

Tokyo Gakugei University International Student Education Program (TGU ISEP)
2022 Autumn Semester Courses

2022/10/10

	Mon	Tue	Wed	Thu	Fri
I 8:50 ~ 10:20				Sports and Physical Activities for Children in Japan (SUZUKI Naoki) 【S407】	
II 10:30 ~ 12:00	A Study of Traditional Metal Carving Techniques (FURUSE Masahiro) 【 <i>Kinkō jissshu shitu</i> *】		Global Comparative Education (Sam Bamkin) 【N407】		
III 12:50 ~ 14:20	Traditional Performing Arts of Japan (ARISAWA Shino) 【S105】		Global Japan Studies B (ARISAWA Shino) 【N407】	Exploring the Cultural Diversity of Japan II (ARISAWA Shino) 【N402】	Japanese Business Enterprises (HARADA Kazuo) 【Room301, No.6 West Building *】
IV 14:30 ~ 16:00	Critical Issues in Contemporary Japanese Society (Omnibus: USUKURA Misato) 【N407】	Cross-Cultural Teaching Practice (TODA Takako) 【W201】			Study of Japanese Schools (ARAI Eijiro) 【S302】
V 16:10 ~ 17:40		Table Tennis (WATANABE Masayuki) 【Table Tennis Hall】			

<Notes for venue>

- * *Kinkō jissshū shitu* (金工実習室), 1st floor, Practical Training Room1 (実習室 1), former No.3 Arts and Sports Science Research Building No. 3 (旧 芸術スポーツ科学系研究棟 3号館), No.105 on campus map
- * Table Tennis Hall (卓球場): No.303 on campus map
- * No.6 West Building (西 6号館): W6 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

	Course title	Credit	Page
1	Global Japan Studies B (Compulsory for ISEP students, not open for the other international students) (*)	2	3
2	Study of Japanese Schools	2	4
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5	Critical Issues in Contemporary Japanese Society	2	7
6	Global Comparative Education	2	8
7	A Study of Traditional Metal Carving Techniques	2	9
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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 (International Student Education Program.) Students pursue Individual Study projects and bring their works in progress to class for discussions 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.</p> <p>Some workshops or seminars by guest teachers, and fieldwork trips around Tokyo will also be held to broaden students' perspectives on Japanese society and culture. For the last few years, we held the following workshops, seminars, and excursions: manga workshop, calligraphy workshop, seminars on language education, Syrian refugees in Japan, excursions to a made-café in Akihabara, Kabuki Theatre, Edo-Tokyo Museum, and Disaster-prevention Center. In addition to these off-campus events, interactive meetings with elementary school students are also planned.</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. Introduction to the course 2. Excursion, destination to be confirmed 3. On Individual Study (learn from previous papers) 4. Preparation for school visits 5. Elementary school visit (Koganei Elementary School) 6. Workshop, contents to be announced 7. On Individual Study (research questions) 8. Elementary school visit (Takehaya Elementary School) 9. Reflections on school visits 10. On Individual Study (literature review) 11. Workshop or excursion, to be confirmed 12. Presentations on Individual Study 13. Presentations on Individual Study 14. Presentations on Individual Study 15. Summary
Additional self-study	
Keywords	Japanese society and culture, fieldwork, discussion, presentation
Notes	
Message for students	

Course title	Study of Japanese Schools
Instructor	ARAI Eijiro
Aim and learning goals	<p>Understand the Japanese education and school life system in terms of legal descriptions and political orientations.</p> <p>Students will acquire basic knowledge for researching Japanese education and develop their thinking skills and oral and written presentation skills.</p> <p>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.</p>
Description	Topics include the basis of the school system in Japan, History of Japanese education, Curriculum, Administration, Teacher's Working Conditions, Educational issue, Equality and Disparity, School/Community Partnerships, Covid-19 and Education, Education for All, Educational policy in global era, school visit, and others.
Textbooks	No specific textbook is required.
Relevant readings	
Assessment	Weekly short assignments 100%
Schedule	<ol style="list-style-type: none"> 1) 21 Oct. Introduction & the basis of the school system in Japan 2) 28 Oct. History of Japanese education 3) 4 Nov. Curriculum 4) 11 Nov. Administration 5) 18 Nov. Teacher's Working Conditions 6) 25 Nov. Educational issue 7) 2 Dec. Equality and Disparity 8) 9 Dec. School/Community Partnerships 9-10) 16 Dec. School visit1 11) 6 Jan. Covid-19 and Education 12-13) 20 Jan. School visit 2 14) 3 Feb. Case Study: Education for All 15) 10 Feb. Case Study: Educational policy in global era <p>The school visit plan will be announced later. This school visit will be counted for 4 lessons.</p>
Additional self-study	Preparation for your presentation in school visit
Keywords	Education, school system, school history, school visit.
Notes	
Message for students	Seeing is believing! Time is life!

Course title	Cross-cultural Teaching Practice
Instructor	TODA Takako
Aim and learning goals	This class is a co-learning class with Japanese first-year students of teachers training course who are interested in cross-cultural education. For overseas students, the purpose of this class is to find his or her own special talents to show in a cross-cultural atmosphere as a leader through giving presentations and organizing activities.
Description	<p>You will prepare two kinds of presentations.</p> <p>Presentation I is a 15-30-minute presentation to introduce yourself. Please prepare PowerPoint slides or videos to introduce the town you live in and the culture you are familiar with. The other students, the listeners, write a short message to the presenter. To write that message, students will ask questions about details of your hometown, hobbies, university life, or what was inspiring from your presentation. The students' message cards will be combined and sent to you as a thank-you note in the style of a traditional Japanese Yosegaki.</p> <p>Each class will hear one or two presentations.</p> <p>Presentation II is a 20-45- minute class activity you organize as a teacher. If you are playing the role of a kindergarten teacher, you can teach simple dances and games. If you are playing the role of an elementary school teacher, you can teach new words, do science experiments using handmade materials, and give quizzes. If you were acting as a high school teacher, you could explain special topics and lead class discussions. If you were playing the role of a vocational school professor, you could teach special skills. If you were playing the role of a college professor, you could lecture and discuss a special topic you have searched.</p> <p>On the final day, you will prepare a Term Report on the cross-cultural insights gained in class.</p>
Textbooks	No specific textbook is required.
Relevant readings	
Assessment	Submission of Attendance Record Sheet Submission of Presentation Record Sheet: Presentation 1 · 11 Submission of Term Report
Schedule	18 October: Orientation 5 October- 29 November: Presentation I 6 December -31 January: Presentation II 7 February: Writing Term Report
Additional self-study	Preparation for presentations
Keywords	Presentation, co-learning with Japanese students
Notes	
Message for students	Through the activities in this class, you will find your hidden talents and abilities to 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	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.
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	Tentative 1. Introduction to the course 2. Koreans (1) 3. Koreans (2) - film viewing 4. Chinese (1) 5. Chinese (2) - excursion to Chinatown 6. The Ainu 7. The Okinawans 8. Japanese Brazilians 9. Religious diversity (1) – Christians and/or Muslims 10. Religious diversity (2) – Christian church and/or Islamic Mosque 11. “half” or “doble” – mixed heritage people 12. Student presentation 13. Student presentations 14. Student presentations 15. Summary and final discussions
Additional self-study	Explore various ‘ethnic’ towns and relevant spots, such as religious places and cultural centres around Tokyo.
Keywords	Immigrants, ethnic minority, performing arts, music, fieldwork
Notes	
Message for students	

Course title	Critical Issues in Contemporary Japanese Society																																											
Instructor	Omnibus (Coordinator : USUKURA Misato) minomisa@u-gakugei.ac.jp																																											
Aim and learning goals	Through this course, students are expected to acquire multiple foundational perspectives and understandings of contemporary Japan that will help them pursue their own studies and research.																																											
Description	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.																																											
Textbooks	No specific textbook is required. Printed materials (instructions) will be delivered as needed.																																											
Relevant readings	We will assign appropriate learning materials in the class.																																											
Assessment	The final grade will be based on: Attendance and class participation 70% Final report 30%																																											
Schedule	<table border="1"> <tr> <td>1.</td> <td>October 17 (Mon)</td> <td>Orientation</td> </tr> <tr> <td>2.</td> <td>October 24 (Mon)</td> <td>Introduction: Brainstorming on critical issues in different countries</td> </tr> <tr> <td>3.</td> <td>October 31 (Mon)</td> <td>Intercultural education through foreign language education in Japan (ABE Motoko)</td> </tr> <tr> <td>4.</td> <td>November 14 (Mon)</td> <td>Characteristics and issues of English education in Japan (USUKURA Misato)</td> </tr> <tr> <td>5.</td> <td>November 21 (Mon)</td> <td>Lesson study in Japanese schools and universities (WATANABE Takahiro)</td> </tr> <tr> <td>6.</td> <td>November 28 (Mon)</td> <td>How can we measure and facilitate students' reading abilities (INUZUKA Miwa)</td> </tr> <tr> <td>7.</td> <td>December 5 (Mon)</td> <td>Contemporary Perspectives on Music Education in Japan (MORIJIYI Yuki)</td> </tr> <tr> <td>8.</td> <td>December 12 (Mon)</td> <td>Who are Japanese People?: (Re)considering the borders of "Japanese" in contemporary society (MINAMIURA Ryosuke)</td> </tr> <tr> <td>9.</td> <td>December 19 (Mon)</td> <td>Japanese History Based on Archaeology (HIDAKA Shin)</td> </tr> <tr> <td>10.</td> <td>December 26 (Mon)</td> <td>No class: Report Assignment</td> </tr> <tr> <td>11.</td> <td>January 16 (Mon)</td> <td>Multicultural Education in Japan (MISE Chikako)</td> </tr> <tr> <td>12.</td> <td>January 23 (Mon)</td> <td>Japanese Youth (ASANO Tomohiko)</td> </tr> <tr> <td>13.</td> <td>January 30 (Mon)</td> <td>Presentation</td> </tr> <tr> <td>14.</td> <td>February 6 (Mon)</td> <td>Wrap-up Session</td> </tr> </table>		1.	October 17 (Mon)	Orientation	2.	October 24 (Mon)	Introduction: Brainstorming on critical issues in different countries	3.	October 31 (Mon)	Intercultural education through foreign language education in Japan (ABE Motoko)	4.	November 14 (Mon)	Characteristics and issues of English education in Japan (USUKURA Misato)	5.	November 21 (Mon)	Lesson study in Japanese schools and universities (WATANABE Takahiro)	6.	November 28 (Mon)	How can we measure and facilitate students' reading abilities (INUZUKA Miwa)	7.	December 5 (Mon)	Contemporary Perspectives on Music Education in Japan (MORIJIYI Yuki)	8.	December 12 (Mon)	Who are Japanese People?: (Re)considering the borders of "Japanese" in contemporary society (MINAMIURA Ryosuke)	9.	December 19 (Mon)	Japanese History Based on Archaeology (HIDAKA Shin)	10.	December 26 (Mon)	No class: Report Assignment	11.	January 16 (Mon)	Multicultural Education in Japan (MISE Chikako)	12.	January 23 (Mon)	Japanese Youth (ASANO Tomohiko)	13.	January 30 (Mon)	Presentation	14.	February 6 (Mon)	Wrap-up Session
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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	Global Comparative Education
Instructor	Sam Bamkin
Aim and learning goals	Understand basic frameworks of comparative education. Think about the study of Japanese education from various perspectives. Undertake a study one issue in one place (Japan or elsewhere).
Description	This is a course on how to think about education from multiple comparative perspectives. It introduced various ways of interpreting data on the Japanese education system, before turning to a comparative project. Students will select one issue on one place to research through internet and library study, create a presentation, interview aspiring teachers, and subsequently improve the presentation.
Textbooks	No specific textbook is required.
Relevant readings	Tobin, Joseph / Hsueh, Yeh and Karasawa, Mayumi (2009) <i>Preschool in Three Cultures Revisited: China, Japan, and the United States</i> . University of Chicago. (Book and/or DVDs). Textbooks on comparative education; textbooks on education in another place/time.
Assessment	Interim presentation (20%) Preparation for interviews (10%) Final presentation (70%) The interim presentation and interviews are parts of the final presentation (same topic, etc).
Schedule	<ol style="list-style-type: none"> 1. Introduction to the class and to comparative education 2. Preschool in Three cultures 3. Interpreting comparative studies 4. Making Comparative Studies. Ideas for case studies 5. Planning for interim presentation 6. High stakes schools. 7. Interim presentation (I) 8. Interim presentation (II) 9. Interviews with Japanese aspiring teachers in English (I) 10. Interviews (II) 11. Re-interpreting classic studies on Japanese schooling 12. International institutions and comparative education OR presentation prep (tbc) 13. Presentations (I) 14. Presentations (II) 15. Revision, feedback, planning.
Additional self-study	
Keywords	Comparative education, global, Japanese school education
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	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.
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 of 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	Each week focuses on a particular genre from one of the traditional performing arts: see “Schedule.” We will look at their history and socio-cultural backgrounds, including musicians, the audience, and how their art has been handed down to present day. Through the course, students analyse various aspects of performance, including musical scales, rhythms, vocal styles, instrumental techniques, dance movements, and theatrical characteristics. We will also discuss the ways in which art-forms evolve with contemporary development. Workshops by guest musicians of <i>koto</i> , <i>shamisen</i> , and/or <i>shakuhachi</i> will also be held.
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 reflective reports 70% Presentation 30%
Schedule	Tentative <ol style="list-style-type: none"> 1. Introduction to the course 2. <i>Kabuki</i> (1) traditional 3. <i>Kabuki</i> (2) contemporary 4. <i>Noh</i> theatre 5. <i>Ningyō-jōruri</i> puppet theatre 6. <i>Gagaku</i>: Imperial court music and dance 7. <i>Koto</i> (workshop) 8. <i>Shamisen</i> (workshop) 9. <i>Shakuhachi</i> (workshop) 10. <i>Biwa</i> 11. Reflections 12. Student presentations 13. Student presentations 14. Student presentations 15. Summary
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>
	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. 10/20: Orientation 2. 10/27: Lecture1: Japanese PE 3. 11/12: Lesson Study1 with in-service teachers (Japan, India, Macau and USA) 4. 11/17: Lecture2: Teaching Games in Japan 5. 11/24: Seminar1: Observing PE lessons with Virtual Reality Goggle. 6. 12/1(13:00-14:30): Seminar 2 Visiting Elementary School and Participating in Lesson Study 7. 12/1(14:30-16:00): Seminar 3 Visiting Elementary School and Participating in Lesson Study 8. (Flexible) Seminar 4 with JPN students and US students Cultural exchange including sports with JPN students and US students 9. (Flexible) Visiting Secondary School for Observing the After-School-Program 10. (Flexible) Seminar 5 with JPN students and US students 11. (Flexible) Seminar 6 with JPN students and US students 12. 1/12: Presentation: Opinions for sports and physical activities in Japan 13. 1/19: Lecture 3_Promoting children to be active in the school 14. 1/26: Lecture 4_Sports in Japan 15. 2/2: Lecture 5_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.
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	<p>Introductory class: Oct 21st (Fri) 3rd period (12:50-13:30) Lecture #1: Fermentation in Japanese food products & introduction to Field trip #1 Nov 11th (Fri) 3rd period Field trip #1: Ozawa Shuzo (Schedule to be announced) Lecture #2: Introduction to Field trip #2 Dec 9th (Fri) 3rd period Field trip #2: Tsukiji Market (Schedule to be announced) Lecture #3: Introduction to Field trip #3 Jan 6th (Fri) 3rd period Field trip #3: destination to be announced (Schedule to be announced)</p>
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. 21st. ※ The time and dates may be adjusted to match the students schedules.
Messages for students	