introduce yourself and indicate the name you wish to be called in this class. No.2 Explain your particular interest in the subjects of cross-cultural and intercultural understanding. No.3 State what you want to ask your classmates. You can write in Japanese, English, or both. If you want to improve either language through this course, please use a Web AI translation application. You do not have to post a perfect translation, as a purpose of this class is to discuss the nuances of the differences in words and expressions in translation. You will write a report on your cross-cultural findings on the various aspects of actual cross-cultural and intercultural communication in the class activities in the final term report.</p> <p>Assignment II Research the formal JAPANESE TRANSLATION of the KEY WORDS in your writing in No.2 and clarify the definition of each word. If you find differences in the concepts of the two languages, please note them. Make a slide to show your key concept in your interest on the topic No.2 with the Japanese translation. During your presentation period in July, we will discuss the different scope to see the object (or phenomena) you are interested in by culture and language, and individual values.</p> <p>Assignment III Develop your original description and rewrite your original writing in No.2 by considering your classmates who have different interests. Find some EXAMPLES to your explanation or share your experiences concerning the topic if you can.</p> <p>Assignment IV Find an ACADEMIC RESOURCE on a website and summarize it. Then, create a related QUESTION for THE CLASS DISCUSSION inspired by your research. You will present what you researched during June and get classmates' ideas about your questions.</p> <p>Assignment V: Please submit your term report, which should combine the records of your four previous assignments with the 5th assignment of a short essay on your cross-cultural findings on the various aspects of actual cross-cultural and intercultural communication in the class activities.</p>
Textbooks	
Relevant readings	
Assessment and grading	Record of Assignment I~IV and a short essay on cross-cultural findings.
Schedule	<p>15 April - 29 April (On-Demand Activity) Assignment I</p> <p>29 April - 6 May (On-Demand Activity) Please read your classmates' posts and prepare your answer to the questions, if possible both in English and Japanese.</p> <p>6 May (Trial Live Meeting 20:10-20:30) Those who can join will try out using the live meeting feature of Microsoft Teams and give very short introductory speeches one by one. You can repeat what you wrote in No.1. If you have questions on the schedule below, we will have communication.</p>

	<p>13 May (Live Session 20:10-21:40. If the number of registered students is large, we will have continuous session on 20 May) Those who can join the live session will take turns speaking no No.3. (Those who cannot join the meeting, please post your answers to the classmates' questions.) You will make speeches on your third topic from Assignment I: the questions you want to ask your classmates. Other students will take turns answering these questions. During the session, you can speak in English, Japanese, or both. We will discuss the nuance of the words you used and determine the most suitable translation for the context together.</p> <p>20 May – 24 June (On-demand Style Research) Assignment II~IV You will study independently in preparation for No.2 from your self-introduction. Because the participants come from various cultures and have different specialties, please deepen your second topic to explain and share with your classmates.</p> <p>1 July – 29 July (Presentation on your research: Live Session or On-demand Posting) You will present what you researched during June and get classmates' ideas about your questions. Those who can present during 20:10-21:40 (Japan time) on Thursday, please reserve your presentation date and duration on the reservation sheet in the Team one week before the date you wish to give live session. Those who cannot join the live session, please upload your presentation slides and post your question on the Teams screen.</p> <p>29 July-9 August (Submission of Term Report) Assessment V</p>
Additional self-study	Preparation for presentations.
Keywords	English and Japanese. Japanese students. Intercultural Understanding and Coexistence of Differences
Notes	
Message for students	You are future leaders, so I know we will determine the best way to navigate this situation. Our desire to learn will lead to beautiful results.

Course title	Cultural Social Psychology of the Japanese
Instructor	SUGIMORI Shinkichi/ David Wong
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	<p>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.</p> <ul style="list-style-type: none"> ● This course will basically be held online. Please check WebClass for class materials.
Textbooks	
Relevant readings	I will assign appropriate learning materials in the class.
Assessment and grading	<p>Attendance (30points: First absence: -5points, other absences: -10points) Discussion (20points: contribution to the class discussion) Presentation(30 points) Final report (20points)</p>
Schedule	<p>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.</p>
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	Introduction to Psychophysiology
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	<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> <ul style="list-style-type: none"> ● Weekly classes will be held on WebClass. You can access the information of this class by clicking "Introduction to Psychophysiology" on the WebClass timetable. ● Class materials and assignments will be posted on WebClass by the day before the class, so the registered students should refer to the class materials for attending the class and then submit their answers to the assignments after the class.
Textbooks	No textbook is used in this lesson whereas the following books might be referenced.
Relevant readings	<p>Andreassi, J. L. (2006). Psychophysiology, 5th ed. Lawrence Erlbaum Associates.</p> <p>Hugdahl, K. (2001). Psychophysiology, revised ed. Harvard University Press.</p> <p>Cacioppo, J. T., Tassinary, L. G., & Berntson, G. G. (2017). Handbook of Psychophysiology, 4th ed. Cambridge University Press.</p>
Assessment	<p>60%: Weekly comment (150 words or beyond × 12 weeks) (Based on learned contents and related resources, participants are asked to write an essay with 150 words or beyond after the class.)</p> <p>40%: Presentation (3 weeks) (Participants are asked to make presentations on preferred topics by using PowerPoint.)</p>
Schedule	<ol style="list-style-type: none"> 1. Orientation 2. Basic Concepts in Psychophysiology 3. Mind and Body 4. Bioelectric Measurement 5. Presentations on topics chosen from class 1-4 6. Electrodermal Activity 7. Cardiovascular Activity 8. Respiratory Responses 9. Eye Responses 10. Presentations on topics chosen from class 6-9 11. Muscle Activity 12. Electroencephalography 13. Neuroimaging 14. Lie Detection 15. Presentations on topics chosen from class 11-14
Additional self-study	Students are recommended to explore academic resources based on their critical mind.
Keywords	mind, behavior, brain
Notes	Remote learning through on-demand delivery
Message for students	

Course title	Japanese Kawaii: History and Development
Instructor	Joshua Dale
Aim and learning goals	To study and conduct research on the aesthetic of kawaii. Students will research one aspect of kawaii culture and present their results to the class as an oral presentation. A final report is also required, which may be on the same topic or a different one.
Description	<p>Japanese kawaii is now a major cultural export and a key part of Japan's "soft power." In this class, we will study the history of this aesthetic going back to the Heian era. We will explore the development of kawaii during the Edo era; its emergence as part of girls' culture in the early twentieth century; its movement into mainstream Japanese culture since the 1970s; and its migration abroad from the 1990s. The class format will be lecture and discussion.</p> <ul style="list-style-type: none"> ● If there are international students participating from their country, weekly classes will be held on Zoom. When all the students arrive in Japan, we might shift to face-to-face classes on campus.
Textbooks	None
Relevant readings	Reading/viewing material will consist of selected short essays and videos. In addition, students should be prepared to do research in the library or online.
Assessment	Short writing assignments and oral presentation: 20% Final report: 80%
Schedule	<ol style="list-style-type: none"> 1. The deep history of kawaii, Part 1: excerpt from Sei Shōnagon's <i>The Pillow Book</i> (c. 1025) 2. The deep history of kawaii, Part 2: The <i>Scroll of Frolicking Animals</i> (<i>Chōjū giga</i>, mid-12th c.) 3. The etymology of "kawaii" with comparison to "cute" 4. The Edo era: the puppies of Maruyama Ōkyo (1733-1795) and the cats of Utagawa Kuniyoshi (1797-1861). 5. Early 20th century girls' culture, Part 1: Takehisa Yumeji (1884-1934) 6. Early 20th century girls' culture, Part 2: Junichi Nakahara (1913-1983) and Rune Naito (1932-2007). 7. Mid-century kawaii: Corporate logos and mascots 8. 1970s: Girls' handwriting and manga: Hello Kitty 9. Oral Presentations, Day 1 10. Oral Presentations, Day 2 11. Kawaii in boys'/young men's culture 12. Kawaii outside Japan: Part 1. 13. Kawaii outside Japan: Part 2. 14. Discussion of final report 15. Final discussion and concluding lecture
Additional self-study	
Keywords	international culture, Japanese culture, cuteness, kawaii
Notes	
Message for students	

Course title	Exploring the Cultural Diversity of Japan (I)
Instructor	ARISAWA Shino
Aim and learning goals	Gain multiple perspectives on Japan's "matsuri" festivals through lectures, fieldwork projects, and discussions with students from various countries.
Description	<p>This course investigates <i>matsuri</i> (祭) – religious festivals across Japan, looking both at large scale ones where millions of tourists gather to watch grand processions as well as small ones performed exclusively for local communities. Looking at various aspects, such as religion, music and dance, gender, community, and tourism, weekly lecture introduces key issues of Japan's <i>matsuri</i>. Students will then discuss what they find unique in Japan's <i>matsuri</i> comparing to religious festivals in other countries.</p> <p>Apart from classroom activities, students will conduct a fieldwork, visiting their chosen <i>matsuri</i> around Tokyo, and will give presentations on their findings. We will also look at modern development of <i>matsuri</i>, discussing their changes and adaption to the contemporary society. Workshop of <i>matsuri</i> dance and music may be given.</p> <ul style="list-style-type: none"> ● If there are international students participating from their country, weekly classes will be held on Zoom. When all the students arrive in Japan, we might shift to face-to-face class on campus.
Textbooks	No specific textbook is required.
Relevant readings	Some useful reading materials will be introduced in class, but students are also expected to search for necessary resources for their projects.
Assessment and grading	<ol style="list-style-type: none"> 1) Weekly short assignments 70% 2) Presentation on student project 30%
Schedule	<p><u>Tentative (to be confirmed in the first class.)</u></p> <ol style="list-style-type: none"> 1) 12 Apr: Orientation: What is <i>matsuri</i>? 2) 19 Apr: <i>Mikoshi</i> - sacred palanquin 3) 26 Apr: <i>Dashi</i> - float 4) 4 (or 5) May: Fieldwork - Kurayami Matsuri in Fuchu 5) 10 May: Reflections and presentations on Kurayami Matsuri 6) 17 May: Dance and music of <i>matsuri</i> 7) 24 May: Sacred beasts of <i>matsuri</i> 8) 31 May: Foreign culture in <i>matsuri</i> 9) 7 Jun: Preservation and protection of <i>matsuri</i> 10) 14 Jun: Disaster and its impact on <i>matsuri</i> 11) 21 Jun: Modernisation and <i>matsuri</i> 12) 28 Jun: Preparations on student project 13) 5 July: Presentations on student project 14) 12 July: Presentations on student project 15) 19 July: No class (National holiday) 16) 26 July: Summary
Additional self-study	To be instructed in class. This course is conducted in English.
Keywords	<i>Matsuri</i> , festival, religion, music, dance, gender, community, tourism
Notes	
Message for students	Students are encouraged to take part in class discussions actively.

Course title	Theatre Workshop
Instructor	TAKAO Takashi
Aim and learning goals	The aim of this course is to experience a theatre workshop.
Description	The class is constructed with games, activities and group works based on a theatre theory called "impro"(improvisational theatre). International (ISEP) students and Japanese students will be mixed at the class. Students will be able to experience cross cultural communication including both verbal and non-verbal. We might make a group theatre performance. Theatrical experience is not needed. Active participation will be welcomed.
Textbooks	None.
Relevant readings	Johnstone, Keith "Impro: Improvisation and the Theatre" Routledge, 1979 Johnstone, Keith "Impro for Storytellers" Routledge, 1999
Assessment and grading	Attendance, class participation and final report.
Schedule	A curriculum will be designed according to the students.
Additional self-study	Reflection and reading relevant books.
Keywords	playfulness, spontaneity, imagination, creativity, storytelling, courage, facilitation, communication and collaborative innovation
Notes	
Message for students	

Course title	Japanese Martial Arts - Judo
Instructor	KUBOTA Hiroshi
Aim and learning goals	In this course, students will come to understand some fundamental techniques of Judo.
Description	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.
Textbooks	No specific textbook is required.
Relevant readings	
Assessment and grading	The attendance attitude 50% Judo skill test 40% Report 10%
Schedule	<ol style="list-style-type: none"> 1) Orientation 2) History and characteristics of Judo 3) Fundamental skills (Ukemi, Taisabaki, etc.) 4) Throwing techniques [Nage waza] (part 1) 5) Throwing techniques (part 2) 6) Throwing techniques (part 3) 7) Groundwork techniques [Katame waza] (part 1) 8) Groundwork techniques (part 2) 9) Groundwork techniques (part 3) 10) Forms for throw (formal exercise, part 1) 11) Forms for self-defense (formal exercise, part 2) 12) Practical techniques (combinations) 13) Practical techniques (counter attack) 14) The rules and methods of the match 15) Skill tests and evaluation
Additional self-study	
Keywords	<i>Kano Jigoro</i> , JUDO
Notes	
Message for students	

Course title	Cycling								
Instructor	WATANABE Masayuki								
Aim and learning goals	Firstly students are familiarized racing cycle, secondary learn the maintenance of cycle. Finally they practice the gearshift technique using toe clip.								
Description	<p>Cycle sports are the most popular sports in Japan. In this class students will be able to ride racing cycle, tandem cycle and hand bike. Tandem cycle is for two persons use. The hand bike is pedaled by both hands.</p> <p>A)Racing cycle ; Riding cycle makes you feel a wind. B)Tandem cycle ; Both riders cooperate in riding.. C)Hand bike ; Using both hands not feet and legs you pedal.</p>								
Textbooks	No textbook is required.								
Relevant readings	Students easily find any cycle information by internet.								
Assessment and grading	Cycle performance test is most important (90%) and the other report (10%).								
Schedule	<p>Familiarization process ;</p> <p>A)Racing cycle : round in university campus B)Tandem cycle : slower race (The winner is the slowest riding.) C)Hand bike : dual slalom race</p> <p>Racing cycle ;</p> <p>A)The maintenance of cycle (air, saddle height, brake, oil, gear) B)Round practice in university campus. C)Short touring by cycle for</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1) Koganei park</td> <td style="width: 50%;">2)Kurogane park</td> </tr> <tr> <td>3)Nogawa park</td> <td>4)Kodaira folk village</td> </tr> <tr> <td>5)Kurabone Saka</td> <td>6)Musashikokubunji Area</td> </tr> <tr> <td>7)Shrine Nukui jinja</td> <td></td> </tr> </table> <p>D)Practice gearshift technique using toe clip.</p> <p>Tandem cycle ; The former rider need communication with the rear, because the rear is wearing eye mask.</p> <p>Hand bike ; Time check for round one block (distance 640m) will be operated.</p>	1) Koganei park	2)Kurogane park	3)Nogawa park	4)Kodaira folk village	5)Kurabone Saka	6)Musashikokubunji Area	7)Shrine Nukui jinja	
1) Koganei park	2)Kurogane park								
3)Nogawa park	4)Kodaira folk village								
5)Kurabone Saka	6)Musashikokubunji Area								
7)Shrine Nukui jinja									
Additional self-study	If someone want to ride or practice more, please tell me. Extra touring is available.								
Keywords	cycle, racing cycle, tandem, hand bike,								
Notes	The helmet is available.								
Message for students	Please enjoy various cycles.								

Intensive courses

Course title	Aquatic Sports - Swimming
Instructor	MORIYAMA Shin-Ichiro
Aim and learning goals	This course aims to have students learn how to swim according to the official rules and understand the water safety.
Description	<p>This is a course designed for beginners, however, competitive swimmers are also welcome. The class will be conducted in accordance with the individual swimming skill.</p> <p>This is an intensive course held on Saturday afternoons from mid-June to July.</p> <p>An orientation will be held in April.</p> <p>Learning objectives are following.</p> <ul style="list-style-type: none"> ● Be able to demonstrate improved skill performance in swimming strokes (front crawl, backstroke, breaststroke and butterfly stroke) including breathing during swimming. ● Be able to swim faster and more beautifully. ● Be able to understand water safety. <p>What you need to prepare:</p> <p>A swimsuit, towels, and goggles for swimming, a T-shirt and writing materials.</p> <p>If you have questions, feel free to contact the instructor by email or visiting his office.</p>
Textbooks	No specific textbook is required.
Relevant readings	To be Introduced in class suitably.
Assessment and grading	Swimming skill test (60%) and a fraction of in-class contribution attitude (including class attendance) in class (40%)
Schedule	<p>Tentative (To be confirmed in the first class)</p> <ol style="list-style-type: none"> 1. The introductory guidance will be given for individual student by email. Please email the instructor by April 23rd if you are interested to participate in this course. Email: moriyama@u-gakugei.ac.jp. 2. Lecture for swimming at the lecture room S301 and review students' swimming stroke skills in the swimming pool. 3. Practice floating in the prone position from the wall and freestyle leg kick. 4. Practice freestyle leg kick and arm stroke. 5. Practice floating in the spine position form the wall and backstroke leg kick. 6. Practice backstroke leg kick and arm stroke. 7. Practice breaststroke leg kick and arm stroke 8. Practice butterfly leg kick and arm stroke 9. Combine all strokes and turn. 10. Review students' swimming stroke skills. 11. Practice swimming with fully-clothed (1) 12. Practice swimming with fully-clothed (2) 13. Practice aquatic sports (1) 14. Practice aquatic sports (2) 15. Performance exam <p>※It is planned to collaborate with sports fitness class in Japanese collegiate students sometimes.</p> <p>Contact: moriyama@u-gakugei.ac.jp</p>
Additional self-study	Watching web sites for swimming technique.
Keywords	Swimming, fully-clothed
Notes	<p>In case you have some health problem, you need to submit a medical certificate that describes your health condition as well as doctor's permission for swimming.</p> <p>The schedule may change depending on the weather.</p>
Message for students	<p>Let's enjoy swimming!</p> <p>Remove accessories and wrist watches for your safety and other's safety.</p>