

**Tokyo Gakugei University International Student Education Program (TGU ISEP)**  
**2024 Autumn Semester Courses**

2024/9/24

	Mon	Tue	Wed	Thu	Fri
I 8:40 ~ 10:20					
II 10:30 ~ 12:10					
III 13:00 ~ 14:40			ISEP Seminar A (ARISAWA Shino) 【N312】	Sports in Japan (SUZUKI Naoki) 【N101】	Education in Japan B (ARAI Eijiro) 【N103】
IV 14:50 ~ 16:30	Multicultural Education in Japan (Omnibus) 【N302】			Cultural Diversity of Japan B (ARISAWA Shino) 【S103】	Traditional Japanese Practices (HARADA Kazuo) 【Room301, No.6 West Building *】
V 16:40 ~ 18:20	Issues of Global Environment (NOGUCHI Fumiko) 【S202】	Cultural Studies B (IHATA Takaaki) 【S302】			Japanese Literature (OSAWA Chieko) 【S102】

<Notes on the classroom>

\* Room 301, No.6 West Building (西 6 号館): W6 on campus map

**N.B.** Anyone with proficient English skills can enroll in ISEP courses. Please review the syllabus for each course carefully and choose any that interest you. However, ISEP Seminar is exclusively for students enrolled in the International Student Education Program (ISEP), and other students are not allowed to take 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 ISEP Seminar 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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## Course Descriptions

Listed below are brief outlines of the ISEP courses available this semester. Be aware that the details of these courses might change based on circumstances. If a course includes field trips, students will be responsible for covering related expenses, such as travel fees. Please consult individual instructors for estimated costs.

Course title	<b>ISEP Seminar A</b>
Instructor	ARISAWA Shino (arisawa@u-gakugei.ac.jp)
Aim and learning goals	<ul style="list-style-type: none"> <li>♦ Gain broad and diverse understanding of Japanese society and culture.</li> <li>♦ Develop practical research abilities.</li> <li>♦ Cultivate critical thinking, planning, investigation, discussion, and presentation skills in both oral and written forms.</li> </ul>
Description	<p>This course is <b>MANDATORY</b> and <b>ONLY AVAILABLE</b> to students enrolled in the <b>ISEP</b> (International Student Education Program). Students will undertake individual study projects and share their progress during class discussions, assisting one another in refining their ideas. Topics for individual study can be based on students' interests, spanning social and cultural issues, arts, literature, politics, and education. Throughout the course, students will acquire foundational knowledge and skills for conducting research, from crafting literature reviews, establishing methodologies, making analyses, and presenting arguments critically and logically.</p> <p>Guest instructors may host seminars or workshops, and there will be field trips around Tokyo to enhance students' perspectives on Japanese society and culture. Additionally, there will be interactive sessions at Japanese schools.</p>
Textbooks	No specific textbook is required.
Relevant readings	Materials will be provided during class. However, students are also encouraged to independently seek out necessary resources.
Assessment	Weekly assignments (class preparation and reflection reports). 100%
Schedule	<p>Tentative</p> <ol style="list-style-type: none"> <li>1. 16 Oct: Introduction</li> <li>2. 23 Oct: Explore Japan's Urban Nature (Showa Kinen Park)</li> <li>3. 30 Oct: Individual Study (review of previous papers)</li> <li>4. 6 Nov: Individual Study (exploration of research topics)</li> <li>5. 13 Nov: Preparation for School Visit</li> <li>6. 20 Nov: School Visit (Takehaya Elementary School)</li> <li>7. 27 Nov: Reflection and discussion on school visit</li> <li>8. 4 Dec: Individual Study (literature review 1)</li> <li>9. 11 Dec: Explore Japan's Sub-culture (Maid Cafe in Akihabara)</li> <li>10. 18 Dec: Reflection and discussion on the Akihabara fieldwork</li> <li>11. 25 Dec: TBC</li> <li>12. 8 Jan: Individual Study (formulation of survey methods 1)</li> <li>13. 15 Jan: Individual Study (formulation of survey methods 2)</li> <li>14. 22 Jan: Summary</li> </ol>
Additional self-study	
Keywords	Japanese society and culture, fieldwork, school visits
Notes	
Message for students	Dive into the heart of Japan through immersive experiences!

Course title	<b>Education in Japan B : Study of Schools</b>
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 will also have opportunities to visit schools and private corporation.</p> <p>Since participation in the four school visits is a requirement for receiving credit, please check in advance whether your schedule allows you to participate and make a decision on whether or not you will take the course.</p> <p>Participants will be expected not only to observe daily school life, but also to give small presentations to Japanese children.</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	<p>1) 18 Oct. Introduction &amp; the basis of the school system in Japan</p> <p>2) 25 Oct. School life in Japan</p> <p>3) 1 Nov. Curriculum of Japanese education</p> <p>4) 8 Nov. History of Japanese education: On-demand contents (no face-to-face class)</p> <p>5) 15 Nov. ex-school principal talk (guest teacher)</p> <p>6-7) 22 Nov. <u>School visit 1@</u> Shakujidai Primary School, Nerima Ward, Tokyo  <a href="https://www.nerima-tyo.ed.jp/shakujidai-e/">https://www.nerima-tyo.ed.jp/shakujidai-e/</a>  (1335-1510)</p> <p>8) 29 Nov. Education Issue in the world On-demand contents (no face-to-face class)</p> <p>9-10) 6 Dec. <u>Education Corporation visit@</u> Benesse Corporation  <a href="https://www.benesse.co.jp">https://www.benesse.co.jp</a>  (1300-1500)</p> <p>11-12) 13 Dec. <u>School visit 2@</u> DALTON TOKYO Junior &amp;Senior High School  <a href="https://www.daltontokyo.ed.jp">https://www.daltontokyo.ed.jp</a>  (1300-1500)</p> <p>13-14) 20 Dec. <u>School visit 3@</u> Nitobebunka gakuen  <a href="https://nitobebunka.ac.jp">https://nitobebunka.ac.jp</a>  (1300-1500)</p> <p>Regular classes take place in the 12:50-14:30 time slot, while school visits will take place in the afternoon hours. This school visit will be counted for 8 lessons.</p>
Additional self-study	Preparation for your presentation about your country in school visit
Keywords	Education, school system, school history, school visit.
Notes	
Message for students	Seeing is believing! Time is life!

Course title	<b>Multicultural Education in Japan</b>
Instructor	Omnibus (Multicultural Education Course instructors)
Aim and learning goals	The goal of this course is to provide a comprehensive understanding of multiculturalism and ethnic, racial, and religious diversity in Japan from a holistic and comparative perspective. With Japan's aging population and declining birthrate, the nation is at a crossroads regarding its potential transition to a nation of immigrants, and through the explanation of statistics and other information, students will gain a basic insight into these realities, the situation regarding the acceptance of foreign trainees/interns, and the issues faced by the children of immigrants who do not attend compulsory education in Japan. Through first-hand visits to related sites, students will gain insight into the lived experiences of diverse communities and the impact of migration on Japanese society.
Description	With an aging population and a declining birthrate, Japan is at a crossroads regarding its potential transition to a nation of immigrants. It is clear that many industries are in need of talent and labor. Through explanations of statistics and other information, students will gain insight into these realities, the situation of accepting foreign trainees/interns, and the issues facing the children of immigrants who do not attend compulsory education in Japan. Students will choose three field trips to relevant sites, most of which will take place on Saturdays. They will give students the opportunity to explore various aspects of multiculturalism firsthand. Students will also give a presentation on their impressions of their field trips from a comparative perspective.
Textbooks	None
Relevant readings	To be announced in class
Assessment	Reflections on lectures and three field trips: 80%. Students will be required to submit reflection papers to confirm achievement of the learning objectives. Evaluation will be based on whether the comments submitted on the post-class/field comment sheet are consistent with the content. Final Research Paper: 20%. In order to confirm the achievement of the objectives, the final assignment will be an essay. The evaluation criteria will be based on whether the content and descriptions are appropriate for the assignment.
Schedule	Introduction: The Purpose and Formats of This Course Field Trip to Yokohama: Japanese Overseas Migration Museum Field Trip to Yokohama: Yokohama Yamate Chinese School Field Trip to Tsukiji Market Field Trip to Tokyo Camii and Diyanet Turkish Culture Center Field Trip to The National Hansen's Disease Museum Lecture on Diversity in Theater Performance in Japan Student Presentations Student Presentations
Additional self-study	
Keywords	Multiculturalism, Immigration/Migration, Inclusion/Exclusion, Food Culture, Diversity, Immigrant Children's Education
Notes	
Message for students	

Course title	<b>Cultural Diversity of Japan B</b>
Instructor	ARISAWA Shino
Aim and learning goals	Engage in discussions with students from various countries to enhance understanding and broaden perspectives on immigrant and minority groups in Japan.
Description	<p>This course offers an exploration of the diverse immigrant and indigenous communities in Japan, encompassing groups, such as Chinese, Koreans, Japanese Brazilians, the Ainu and the Okinawans. A primary emphasis will be placed on understanding how these distinct groups harness cultural expressions, including music, dance, and festivals, as a means of shaping identity, delineating boundaries from the majority, and facilitating interactions with ‘others’.</p> <p>The instructor will share first-hand accounts from fieldwork, including films of festivals, musical performances, as well as personal interviews. These resources aim to provide students with unique understandings through individual narratives that go beyond generic textbook representations and media portrayals.</p> <p>While the course primarily emphasises artistic practices, students will have the opportunity to investigate broader topics, such as language, literature, religion, education, and politics during their fieldwork and group study projects. Comparative analyses between Japan and other nations are also encouraged as it will foster a more global perspective.</p>
Textbooks	No specific textbook is required.
Relevant readings	<ul style="list-style-type: none"> <li>♦ Weiner, Michael (ed.) 2009. <i>Japan's minorities: the illusion of homogeneity</i> (2nd ed.). London: Routledge</li> <li>♦ Tsuneyoshi, Ryoko et al. (eds.) 2010. <i>Minorities and Education in Multicultural Japan</i>. London: Routledge.</li> </ul>
Assessment	♦ Weekly reflection reports 100%
Schedule	<p>Tentative</p> <ol style="list-style-type: none"> <li>1. 17 Oct: Introduction</li> <li>2. 24 Oct: Chinese</li> <li>3. 31 Oct: Koreans</li> <li>4. 3 Nov (Sun): Fieldwork - Yokohama Chinatown</li> <li>5. 7 Nov: The Ainu</li> <li>6. 9 (Sat) Nov: Fieldwork- The Ainu Cultural Exchange Centre</li> <li>7. 14 Nov: The Okinawans</li> <li>8. 21 Nov: Japanese Brazilians</li> <li>9. 30 (Sat) Nov or 1 (Sun) Dec: Fieldwork - Islamic Mosque</li> <li>10. 28 Nov: Group project - preparation</li> <li>11. 5 Dec: Group project - preparation</li> <li>12. 12 Dec: Group project - presentation</li> <li>13. 19 Dec: Group project - presentation</li> <li>14. 26 Dec: backup session</li> </ol>
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	Explore ‘diversity’ from a range of perspectives.

Course title	<b>Japanese Literature ~especially for children~</b>
Instructor	OSAWA Chieko
Aim and learning goals	Understand the roots of the Japanese imagination represented in myths and folktales, which are the origins of Japanese children's literature and animation that have developed since the modern era.
Description	<p>Japanese culture has not only developed in its own way, but historically has also been strongly influenced by foreign cultures and transformed. We mixed ancient animistic sensibilities with Buddhist thought. Furthermore, from the Meiji period onwards, Western culture influenced Japanese literature, opening up a new worldview, and we saw the development of literature for children into anime culture.</p> <p>Supernatural beings that appear in Japanese mythology and folk tales have been reborn in stories for children since modern times. In this lecture, we will focus on Japanese children's literature and contemporary manga and animation, and introduce representative works while watching video materials.</p>
Textbooks	Distribute summaries in every class
Relevant readings	
Assessment	Attendance and term-end assignments
Schedule	1 introduction 2 Japanese mythology and folktales 3 Influence of imported fairy tales 4 The World of Kenji Miyazawa 1 5 The World of Kenji Miyazawa 2 6 The World of Kenji Miyazawa 3 7 From children's literature to animation 1 8 From children's literature to animation 2 9 Animation movie master Hayao Miyazaki 1 10 Animation movie master Hayao Miyazaki 2 11 Animation movie master Hayao Miyazaki 3 12 Kimetsu no Yaiba as Japanese Literature 1 13 Kimetsu no Yaiba as Japanese Literature 2 14 Conclusion
Additional self-study	Encouraging appreciation of the works introduced in class
Keywords	fantasy, imagination, childrens literature
Notes	basically in lectures
Message for students	In order to understand the contents of the lecture, we will incorporate a lot of viewing of the video material of the work to be handled.

Course title	<b>Cultural Studies B</b>
Instructor	IHATA Takaaki
Aim and learning goals	<p>1.To study and consider aspects of society and culture, comparing those of various countries (depending on students' backgrounds).</p> <p>2.To engage in discussions with students to understand aspects of culture more deeply.</p> <p>3.To examine what is meant by culture in a broad sense.</p> <p>4.Dialog is the main mode of learning.</p>
Description	This course considers culture in terms of the social lives and experiences of people living in particular cultures, mainly (but not only) the UK. It provides a brief introduction to the history, diversity, language and other important features of culture in the UK and other countries.
Textbooks	None
Relevant readings	None
Assessment	<p>Mini-presentation- 40%</p> <p>Active participation in class -30%</p> <p>Short Presentation – 30%</p>
Schedule	<p>1 Introduction to the class, Review of Cultural Studies A</p> <p>2 Development of teen and youth fashions, Social background</p> <p>3 Music</p> <p>4 Media 1, Newspapers and TV, Explanation of Mini Pres</p> <p>5 Media 2, Internet and Social Media</p> <p>6 Mini Presentations, "Introduce one festival or holiday from another country"</p> <p>7 Festivals and Holidays</p> <p>8 Food Culture1</p> <p>9 Food Culture 2</p> <p>10 Jokes and Humour, Illustrations from "The life of Brian"</p> <p>Explanation of final presentations</p> <p>11 Sports, Review of preparation for final presentations</p> <p>12 Games and Play</p> <p>13 Short Presentations, Q+A 1</p> <p>14 Short Presentations, Q+A 2, Revision, Feedback</p>
Additional self-study	
Keywords	
Notes	
Message for students	



Course title	<b>Issues of Global Environment</b>
Instructor	NOGUCHI Fumiko
Aim and learning goals	This course aims to develop students' basic knowledge about major global sustainability challenges and relevant theories and policies. In particular, it looks at the capacity building of students in (i) understanding the linkage between global-local and urban-rural problems, as well as the interconnectedness of its causes and impacts beyond the fields; and (ii) familiarising the methods and approaches to identify the problem and design the plan for a practical solution at a local level.
Description	This course considers that multistakeholder collaboration is the key to a realistic and effective solution for those complex and uncertain sustainability challenges. Learning and empowerment take place in their dialogues and actions. Hence, the course activities include group discussions and assignments based on field visit that allows students from different fields and cultures to work together knowing the differences, limitations and strengths of each member. A field visit at Shimoda City, Shizuoka Prefecture, is planned over the weekend something in Nov or Dec (minimum financial support for accommodation provided by Shimoda City). The students are strongly recommended to join this as it helps them to understand local issues such as education, primary industry, climate change impacts, depopulation and aging and develop an idea for a practical solution.
Textbooks	No text book is used in this course.
Relevant readings	Readings will be suggested in class and through the portal site.
Assessment	Essay (Mid-term assignment) (35%), Group Assignment (Final assignment) (35%), Attendance to the classes, active participation in the in-class discussions and submission of reflection sheet (30%)
Schedule	<p>W1 Course Orientation: Introduction of lecturer, course overviews and schedule, assignment and field visit, short lecture on sustainable development</p> <p>W2 [Concept and policy] History of environmental issues and concept of sustainable development</p> <p>W3 Group work preparation (1) Learning about Shimoda City</p> <p>W4 [Key global challenges] Climate change its causes, impact and measurements</p> <p>W5 [Key global Challenges] Urbanisation and shrinking cities</p> <p>W6 [Learning from a Case] Pollution and human health - Minamata Disease (Mercury poisoning incident) in Japan</p> <p>W7 [Learning from a Case] Indigenous peoples and landcare – Case study of Ainu people in Japan</p> <p>W8 [Learning from a Case] Field study on and around campus</p> <p>Field Trip Dec Field Study in Shimoda, Izu Peninsula, Shizuoka Prefecture (Stay in Shimoda accommodation on 16th night TBD)</p> <p>W9 No lecture due to field trip (Individual work)</p> <p>W10 [Approaches to sustainability] Indigenous and local knowledge integration into community development</p> <p>W11 Group project preparation (2) Shimoda trip reflection and Presentation preparation</p> <p>W12 [Approaches to sustainability] Design thinking, leadership, coordination, facilitation and effective methods for community participation and Role of Education for Sustainable Development</p> <p>W13 Group Presentation – Part 1</p> <p>W14 Group Presentation – Part 2 and Conclusive discussion</p>
Additional self-study	Individual and group study time for assignment preparation and lectures and field visit participation are required outside classroom learning.
Keywords	Sustainable Development, Localisation, multistakeholder collaboration
Notes	The detailed schedule of weekend Field trip at Shimoda City will be announced during the class of Week 1. The participation fee will cost around 15,000 yen (including accommodation, transportation and meals). Small amount of subsidies will be provided by Shimoda City and the university.
Message for students	I hope the course helps students to find the issues in common between the communities in Japan and where they are coming from and apply some of the learnings to their country situation.

Course title	<b>Sports in Japan: Sports and Physical Activities for Children</b>
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><b>Final Report</b> at the end of course: <b>30%</b>  [“Construct your idea for implementing PA for children in your country based on your learning at this course”]</p> <p><b>Brief Lecture Summaries</b> (a couple of lectures): <b>35%</b>  [Brief written report during a lesson]</p> <p><b>Oral Presentation and Discussion</b> (at the seminars): <b>35%</b></p>
Schedule	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Lecture for Japanese PE</li> <li>3. Lecture for Teaching Games in Japan</li> <li>4. Lecture for: Sports in Japan</li> <li>5. Lecture for Teaching PE &amp; Sports with technologies in Japan</li> <li>6. Experiencing Japanese Play &amp; Sports</li> <li>7. Visiting Elementary School and Participating in Lesson Study (1)</li> <li>8. Visiting Elementary School and Participating in Lesson Study (2)</li> <li>9. Visiting Secondary School to Observe the After-School-Program</li> <li>10. Visiting after-school program at the community</li> <li>11. Online discussions about activities with US students</li> <li>12. Presentations on physical education and physical activity in other countries (1)</li> <li>13. Presentations on physical education and physical activity in other countries (2)</li> <li>14. Conclusion on Sports in Japan</li> </ol>
Additional self-study	Work on assignments given in class.
Keywords	Sport, Physical Activity, Physical Education, Active Learning
Notes	※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	<b>Traditional Japanese Practices</b>
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 18th (Fri) 4th period  Lecture #1: Fermentation in Japanese food products &amp; introduction to Field trip #1  Nov 1st (Fri) 4th period  Field trip #1: Ozawa Shuzo  (Schedule to be announced)  Lecture #2: Introduction to Field trip #2  Dec 6th (Fri) 3<sup>rd</sup> period  Field trip #2: Toyosu &amp; Tsukiji Market  (Schedule to be announced)  Lecture #3: Introduction to Field trip #3  Jan 10th (Fri) 3<sup>rd</sup> period  Field trip #3: destination to be announced  (Schedule to be announced)  ※The dates for the lecture classes and field trips are tentative, and will be announced at the introductory class</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. 18th. ※ The time and dates may be adjusted to match the students schedules.
Messages for students	