

2014 年度東京学芸大学短期留学プログラム春学期授業時間割

Tokyo Gakugei University International Student Exchange Program (ISEP)  
2014 Spring Semester Courses

As of March 31, 2014

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	Counseling in Japan (SANO Hideki) *【Psychology Seminar Room A】		Cross-cultural Representations and Experience (Joshua P. Dale) 【N301】	Japanese Budo: Judo (ITEYA Misaki) 【Judo Hall, *see notes for classroom】	
III 12:50-14:20		Recreation and Sports in Japan: Cycling (WATANABE Masayuki) 【in front of Table Tennis Gymnasium】	ISEP Seminar (II) (ARISAWA Shino) 【C203】	Traditional Performing Arts of Japan (ARISAWA Shino) 【C103】	School in Japan (ASANUMA Shigeru) 【C103】
IV 14:30-16:00		Cross-Cultural Ideas (TODA Takako) 【W301】		Introduction to Psychophysiology (IKEDA Kazunari) 【C203】	
V 16:10-17:40		Exploring Cultural Diversity of Japan (I) (ARISAWA Shino) 【C102】		Theatre Workshop (TAKAO Takashi) 【Exhibition room 2, *see notes for classroom】	Natural Science in Japan (FUJIMOTO Koichiro & NAKANO Yukio) 【C203】

2. Irregular Courses

Course (instructor)	Schedule
Geography of Japan I: Blue Tourism in Izu Islands (Izu-Ohshima) of Tokyo Prefecture (FURUTA Etsuzo)	1) Fri 18 Apr. : 10:00-12:00 Orientation, room S305 2) Fri 18 Apr. : 13:00-17:00 Half day trip at Hamamatsu-cho district and Takeshiba-seaport 3) Fri 27 June : dep. 22:00 ( Takeshiba -seaport) 4) Sat 28 June : arr. 6:00 ( Oh-shima ) 5) Two days field trip in Oh-shima 6) Sun 29 June : dep. 14:30 ( Oh-shima ) – arr. 19:45 ( Takeshiba -seaport )
Recreation and Sports in Japan Aquatic Sports (Swimming) (IWAMOTO Yoshihiro)	1. Saturday and Sunday in late July (Swimming Pool of the University) 2. 3-5 August (Ubara sea in Chiba) Orientation: Date and time to be announced at the International Division

\*Notes for classroom

- Japanese Budo: Judo: Judo Hall (柔道場)
- Introduction to Japanese Music I: Music Lecture Room 1 (第1音楽講義室)  
3<sup>rd</sup> floor, Arts and Sports Science Division Research Building No2 (芸術・スポーツ科学系研究棟2号館)
- Theatre Workshop: Exhibition room 2 (芸術館展示室2), 2<sup>nd</sup> floor, Art Hall (芸術館)

## Unit numbers

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

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

## Course descriptions

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

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

<b>Title</b>	<b>ISEP Seminar II</b>		
<b>Instructor</b>	ARISAWA Shino	<b>unit</b>	2
<b>Overview</b>			
<p>ISEP Seminar is available and <b>COMPULSORY</b> for ISEP students. Students will take leading roles in weekly seminars where they will discuss and give presentations on their chosen topics for Individual Study, including social and cultural issues, arts, literature, politics, education and many other topics concerning the student's own interest. While students pursue their own study projects under the guidance of academic advisors, they will bring their works in progress to the ISEP Seminar for class discussions in order to help each other to expand their ideas. The course aims to develop critical skills in thinking, discussing, and presenting ideas in oral and written format. Active participation in class discussions during other student's presentations are also required in addition to working on one's own Individual Study.</p> <p>A couple of excursions, such as to the <i>kabuki</i> theatre, and lecture workshops by guest speakers are also planned for the students to broaden their perspectives on Japanese society and culture.</p>			
<b>Textbooks and Relevant Readings</b>			
No specific textbooks are required.			
<b>Schedule</b>			
<p>Tentative (to be confirmed in the first class)</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Lecture workshop (1)</li> <li>3. Lecture workshop (2)</li> <li>4. Excursion (1)</li> <li>5. Excursion (2)</li> <li>6. How to work on your Individual Study (4)</li> <li>7. Individual Study presentation</li> <li>8. Individual Study presentation</li> <li>9. Individual Study presentation</li> <li>10. Individual Study presentation</li> <li>11. Individual tutorials – writing up Individual Study paper</li> <li>12. Individual tutorials – writing up Individual Study paper</li> <li>13. Individual tutorials – writing up Individual Study paper</li> <li>14. Individual tutorials – writing up Individual Study paper</li> <li>15. Summary</li> </ol>			
<b>Method of Assessment</b>			
<p>Attendance and class participation, including comment forms 45%</p> <p>Oral presentation 25%</p> <p>Report on workshops and excursions 30%</p>			

<b>Title</b>	<b>Cross-Cultural Ideas</b>		
<b>Instructor</b>	TODA Takako	<b>Unit</b>	2
<b>Overview</b>			
<p>This class is an exchange program for overseas students and Japanese students. In this class, you can make friends from all over the world and enjoy lots of cross-cultural activities. The purpose of this class is to give students an opportunity to learn valuable real-world social skills in a cross-cultural situation through both expressing their viewpoints and co-operating with each other. Students will exchange ideas and plan class activities themselves. To explore the differences between cultures and styles of expression and to understand each other is the most important point.</p> <p>In this class, everyone will work together to make an relaxed atmosphere throughout the course, so do not hesitate to express yourself freely, and use your talents .</p> <p>Express your talents, and then you will learn a lot in this class.</p>			
<b>Textbooks and Relevant Readings</b>			
Students can take special preparation tutorials, where reference advice will be given.			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1: Orientation / Group activity (icebreaking conversation) / Booking dates for Presentation A (individual introductory presentation)</li> <li>2: Making name tags for activities. /Presentation A/ Group activity (icebreaking conversation with new members)</li> <li>3: Presentation A/ Group activity (icebreaking conversation with new members)</li> <li>4: Presentation A/ Group activity (icebreaking conversation with new members)</li> <li>5: Presentation A/ Group activity (icebreaking games )</li> <li>6: Group activity (brainstorming session about future cross-cultural class activities)</li> <li>7: Group activity (brainstorming session about future cross-cultural class activities)</li> <li>8: Forming interest groups for Presentation B (e.g. World Heritage group, traditional hand crafts group, national sports group, creative music group, creative art group, creative drama group, etc.) / Group discussion (planning the class activity for Presentation B.)/ Booking dates for Presentation B</li> <li>9: Preparation for group Presentation B</li> <li>10: Preparation for group Presentation B</li> <li>11: Preparation for group Presentation B</li> <li>12: Preparation for group Presentation B</li> <li>13: Presentation B (special class activity for Japanese traditional Tanabata Festival)</li> <li>14 : Presentation B/ Making souvenir Japanese traditional Yosegaki boards in a group.</li> <li>15: Making souvenir Yosegaki with other groups. / Submission of Class Attendance Record Sheet and Term Report Sheet.</li> </ol>			
<b>Method of Assessment</b>			
<ol style="list-style-type: none"> <li>1).Submission of Class Attendance Record Sheet.</li> <li>2). Record of Presentation A (individual introductory presentation). Record of Presentation B (group class activity presentation).</li> <li>3).Submission of Term Report Sheet</li> </ol>			

<b>Title</b>	<b>School in Japan</b>		
<b>Instructor</b>	ASANUMA Shigeru	unit	2
<b>Overview</b>			
<p>The purpose of this class is to understand the curriculum and instruction in Japanese schools. There are many reports on Japanese education through eyes of mass media. But there are not so many researches on educational content and way of teaching of Japanese schools. We will focus on the classroom teaching of Japanese schools and try to have in-depth understanding what the schools do in Japan. We will encourage to observe the Japanese schools in terms of their own eyes rather than the non-evidential fraud journalistic eyes. For this purpose, it is imperative to seek the empirical evidence through students' own observations.</p>			
<b>Textbooks and Relevant Readings</b>			
John Dewey SCHOOL AND SOCIETY			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1, Orientation</li> <li>2, The contemporary curriculum reforms in Japan</li> <li>3, Comparative study of the students' own countries' curricula and schools: The students are required to analyze and summarize the changing issues and meanings of the individual country's school curriculum.</li> <li>4, Continued</li> <li>5, Continued</li> <li>6, Observing schools</li> <li>7, Discussing the implication of the individual curriculum and teaching in the Japanese schools</li> <li>8, Discussing the standards which may be able to be used to compare with the qualities of various countries.</li> <li>9, Observing schools</li> <li>10, Discussing the differences of Japanese school curriculum from the students' own countries</li> <li>11, Continued</li> <li>12, Observing schools</li> <li>13, Discussion</li> <li>14, Final presentation</li> <li>15, Conclusion</li> </ol>			
<b>Method of Assessment</b>			
<p>The participation in the individual class Final Report (4,000 words Paper)</p>			

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

<b>Title</b>	<b>Introduction to Psychophysiology</b>		
<b>Instructor</b>	IKEDA Kazunari	unit	2
<b>Overview</b>			
<p>In psychophysiology the relation of mind with body is studied via measuring physiological responses under some psychological situation. If persons feel goodwill toward somebody, for instance, their pupils in eyes would be dilated in addition to slowing of their heart rates. This course would introduce participants to basic and applied knowledge in psychophysiology.</p>			
<b>Textbooks and Relevant Readings</b>			
<p>No textbook is used in this class whereas the following books might be referenced.          Andreassi, J. L. (2006) Psychophysiology, 5th ed. Lawrence Erlbaum Associates.          Hugdahl, K. (1995) Psychophysiology. Harvard University Press.          Stern, R. M., Ray, W. J., &amp; Quigley, K. S. (2001) Psychophysiological Recording, 2nd ed. Oxford University Press.</p>			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Introduction</li> <li>3. Mind and Body</li> <li>4. Bioelectric Measurement</li> <li>5. Electrodermal Activity</li> <li>6. Cardiovascular Activity</li> <li>7. Respiratory and Gastrointestinal Responses</li> <li>8. Eye Responses</li> <li>9. Muscle Activity</li> <li>10. Electroencephalography</li> <li>11. Event-related Potentials</li> <li>12. Lie Detection</li> <li>13. Biofeedback</li> <li>14. Neuroimaging</li> <li>15. Conclusion</li> </ol>			
<b>Method of Assessment</b>			
<p>Short examinations in each class of the course (except for 1. Orientation): 70%;          Final report: 30%;          Finally, the sum of the above (70+30%) is multiplied by the rate of class attendance.</p>			

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

<b>Title</b>	<b>Natural Science in Japan</b>		
<b>Instructor</b>	FUJIMOTO Koichiro & NAKANO Yukio	unit	2
<b>Overview</b>			
<p>We will give students some basic knowledge of natural sciences, especially in geological and environment science areas, through lectures and field activities. Some basic skills of observing living things and natural phenomena will also be given. After completing the subject, students are expected to have some basic knowledge to understand Japanese nature as well as enough skills to carry out self-study on their natural environment.</p>			
<b>Textbooks and Relevant Readings</b>			
Printed materials (instructions) will be delivered.			
<b>Schedule</b>			
<p><u>The course is composed of weekly lectures, outdoor activities, and two field trips on Saturday or Sunday (1day trips).</u></p> <ol style="list-style-type: none"> <li>1. Introduction / Lecture: Explanation of what Natural History is, why we have to learn Natural History, and How we can understand Natural History / Explanation of what we will learn and where we will learn. (Tokyo Gakugei University, TGU)</li> <li>2. Lecture: Brief explanation of the mechanism of global warming and a current situation for global warming in Japan.(TGU)</li> <li>3. Observation trip: Observation of “The Exhibition Room of National Institute of Information and Communications Technology” to study about global warming researches in Japan.(TGU)</li> <li>4. Lecture: Brief explanation of pollutions and their history in Japan, especially about "Four Big Pollution Diseases of Japan" (TGU)</li> <li>5. Experiment: Measurements of the concentration of air components (TGU)</li> <li>6. Observation trip: Observation of “The National Museum of Emerging Science and Innovation (Miraikan)” to study about nature and science in Japan. (1day trip to Odaiba)</li> <li>7. Lecture: Brief explanation on the characteristics of geological hazards such as volcanic eruptions and earthquakes. (TGU)</li> <li>8. Lecture: Brief explanation on major geological hazards in Japan including Japanese volcanoes and hot springs. (TGU)</li> <li>9. Geology Field Trip: Observation of typical volcanic landscapes and active volcano. (Field trip to Hakone, 1 day trip)</li> <li>10. Field activity around TGU: Observation of volcanic ash from Mt. Hakone and Mt. Fuji Ground water and landscape</li> </ol>			
<b>Method of Assessment</b>			
Assignments: Students are asked to submit a report on each activity including 1day trip.			

<b>Title</b>	<b>Exploring Cultural Diversity of Japan (I)</b>		
<b>Instructor</b>	ARISAWA Shino	unit	2
<b>Overview</b>			
<p>This semester, the course investigates <i>matsuri</i> festivals across Japan, looking both at large scale ones, such as Gion Matsuri in Kyoto where millions of tourists gather to watch the grand procession of magnificent floats, as well as smaller ones performed exclusively for local people. The aim of this course is to explore cultural diversity of Japan through investigations of <i>matsuri</i>, looking at religion, local customs and beliefs, music, dance, and other forms of performance, such as theatrical presentations. Related issues, such as gender, class, tourism, revitalisation of communities, preservation and development of tradition in present-day society are also investigated in-depth.</p> <p>Students are encouraged to take part in class discussions actively and are required to submit a comment form after each class to reflect on the issues discuss in class and to develop their own ideas further. For the oral presentation and final report, students are required to conduct a field-work, visiting their chosen <i>matsuri</i>, and discuss their own findings.</p>			
<b>Textbooks and Relevant Readings</b>			
No specific text books are required.			
<b>Schedule</b>			
<p>Tentative (to be confirmed in the first class)</p> <ol style="list-style-type: none"> <li>1. Orientation: What is <i>matsuri</i>?</li> <li>2. <i>mikoshi</i> (sacred palanquin): Fukagawa Hachiman Matsuri</li> <li>3. <i>dashi</i> (float): Gion Matsuri</li> <li>4. <i>kenka matsuri</i> (fighting festivals): Nada no Kenka Matsuri</li> <li>5. <i>hi no matsuri</i> (fire festivals): Nozawa Dosojin Matsuri</li> <li>6. <i>matsuri bayashi</i> (music in festivals): Nukui bayashi</li> <li>7. <i>bon odori</i> (bon dances): Awa odori</li> <li>8. deities in <i>matsuri</i>: Namahage</li> <li>9. horses in <i>matsuri</i>: Umadashi Matsuri of Azuma Shrine</li> <li>10. <i>shishimai</i> lion dances in <i>matsuri</i>: Matsuri of Nagasaki Shrine and Tsukinowa Shrine</li> <li>11. New festivals</li> <li>12. Presentations by students</li> <li>13. Presentations by students</li> <li>14. Presentations by students</li> <li>15. Summary</li> </ol>			
<b>Method of Assessment</b>			
<p>Attendance and class participation, including comment forms 30%</p> <p>Oral presentation 20%</p> <p>Final report 50%</p>			

<b>Title</b>	<b>Traditional Performing Arts of Japan</b>		
<b>Instructor</b>	ARISAWA Shino	unit	2
<b>Overview</b>			
<p>This course looks at various forms of Japanese traditional performing arts, including theatre, music, and dance, ranging from religious ceremonies to secular entertainment. The course looks at historical backgrounds as well as changes and development in today's society. We also analyse various aspects of performance, including dance movements, musical scales, rhythms, vocal styles, and instrumental techniques. These aspects are discussed with audio and visual examples, including demonstrations by the instructor in class.</p> <p>The aim of the course is to obtain an overview of various performing arts in Japan, and to understand their history and cultural contexts, such as social classes, gender, and ways in which the art is transmitted for generations. The course also aims to gain understandings of technical aspects of performance though no specific musical skills or artistic knowledge are required to take the course. The course also aims to develop the ways of analysing and describing these art-forms critically in relation to Asian traditions and in comparison to the performing arts across the world.</p> <p>Students are encouraged to take part in class discussions actively and are required to submit a comment form after each class to reflect on the class and to develop their ideas further.</p>			
<b>Textbooks and Relevant Readings</b>			
<ol style="list-style-type: none"> <li>1. Tokita, Alison McQueen and David W. Hughes eds. 2007. <i>The Ashgate research companion to Japanese music</i>. Aldershot, Hants : Ashgate.</li> <li>2. Provine, Robert C; Tokumaru, Yosihiko; Wizeleben, J. Lawrence. eds. 2002. <i>Garland Encyclopedia of World Music, East Asia : China, Japan, and Korea</i>. New York: Routledge.</li> <li>3. Inoura, Yoshinobu and Toshio Kawatake. 1981. <i>The Traditional Theater of Japan</i>. New York: Weatherhill.</li> </ol>			
<b>Schedule</b>			
<p>Tentative (To be confirmed in the first class)</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. <i>Kabuki</i> theatre</li> <li>3. <i>Noh</i> theatre</li> <li>4. <i>Ningyō-jōruri</i> :Puppet theatre</li> <li>5. <i>Gagaku</i> : Imperial court music and dance</li> <li>6. <i>Koto</i>: 13-string zither</li> <li>7. <i>Shamisen</i>: 3-string lute</li> <li>8. <i>Shakuhachi</i>: bamboo flute</li> <li>9. <i>Biwa</i>: short-necked fretted lute</li> <li>10. <i>Min'yō</i>: Folk songs</li> <li>11. Excursion to a <i>kabuki</i> performance</li> <li>12. Presentations by students</li> <li>13. Presentations by students</li> <li>14. Presentations by students</li> <li>15. Summary</li> </ol>			
<b>Method of Assessment</b>			
<p>Attendance and class participation, including comment forms 30%</p> <p>Oral presentation 20%</p> <p>Final report 50%</p>			

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

<b>Title</b>	<b>Recreation and Sports in Japan : Cycling</b>		
<b>Instructor</b>	WATAJABE Masayuki	<b>unit</b>	1
<b>Overview</b>			
<p>Cycle sports are the most favorite and popular sports in Japan. In this class you will be able to ride not only racing cycle but also tandem cycle. Tandem cycle is for two persons use. Both riders cooperate in riding. Riding cycle makes you feel a wind.</p>			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
<b>Method of Assessment</b>			

<b>Title</b>	<b>Japanese Budo: Judo</b>		
<b>Instructor</b>	ITEYA Misaki	<b>unit</b>	1
<b>Overview</b>			
<p>This lesson is designed for beginners. You will learn Japanese traditional behavior through practicing Judo: how to put on Kimono, walk on Tatami, make Japanese bow, etc. You will also come to understand some fundamental techniques of Judo. Simultaneously, we will consider the educational implication of Judo.</p>			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
<ol style="list-style-type: none"> <li>1) Orientation</li> <li>2) History and characteristics of Judo</li> <li>3) Fundamental skills (Ukemi, Taisabaki, etc.)</li> <li>4) Throwing techniques [Nage waza] (part 1)</li> <li>5) Throwing techniques (part 2)</li> <li>6) Throwing techniques (part 3)</li> <li>7) Groundwork techniques [Katame waza] (part 1)</li> <li>8) Groundwork techniques (part 2)</li> <li>9) Groundwork techniques (part 3)</li> <li>10) Forms for throw (formal exercise, part 1)</li> <li>11) Forms for self-defense (formal exercise, part 2)</li> <li>12) Practical techniques (combinations)</li> <li>13) Practical techniques (counter attack)</li> <li>14) The rules and methods of the match</li> <li>15) Skill tests and evaluation</li> </ol>			
<b>Method of Assessment</b>			
Attendance of more than two thirds (2/3) of the classes			

<b>Title</b>	<b>Recreation and Sports in Japan: Aquatic Sports (Swimming)</b>		
<b>Instructor</b>	IWAMOTO Yoshihiro	unit	1
<b>Overview</b>			
Beginners are welcome.			
<b>Textbooks and Relevant Readings</b>			
<b>Schedule</b>			
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. Please see the bulletin board in April for details. This class is equivalent to a 15 sessions of 90 minutes.			
<b>Method of Assessment</b>			
We take attendance seriously. You must submit a report papers after completion of the class.			

<b>Title</b>	<b>Geography of Japan I: Blue Tourism in Izu Islands (Izu-Oshima ) in Tokyo Prefecture</b>		
<b>Instructor</b>	FURUTA Etsuzo	unit	1
<b>Overview</b>			
<p>1. Orientation , room : S305</p> <p>2. Half day trip at Hamamatsu-cho district and Takeshiba-seaport</p> <p>3. Three-day Field Trip in Izu Islands (Izu Oh-shima )</p> <p>N.B. Up to 15 students may enroll in this course. Around 20,000yen will be required for accommodation and transportation during the three-day field trip.</p>			
<b>Textbooks and Relevant Readings</b>			
In this lesson, instructor distributes materials.			
<b>Schedule</b>			
<p>(TENTATIVE)</p> <p>1. Fri 18 Apr. : 10:00-12:00 Orientation, room : S305</p> <p>2. Fri 18 Apr. : 13:00-17:00 Half day trip at Hamamatsu-cho district and Takeshiba-seaport</p> <p>3. Fri 27 June : dep. 22:00 ( Takeshiba -seaport)</p> <p>4. Sat 28 June : arr. 6:00 ( Oh-shima )</p> <p>5. two days field trip in Oh-shima</p> <p>6. Sun 29 June : dep. 14:30 ( Oh-shima ) – arr.19:45 ( Takeshiba -seaport )</p>			
<b>Method of Assessment</b>			
The final grade will be based on: Attendance and Class Participation		100%	