

**Global Japan Studies**  
**2025 Autumn Semester Courses**

2025/9/20

	Mon	Tue	Wed	Thu	Fri
I 8:30 ~ 10:10					
II 10:20 ~ 12:00					
III 12:50 ~ 14:30		Japanese Literature (OSAWA Chieko) 【S102】	ISEP Seminar A (AKIBA Hiroko) 【N312】	Sports in Japan (FUKUSHIMA Takashi) 【N102】	Education in Japan B (NAKANO Ayaka) 【S201】
IV 14:40 ~ 16:20	Multicultural Education in Japan (Omnibus) 【N302】	Lesson Study in Japan (AKIBA Hiroko) 【N104】 Cultural Studies B (IHATA Takaaki) 【S301】			Traditional Japanese Practices (HARADA Kazuo/ Ali FERJANI) 【N206】
V 16:30 ~ 18:10	Issues of Global Environment (NOGUCHI Fumiko) 【C202】			Japanese Arts and Crafts KIYONO Yasuyuki 【W301】	Cultural Diversity of Japan B (KOYAMA Yohei) 【N207】

**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 科目は英語での受講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。

The timetable and course syllabi are available on the website of GISEC (Gakugei International Student Exchange Center), which can be accessed via the following URL or QR code.

この時間割表とシラバスは学芸大学国際交流/留学生センター (GISEC) のウェブサイトにも掲載されています。以下の URL または QR コードからアクセスすることも可能です。

<https://gisec-gakugei.jp/en/program/syllabus/>



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## Course descriptions

Listed below are brief outlines of the Global Japan Studies available this semester. Please note that the following academic program information is subject to change depending on circumstances. Students may be required to pay their own expenses, such as travel fees and costs for necessary materials in case the course includes field trips. Ask each instructor about an estimated amount.

Course title	<b>ISEP Seminar A</b>
Instructor	AKIBA Hiroko
Aim and learning goals	This seminar aims to encourage students to think more deeply about their research topics through discussion in class and field studies. Students will then present their research findings verbally and in writing.
Description	<p>* This seminar is <u>compulsory and only available to international exchange students who enrolled in the ISEP</u>(International Student Education Program).</p> <p>Students in the ISEP program pursue individual study projects under the supervision of academic advisors. They present their projects to the seminar to exchange ideas and engage in collaborative discussions with other students.</p> <p>Topics for individual study projects can vary depending on students' personal interests, ranging from Japanese culture to education. In addition to working on their projects in class, students will take several field trips and visit schools to explore and understand various aspects of Japanese culture and society.</p>
Textbooks	Not required
Relevant readings	Students are encouraged to find relevant materials for their research projects.
Assessment	Weekly assignments, including class attendance, project preparation, presentations, and reports: 100%
Schedule	<p>This is a tentative schedule.</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Introduction to education in Japan</li> <li>3. Individual study- topic selection</li> <li>4. Visit to Koganei Elementary School</li> <li>5. Individual study: Methodology</li> <li>6. Guided tour of the arts in Tachikawa</li> <li>7. Preparation for school visit</li> <li>8. Individual study: survey analysis and discussion</li> <li>9. AM: visit to Takehaya Elementary School</li> <li>10. Preparation for school visit      6pm: Discover Bunraku</li> <li>11. Visit to Koganei Kita High School</li> <li>12. Reflection and discussion of off-campus activities</li> <li>13. Preparation for final presentation</li> <li>14. Final presentations</li> </ol>
Additional self-study	Students are expected to work independently for their project.
Keywords	Japanese culture and education, individual study project
Notes	Some classes are joint sessions with Kyokensei (Teacher Training Program) students.
Message for students	Please make the most of your study abroad experience at Gakugei by conducting a research project that showcases your unique perspective and insight.

Course title	<b>Education in Japan B: Study of Schools</b>
Instructor	NAKANO Ayaka
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 other educational facilities.</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	Class participation 50%, weekly short assignments 50%, including short reports for school visits and presentations.
Schedule	<p>Regular classes take place in the 12:50-14:30 time slot, while school visits will take place in the afternoon hours (depending on the circumstances of the schools, visits may also be scheduled on Friday mornings). This school visit will be counted for 8 lessons.</p> <p>More specific plans will be added by the start of fall classes.</p> <p>The following schedule is provided as a tentative plan. Please note that it may be subject to change depending on the circumstances of the school or facility.</p> <p>10/17 [1] Introduction: Japanese School and Social System</p> <p>10/24 [2] Educational Discourse in Children's Learning</p> <p>10/31 [3] School and Curriculum Reform</p> <p>11/7 [4] (No lecture: one single school visit counts for two classes)</p> <p>11/14 [5] Learning from Japanese Schools 1: Collecting Information about the Schools to be Visited</p> <p>11/28 [6] School Visit</p> <p>12/5 [7] School Visit</p> <p>12/12 [8] (No lecture: one single school visit counts for two classes)</p> <p>12/19 [9] Learning from Japanese Schools 2: Collecting Information about the Schools to be Visited</p> <p>12/26 [10] (No lecture: one single school visit counts for two classes)</p> <p>1/9 [11] School Visit</p> <p>1/23 [12] Educational Facility Visit</p> <p>1/30 [13] Reflections: Educational Equity and Inclusion</p> <p>2/6 [14] (No lecture: one single school visit counts for two classes)</p>
Additional self-study	Preparation for your presentation about your country during the school visit is required.
Keywords	Education, school system, school history, school visit
Notes	This class will be carried out in English.
Message for students	By visiting actual schools and educational settings, students will have the opportunity to reflect on their own educational experiences and consider possible pathways for designing better education and society in the future.

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	None
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. Presentation and 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	<p>The following are mandatory to attend</p> <p>October 20, Mon. 4th period: The Purpose and Formats of This Course</p> <p>January 19, Mon. 4th period: Being LGBTQ in Japan</p> <p>January 26, Mon. 4th period: Lecture on Multiculturalism and Education in Japan</p> <p>February 2, Mon. 4th period: Student Presentations</p> <p>Choose three of the following trips and one Lecture</p> <p>TBA: The Okinawan Diaspora from the Perspective of Nisei (Tentative)</p> <p>November 8, Sat. Morning, Yokohama Yamate Chinese School</p> <p>November 8, Sat. Afternoon, Japanese Overseas Migration Museum</p> <p>TBA, Kawasaki City Fureai-kan (Community Center)</p> <p>TBA, Ichigaya: JICA Global Plaza</p>
Additional self-study	
Keywords	Multiculturalism, Immigration/Migration, Inclusion/Exclusion, Food Culture, Diversity, Immigrant Children's Education
Notes	
Message for students	

Course title	<b>Lesson Study in Japan</b>
Instructor	AKIBA Hiroko
Aim and learning goals	The aim of this course is to learn in depth about issues and challenges surrounding education in Japan by facilitating discussion with guest speakers and school visits.
Description	<p>During the first half of the semester, we will explore the Japanese educational landscape through short movies, reading materials, guest speakers, and discussions about students' school experiences. These activities will help students develop a more comparative perspective on education and prepare for a group teaching plan for the school visit scheduled for December. A visit to a local junior high school is scheduled to gain practical knowledge of Japanese education through class observation, lunch with the students, and discussion with the teachers. The goal is to become familiar with Japanese schools and improve their group teaching plan for the December school visit.</p> <p>The latter half of the semester will focus on refining the group teaching plan and holding short mock classes to gain insights from classmates. A highlight of the course is a visit to a local high school in December with a group of international students. There, we will implement our group teaching plan to promote interaction between international and high school students. We will receive feedback from the teachers for further improvement.</p>
Textbooks	No specific textbook is required.
Relevant readings	<p>Distributed on TEAMS.</p> <p>Students are expected to find their own relevant reading materials for making their own group lesson plan.</p>
Assessment	<p>30%: Participation in class including group discussion and presentations</p> <p>30%: Making a lesson plan and its implementation</p> <p>40%: Mid-term reflection and final papers</p>
Schedule	<p>This is a tentative schedule.</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Introduction to Education in Japan I</li> <li>3. Introduction to Education in Japan II: Outcome and progress</li> <li>4. Guest Speaker Series I</li> <li>5. Guest Speaker Series II</li> <li>6. Group work: writing a teaching plan draft in group</li> <li>7. AM: visit to local junior high school (including school lunch)</li> <li>8. Reflection and discussion of the school visit (mid-term paper due)</li> <li>9. Group work: brushing up your teaching plan</li> <li>10. Preparation for school visit</li> <li>11. (Dec. 24<sup>th</sup>): PM: Visit to local high school</li> <li>12. Individual study</li> <li>13. Reflection and discussion with the feedback from the teachers</li> <li>14. Review of the course</li> </ol>
Additional self-study	Students are expected to work in groups to write and implement a lesson plan for the school visit scheduled in December.
Keywords	Lesson plan, intercultural exchanges, and school visits
Notes	Please note that some classes have irregular schedules (W7 & W11).
Message for students	Please share your personal experience as a student with your classmates and discuss it from different perspectives.

Course title	<b>Cultural Diversity of Japan B</b>
Instructor	KOYAMA Yohei
Aim and learning goals	By joining discussions with students from different countries and taking part in field trips, we aim to build a deeper understanding of Japan's cultural diversity.
Description	<p>The concept of <i>culture</i> can be defined in multiple ways, with interpretations shaped by political, ideological, economic, and aesthetic perspectives. This course will examine a selected range of approaches to "Japanese culture" and their implications, while also drawing attention to the often-overlooked cultural diversity within Japan.</p> <ul style="list-style-type: none"> <li>* In addition to regular classes, the course will include online sessions via Microsoft Teams or an equivalent platform on <b>Fridays, 17 October, 14 November and 12 December</b>. Please check your Teams accounts and university email regularly, as announcements and access links will be distributed through these channels.</li> <li>* Two field study sessions are scheduled for <b>Saturday, 8 November</b>, and <b>Wednesday, 26 November</b>, each of which will be counted as the equivalent of two class sessions. Please note that there will be no classes on Fridays, 31 October, 7 November, 28 November, and 5 December. Details regarding the schedule will be communicated in advance as the dates approach.</li> </ul>
Textbooks	All required reading materials will be provided electronically.
Relevant readings	<ul style="list-style-type: none"> <li>▪ Peter Carey, "Wrong about Japan"</li> <li>▪ Tessa Morris-Suzuki, "Re-Inventing Japan: Time, Space, Nation"</li> <li>▪ Chris Berry, Nicola Liscutin and Jonathan D. Mackintosh, "Cultural Studies and Cultural Industries in Northeast Asia"</li> <li>▪ Koichi Iwabuchi, "Recentring globalization: Popular Culture and Japanese Transnationalism"</li> <li>▪ Edward Said, "Orientalism"</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>▪ Participation: 20%</li> <li>▪ Fieldwork Report: 30%</li> <li>▪ Essay: 50%</li> </ul>
Schedule	<ol style="list-style-type: none"> <li>1 Friday, 17 October: Orientation <b>[Online]</b></li> <li>2 Friday, 24 October: Conceptualising "Culture" – Questioning the myths of Japanese culture</li> <li>3 Saturday, 8 November: Yokohama Yamate Chinese School <b>[Field Study]</b> * The schedule will be communicated in advance as the date approaches.</li> <li>4 * Fieldwork is counted as the equivalent of two class sessions.</li> <li>5 Friday, 14 November: Chinese, Koreans and Newcomers – Minorities in Japan <b>[Online]</b></li> <li>6 Wednesday, 26 November: Diaspora and Identity – Rethinking the Okinawans, the Nisei and beyond <b>[Field Study/ Special Lecture]</b> * Guest Lecture: Professor. Toma Kenji; Astrophysicist and Okinawan Nisei; Frontier Research Institute for Interdisciplinary Sciences, Tohoku University * The schedule will be communicated in advance as the date approaches.</li> <li>7 * Fieldwork is counted as the equivalent of two class sessions.</li> <li>8 Friday, 12 December: Orientalism: Japan in the Western Imagination <b>[Online]</b></li> <li>9 Friday, 19 December: The Culture of Disasters * Guest Lecture: Ms. Satsuki Katsumi; Former Headteacher of Tominari Primary School, Fukushima Prefecture</li> <li>10 Friday, 26 December: Aizu in History and Memory – Byakkotai, Hidden Narratives and Regional Memories</li> <li>11 Friday, 9 January: The Creative Industries – Anime, Manga and Beyond ①</li> <li>12 Friday, 23 January: The Creative Industries – Anime, Manga and Beyond ②</li> <li>13 Friday, 30 January: Post-Colonial Theories (Hybridity) in/ on Japan</li> <li>14 Friday, 6 February: Reflections and Conclusions</li> </ol>
Keywords	Myths and realities of culture, minorities in Japan, culture of disaster, creative industries
Notes	Participation in field study is mandatory. In cases of unavoidable absence, students may submit an alternative assignment for assessment.
Message for students	This class is designed to be an international learning community, where students from different countries and backgrounds come together to share perspectives, and discuss ideas. All classes will be conducted in English, so please use this opportunity to practice your communication skills while engaging with the course content. Do not worry about making mistakes—what matters most is your active participation and willingness to contribute.

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	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. 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.
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>Japanese Arts and Crafts</b>
Instructor	KIYONO Yasuyuki
Aim and learning goals	Learn about Japanese culture by learning about traditional expression methods through the practice of printing ukiyo-e woodblock prints, a type of Japanese art.
Description	In the first half, students will create small original prints as practice for making Ukiyo-e woodblock prints, and in the second half, they will learn how to actually print using reproduction woodblocks
Textbooks	Handout will be provided as necessary.
Relevant readings	
Assessment and grading	The final grade will be based on: Class participation 40% Assignments 60%
Schedule	Tentative subjects covered in 14 weeks (subject to minor modification depending on the progress of lectures):  1: Introduction 4/18 2: History of printmaking, Description of rotary prints 4/25 3: Engraving 5/2 4: Printing 1 5/9 5: Printing 2 5/16 6: Gallery tour and report 5/23 7: Explanation of Ukiyo-e woodblock prints 5/30 8: Print a key block 6/6 9: Print color blocks 1 6/13 10: Print color blocks 2 6/20 11: Print color blocks 3 6/27 12: Print color blocks 4. 7/4 13: Print color blocks 5. 7/11 14: Meeting for a joint review. 7/18
Additional self-study	Make a plate using rented carving knives
Keywords	Traditional woodblock prints and printing techniques, Ukiyo-e woodblock prints (Thirty-six Views of Mt. Fuji), Japanese paper
Notes	Due to limited production space, tools, and materials, the number of participants is limited to 16. Priority will be given to international students, but they must attend the first class on April 18th. The material cost is planned at 2000 yen per person
Message for students	Even if you don't have experience in printmaking, you can take this course if you are interested in Japanese culture and art.

Course title	<b>Sports in Japan</b>
Instructor	FUKUSHIMA Takashi
Aim and learning goals	This course focuses on sports technology and cultural differences in Japan and other countries. This includes information and communication technology (ICT) in physical education, Virtual Reality(VR)/Augmented Reality (AR)/Metaverse use in sports, sports application development, motion capture in sports, and AI in sports in Japan. Cultural differences are also a focus point in this course.
Description	This course consists of lectures, hands-on practices, and fieldwork. In the lecture, students learn the basic knowledge about sports technology in Japan and cultural differences from other countries. In hands-on practice, students experience technology with actual devices. In the fieldwork, students visit sports facilities in Japan.
Textbooks	None
Relevant readings	None
Assessment	Oral individual presentation (30) Oral group presentation (30) Final report (40)
Schedule	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Lecture on ICT in physical education in Japan and other countries</li> <li>3. Hands-on practices on ICT in physical education</li> <li>4. Lecture on VR/AR/Metaverse in sports in Japan and other countries</li> <li>5. Hands-on practices on VR/AR/Metaverse in sports in Japan</li> <li>6. Lecture on motion capture / AI in sports in Japan and other countries</li> <li>7. Hands-on practice on motion capture / AI in sports in Japan</li> <li>8. Oral individual presentation</li> <li>9. Fieldwork (Visit Ajinomoto Stadium, National Training Center, or Nippon Sport Science University)</li> <li>10. Fieldwork (Visit Ajinomoto Stadium, National Training Center, or Nippon Sport Science University)</li> <li>11. Lecture on sports application development in Japan and other countries</li> <li>12. Hands-on sports application development in Japan</li> <li>13. Oral group presentation</li> <li>14. Conclusion on Sports in Japan</li> </ol>
Additional self-study	
Keywords	Sports, Sports technology, ICT, Physical education, Cultural differences
Notes	※This course will be flexible to meet the needs of the students.
Message for students	Technology changes the world, including sports and culture in Japan and other countries. You will have the chance to learn about cutting-edge sports technology and experience it with actual devices. Let's have fun and learn about sports technology in Japan.

Course title	<b>Traditional Japanese Practices</b>
Instructor	HARADA Kazuo / Ali FERJAI
Aim and Learning goals	The principle aim of this subject is to gain an understanding of modern Japanese enterprises and their relation to Japanese culture through field trips to local facilities.
Description	We will visit a number of facilities in the greater Tokyo area, and discuss the influence of Japanese cultural traditions on their operations and philosophy. The following aspects will be emphasized: 1) Fermentation in traditional Japanese food products (Shoyu, Miso, Katsuobushi, Seishu); 2) The wholesale market law and auctioning; 3) The religious beliefs of the Japanese.
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 17th (Fri) 4th period  Lecture #1: Fermentation in Japanese food products &amp; introduction to Field trip #1  Oct. 31st (Fri) 4th period  Field trip #1: Ozawa Shuzo  (Schedule to be announced)  Lecture #2: Introduction to Field trip #2  Dec 5th (Fri) 4<sup>th</sup> period  Field trip #2: Toyosu &amp; Tsukiji Market  (Schedule to be announced)  Lecture #3: Introduction to Field trip #3  Jan 9th (Fri) 4<sup>th</sup> period  Field trip #3: Okunitama Shrine &amp; Fuchu-no-mori Museum  (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, religious beliefs of the Japanese
Notes	The dates for the lecture classes and field trips are tentative, and will be announced at the introductory class on Oct. 17th. <u>※The three field trips will be half- or full-day events and will be held on Saturdays.</u>
Messages for students	The number of participants will be limited to 20 due to restrictions on the number of people who can visit some facilities.