

特別聴講学生願書

申請者

西暦 年 月 日

フリガナ				写真添付 4 cm×3 cm 脱帽上半身正面
氏名				
ローマ字表記				
生年月日	西暦 年 月 日	性別		
現住所	〒			
電話番号		E-mail		
在籍大学	大学 学科・系		学部・学院 年(出願時)	

聴講科目

科目名	
テーマ	
教員名	

(お茶の水女子大学サマープログラム聴講用)

## 2022年度 サマープログラム受入授業科目一覧

授業科目名	テーマ	開講学期	単位	担当教員
Summer Program in English I	Food, Crafts and Physical Activities in Japan	前集中	2	須藤 他
Summer Program in English II	Advances in Natural Sciences	前集中	2	工藤 他
Summer Program in English III	Gender, Globalization, and Diversity in Contemporary Japan	前集中	2	キャロル 他
Summer Program in English VI	Project Works	前集中	2	松田 他

※詳細はホームページでご確認ください。 [https://www.cf.ocha.ac.jp/summerprogram/i/body/d007549\\_d/fil/2022SPbrochureSBC.pdf](https://www.cf.ocha.ac.jp/summerprogram/i/body/d007549_d/fil/2022SPbrochureSBC.pdf)

Revised Version



# Ocha Summer Program for Global Leaders 2022



お茶の水女子大学 サマープログラム

- Subject Based Course (July 19<sup>th</sup>– August 6<sup>th</sup>, 2022)
- Project Work Course (June 20<sup>th</sup> – July 16<sup>th</sup>, 2022)



Main gate of Ochanomizu University illustrated by Mr. Chihiro Tanaka

# COURSE INFORMATION

Ocha Summer Program offers two courses (A) Subject Based Course and (B) Project Work Course. From (A) Subject Based Course, students can take only one sub-course. (B) Project Work Course can be taken in addition to a sub-course of the (A) Subject Based Course.

**Please note that you cannot take only (B) Project Work Course.**

## **(A) Subject Based Course** (taught in English/ 3weeks)

**2 credits**

Choose a sub-course from the following sub-courses No.1~No.3.

### **1. Gender, globalization, and diversity in contemporary Japan**

🕒 Class starts at **10:40am** (JST) 👤 Up to 30 students

This course looks at how contemporary Japanese society is changing in the context of globalization and demographic pressures (population aging and shrinking) with a special focus on the consequences of these changes for gender and diversity. From welfare to employment, immigration to gender equity, contemporary Japan is facing a range of policy and social issues that will shape Japanese society in the coming decades. How is Japan adapting to our changing world, and what challenges and hurdles remain going forward?

### **2. Food, Crafts, and Physical Activities in Japan**

🕒 Class starts at **6:30pm** (JST) 👤 Up to 20 students

This course consists of the following 4 topics.

- Dietary habits and health in the Japanese people
- Dance/Movement in Culturally Sensitive Psychotherapy
- Integrating technology in the assessment and the promotion of physical activity
- Japanese Appreciation of Ceramics: "Kizaemon", the Ido Tea Bowl.

### **3. Advances in Natural Sciences**

🕒 Class starts at **6:00pm** (JST) 👤 Up to 30 students

Research in natural sciences is advancing day by day. This course provides lectures comprising four subjects to learn about recent advances in several areas of natural sciences: physics, biology, meteorology, and computer science. Students can learn about each subject from basics to the latest topics through this course.

CHOOSE ONE!

## **(B) Project Work Course** (taught in English/up to 60 students)

**2 credits**

### **Critical Issues in Contemporary Japan: Grasping Japan from Divers Aspects**

Students will gain the analytical insights and information necessary to assess the challenges that confront the Japanese people, policymakers, and private and public-sector institutions in Japan today, featuring a comprehensive analysis of key debates and issues confronting Japan, issues covered include:

Rapidly  
Aging  
Society

Gender  
Equality

Immigration  
and ethnic  
minorities

Renewable  
Energy  
Policy

Food Loss

Students are going to work in groups to create a presentation that is related with the topics appointed above. This class is based on a Project Work method that requires the students to collaborate in groups and present their project the last day of the class.



# Schedule

Mon Jun-20	Tue Jun-21	Wed Jun-22	Thu Jun-23	Fri Jun-24	Sat Jun-25	Sun Jun-26
Project Work Orientation	Project Work Pair work				Project Work [Seminar 1]	No Class
Jun-27	Jun-28	Jun-29	Jun-30	Jul-01	Jul-02	Jul-03
Project Work (Lecture 1)	No Class	Project Work (Lecture 2)	No Class	Project Work (Lecture 3)	Project Work [Seminar 2]	No Class
Jul-04	Jul-05	Jul-06	Jul-07	Jul-08	Jul-09	Jul-10
Project Work (Lecture 4)	No Class	Project Work (Lecture 5)	No Class	Project Work (Lecture 6)	Project Work [Seminar 3]	No Class
Jul-11	Jul-12	Jul-13	Jul-14	Jul-15	Jul-16	Jul-17
Project Work (Lecture 7)	No Class	Project Work (Lecture 8)	No Class	Project Work (Lecture 9)	Project Work Final Presentation and Q&A	Intercultural event ※1
Jul-18	Jul-19	Jul-20	Jul-21	Jul-22	Jul-23	Jul-24
No class (National holiday)	Subject Based Course "Special Lectures" ※1				Intercultural event	Intercultural event
Jul-25	Jul-26	Jul-27	Jul-28	Jul-29	Jul-30	Jul-31
Subject Based Course "Lectures" ※2					Intercultural event	Intercultural event
Aug-01	Aug-02	Aug-03	Aug-04	Aug-05	Aug-06	Aug-07
Subject Based Course "Lectures" ※2					Closing ceremony	

Please note that the schedule is subject to change.

※1 The details of Subject Based Course "Special Lectures" and "Intercultural events" will be informed on the website in June, 2022.

※2 Detailed dates for the lectures will be informed on the website in February, 2022.

## Intercultural Events (hosted by Ochanomizu Students)

You can optionally join our various online exchange events at off-lecture times. Joining the events, you can learn more of Japanese culture with fun, and exchange with students of other courses, Ochanomizu University students!

In the Ocha Summer Program 2021, we offered the events listed below.

- Dialogue Event for Pace Building
- Game Competition and Tea Time Session
- On-demand video "Ochanomizu Students Daily life"



## Ocha Summer Program for Global Leaders 2022



This program provides intensive courses for students of partner universities from both domestic and overseas, as well as undergraduate and graduate students of Ochanomizu University. All classes are **multi-cultural**, aiming for students' **leadership development** and promotion of **international exchanges**.

### PROGRAM FEES

- ~~Registration fee : 10,000 JPY (non-refundable)~~
- **Tuition fee** : Waived for Partner Universities
- Scholarship will not be awarded since the program does not involve traveling to Japan this year.

### Application to Summer Program

Students who want to participate in the Summer Program must contact to the person in charge at each partner university.



### IMPORTANT DATES FOR PARTICIPATION

Deadline for Nomination	February 28, 2022
Announcement of Screening results	The end of April, 2022
Deadline for registration, payment and documents submission	May 9, 2022

### Access & Contact

Ochanomizu University Summer Program  
2-1-1 Otsuka, Bunkyo-ku, Tokyo 112-8610 JAPAN  
Email : ocha-summer@cc.ocha.ac.jp



## Sub-course 1: Gender, Globalization and Diversity in Contemporary Japan

	Course title	[Code]	(Credits)
Undergraduate students:	Summer Program in English III	[22N3051]	(2)
Graduate students:	Special Lectures in Humanities and Sciences III	[22S0153]	(2)

### 1. Description

This online course looks at how contemporary Japanese society is changing in the context of globalization and demographic pressures (population aging and shrinking) with a special focus on the consequences of these changes for gender and diversity. From welfare to employment, immigration to gender equity, contemporary Japan is facing a range of policy and social issues that will shape Japanese society in the coming decades. How is Japan adapting to our changing world, and what challenges and hurdles remain going forward?

### 2. Teaching Date, Time and Topic

★Please remember to check the course specific timetable within your [time zone](#).

Date	Time (JST, UTC+9)	Lecturer	Topic
July 13 Wed	10:40am – 12:10pm	Dr. Myles CARROLL	Orientation
July 25 Mon	10:40am – 12:10pm	Dr. Myles CARROLL	Globalization, gender and diversity in contemporary Japanese political economy
July 26 Tue	10:40am – 12:10pm		
July 27 Wed	10:40am – 12:10pm		
July 28 Thu	10:40am – 12:10pm	Dr. Kyoko MOTOBAYASHI	Globalization, migration, and language: Japan as a case study
July 29 Fri	10:40am – 12:10pm		
Aug 1 Mon	10:40am – 12:10pm	Dr. Machiko TSUJITANI	Issues of gender and cultural diversity in Japanese early-childhood education and care (ECEC)
Aug 2 Tue	10:40am – 12:10pm		
Aug 3 Wed	10:40am – 12:10pm	Dr. Roxanna YAMAMOTO-RAVENOR	Diversity and Artificial Intelligence
Aug 4 Thu	10:40am – 12:10pm		

Aug 5 Fri	Make-up class	
Aug 6 Fri	AM	Closing Ceremony

※Three asynchronous classes (on-demand videos) are going to be offered.

※Special Lectures on Japanese Studies will be held from July 11 to 15.

### 3. Class Contents:

#### **Topic: Globalization, gender and diversity in contemporary Japanese political economy.**

Dr. Myles CARROLL

In the context of globalization, Japan's political, economic and social structures have undergone profound changes in recent decades. In particular, economic globalization and neoliberalism have significantly destabilized Japan's traditional economic and social system, in ways that have brought about decades of economic stagnation, increased inequality, and a demographic crisis. These lectures will explore the challenges globalization has posed for Japan's employment and welfare model and the impacts of these challenges for women in particular, while also considering the prospects for immigration and multiculturalism as solutions to Japan's economic and demographic challenges

#### **Topic: Globalization, migration, and language: Japan as a case study**

Dr. Kyoko MOTOBAYASHI

In the context of globalization and the acceleration of international migration, people's conception and practice of language are undergoing significant transformation and becoming increasingly diverse. In this lecture I will provide students with an outline of the fields that can provide us with the theoretical perspective needed to grasp this transformation, including applied linguistics, linguistic anthropology, and socio-linguistics. Focusing on Japan as a case study, we will consider how the transformation of society and the transformation of language are interconnected.

#### **Topic: Issues of gender and cultural diversity in Japanese early-childhood education and care (ECEC)**

Dr. Machiko TSUJITANI

These lectures focus on what children experience in ECEC centers regarding issues of gender and cultural diversity based on specific examples in practice. In particular, cultural norms or rules that exist in ECEC culture are used as the starting point for discussion. Also, research about multicultural education in ECEC, the quality of ECEC, and needs for gender and cultural diversity among ECEC staff are presented in these lectures.

#### **Topic: Diversity and artificial intelligence**

Dr. Dr. Roxanna YAMAMOTO-RAVENOR

Leveraging on the sense that the variety of social cooperation now includes AI, we propose to rethink our notions of diversity, as the influx of "cerebral" (non-human) entities into human groups introduces new languages, epistemologies and ways of doing things. Integration of AI into our group is somewhat similar



to that of distinct elements of a population, and somewhat different from that of more limited forms of technology, which touch much less on human sensitivities. We have before us diversity questions that you may answer without offending anyone.

#### 4. Evaluation

Synchronous class attendance and participation (36% of final grade)

Asynchronous class attendance and participation (includes comment papers) (12% of final grade)

Special lectures attendance and participation (2% of final grade)

Final report (50% of final grade)

**Sub-course 3: Food, Crafts, and Physical Activities in Japan**

Course title	[Code]	(Credits)
Undergraduate students: Summer Program in English I	[22N3047]	(2)
Graduate students: Special Lectures in Humanities and Sciences I	[22S0151]	(2)

## 1. Description

This course consists of the following 4 topics.

- Dietary habits and health in the Japanese people
- Dance/Movement in Culturally Sensitive Psychotherapy
- Integrating technology in the assessment and the promotion of physical activity
- Japanese Appreciation of Ceramics: “Kizaemon”, the Ido Tea Bowl.

## 2. Teaching Day and Time (Synchronous)

★Please remember to check the course specific timetable within your [time zone](#).

Day	Time (JST, UTC+9)	Lecturer	Topic/Contents
July 25 Mon	6:30pm-8:00pm	Dr. TRIPETTE JULIEN	Integrating technology in the assessment and the promotion of physical activity (1)
July 26 Tue	No Class		
July 27 Wed	6:30pm-8:00pm	Dr. TRIPETTE JULIEN	Integrating technology in the assessment and the promotion of physical activity (2)
July 28 Thu	No class		
July 29 Fri	6:30pm-8:00pm 8:10pm-9:40pm	Dr. TRIPETTE JULIEN	Integrating technology in the assessment and the promotion of physical activity (3)
Aug 1 Mon	6:30pm-8:00pm	Dr. Noriko SUDO	ALH (1) Note: No online class.
Aug 2 Tue	6:30pm-8:00pm	Dr. Sadahiro SUZUKI	Japanese Appreciation of Ceramics: “Kizaemon”, the Ido Tea Bowl.
Aug 3 Wed	6:30pm-8:00pm 8:10pm-9:40pm	Dr. Miho YAMADA	Dance/Movement in Culturally Sensitive Psychotherapy

Aug 4 Thu	6:30pm-8:00pm	Dr. Yoko FUJIWARA	Dietary habits and health in the Japanese people
	8:10pm-9:40pm	Dr. Noriko SUDO	ALH (2) Note: No online class
Aug 5	No Class		
Aug 6	Closing Ceremony		

※An orientation video is going to be offered before the course begins.

※Two asynchronous classes (on-demand videos) are going to be offered.

※Three special Lectures on Japanese Studies will be held from July 11 to 15.

### 3. Class Contents:

#### **Topic: Dietary habits and health in the Japanese people**

Dr. Yoko FUJIWARA

Japanese people are known for their longevity, which is partly due to their dietary habits. This lecture will outline the characteristics of the Japanese diet that contribute to good health. In addition, we will discuss Japanese food and food culture, which has been registered as an intangible cultural heritage by UNESCO. and discuss the diet of each student's country.

The first session will be an on-demand lecture, and in the second session, students will give a three-minute presentation on the food and culture of their own country, which will be shared and discussed online by the participants.

Evaluation will be based on the presentation and reaction paper, and the power point file will be submitted before the presentation.

#### **Topic: Dance/Movement in Culturally Sensitive Psychotherapy**

Dr. Miho YAMADA

In this class, we will explore the practice of psychotherapy taking into account the cultural background of individual clients from the perspective of dance/movement therapy. In the first half of the class, we will discuss verbal and non-verbal communication and cultural factors in psychotherapy. This will be followed by experiential learning of the basic techniques of dance/movement therapy. In the second half, we will experience several dances, including the traditional Japanese folk dance, Bon Odori, and discuss their therapeutic effects. Finally, we will discuss the issue of mental health in contemporary culture and how dance/movement can play a role in addressing it. As a post-class assignment, you will be asked to submit a reaction paper. You will be asked to reflect on and verbalize your own experiential learning during the class and what implications it has for psychological support in a broader sense.

#### **Topic: Integrating technology in the assessment and the promotion of physical activity**

Dr. TRIPETTE JULIEN

Physical activity is a powerful preventive tool against non-communicable diseases. Active lifestyles also

promote a healthy aging process and an independent living. For decades, technological changes (individual transportation vehicles, screen technologies, etc.) have been associated with less physical activity among populations. The recent miniaturization of sensing technologies allows the development of wearable devices able to sense and monitor people movements and activity.

In this lecture, we present scientific evidences of the beneficial effects of physical activity on health. We will also discuss the possible positive impact of new wearable technologies on people physical behavior.

Select one or several topic(s) addressed during the class and write and write a <500-word essay. Give your opinion.

### **Topic: Japanese Appreciation of Ceramics: “Kizaemon”, the Ido Tea Bowl**

Dr. Dr. Sadahiro SUZUKI

In this course we will consider the Japanese aesthetics, exemplified by the appreciation of ceramics. As a specific example, we will look at a group of tea ware called “Ido”. The Ido tea bowls were made in the Korean peninsula and introduced to Japan in the 16th century. At that time, a new aesthetic concept called “wabi” emerged in Japan, and Japanese tea masters introduced Ido bowls based on this aesthetic and began to use them in their tea ceremonies. Distortions, flaws and stains are usually regarded negatively, but under the wabi aesthetic, they were valued positively. In this class, we will look at a typical example of an Ido tea bowl, the “Kizaemon”, now a designated National Treasure, to deepen our understanding of the Japanese culture and appreciation of the craft. **The class will be assessed by an essay. Assignment: Discuss how tea bowls were appreciated in “Wabi-cha” (Tea practice under the wabi aesthetics) in the 16th century Japan. (1200 words)**

### **ALH (Active Learning Hour) Assignments:**

In addition to 10 classroom periods, this course also includes two Active Learning Hour (ALH) periods. ALH periods refer to coursework activities that are designed to be conducted outside of regular classroom hours. Each ALH period is meant to be the equivalent of one period of classroom activity (including both lecture and preparation time). For this course, students are expected to complete a number of written report assignments based on the instructions of each of the course’s lecturers.

#### 4. Evaluation

Students must complete the assignments individually given by the four professors during the ALH. Depending on the number of panels assigned, Dr. TRIPETTE will be graded on a 40-point scale, the other three professors will be graded on a 20-point scale, and attendance at special lectures will be added at the end.

### **Sub-course 3: Advances in Natural Sciences**

Course title	[Code]	(Credits)
Undergraduate students: Summer Program in English II		[22N3049] (2)
Graduate students: Special Lectures in Humanities and Sciences II		[22S0152] (2)

#### 1. Description

Research in natural sciences is advancing day by day. This sub-course provides lectures comprising four subjects to learn about recent advances in several areas of natural sciences: physics, biology, meteorology, and computer science. Students can learn about each subject from basics to the latest topics through this sub-course.

#### 2. Teaching Day and Time (Synchronous)

★Please remember to check the course specific timetable within your [time zone](#).

Day	Time (JST, UTC+9)	Lecturer	Topic/Contents
July 5	6:00pm-6:30pm	Dr. Kazue KUDO	Orientation
July 25 Mon	6:00pm-7:30pm	Dr. Hiromu MONAI	How to make your brain smarter
July 26 Tue	6:00pm-7:30pm	Dr. Nathanael AUBERT-KATO	Molecular robotics: programming matter at the nano- and micro-scale
July 27 Wed	6:00pm-7:30pm		
July 28 Thu	6:00pm-7:30pm	Dr. Tsubasa KOHYAMA	Data science in the atmosphere
July 29 Fri	No Class		
Aug 1 Mon	6:00pm-7:30pm	Dr. Takanori KONO	Exploring the microscopic world by particle/wave scattering
Aug 2 Tue	6:00pm-7:30pm		
Aug 3-5	No Class		
Aug 6	Closing Ceremony		

※Six asynchronous classes (on-demand videos) are going to be offered.

※Special Lectures on Japanese Studies will be held from July 11 to 15.



### 3. Class Contents:

#### **Topic: How to make your brain smarter**

Dr. Hiromu MONAI

Astrocytes are a kind of brain cell. We thought they were supporting cells for neurons for a long time, such as maintenance of the extracellular environment and energy supply to neurons. But now we know they are doing more than that. Our lab has developed a system to observe neuronal and astrocytic activities using calcium fluorescence imaging in living mice. When we electrically stimulate the brain with a weak direct current, calcium levels in astrocytes go up, making the transmission between neurons more efficient and enhancing the mice's sensory functions. But detectable neuronal activities didn't show any apparent changes during stimulations. Also, animals with more developed intelligence and cognitive functions, like cats or humans, have more astrocytes per neuron. That is why we think astrocytes are essential for brain functions.

#### **Topic: Molecular robotics: programming matter at the nano- and micro-scale**

Dr. Nathanael AUBERT-KATO

Molecular robotics is an emerging research field that focuses on designing specific interactions at the molecular level. By mixing carefully created molecules, we can perform computation, actuation (movement) and structural assembly at the nano- and micro-scale. The synchronized lecture will give a brief overview of the field and of the methods used for designing those systems, while the on-demand part will cover the use of a specific tool for designing molecular networks.

#### **Topic: Data science in the atmosphere**

Dr. Tsubasa KOHYAMA

Weather and climate serve as suitable examples of data science in our daily lives. Because we have to deal with tremendous amount of data in atmospheric sciences, state-of-the-art information technology may lead us to deeper understandings of nature. In this lecture, the speaker will show some examples of how we could understand nature of the atmosphere from the viewpoint of physical science, and some possible ways to apply computer science to our problems.

#### **Topic: Exploring the microscopic world by particle/wave scattering**

Dr. Takanori KONO

The idea that all matters are composed of atoms and atoms yet by even smaller elementary particles is appealing. Experimentally, however, it is not trivial to explore the atomic or sub-atomic structures. Since the observation at the atomic scale is not possible directly by human eyes, we need to rely on the theoretical modelling of the phenomena and analysis techniques to extract useful information. In these lectures, I will explain about the fundamental building blocks of nature and experimental techniques used for studying them.

#### 4. Evaluation

The final grade for the course will be determined by the evaluation of Reaction papers. Each participant must submit one paper per lecture, i.e., four papers in total.

## Project Work Course

	Course title	[Code]	(Credits)
Undergraduate students:	Summer Program in English VI	[22N3055]	(2)
Graduate students:	Global Research Projects in Humanities and Sciences II	[22S1045]	(2)

### 1. Description

#### **Critical Issues in Contemporary Japan: Grasping Japan from Diverse Aspects**

Lecturer: Derek MATSUDA

Students will gain the analytical insights and information necessary to assess the challenges that confront the Japanese people, policymakers, and private and public-sector institutions in Japan today. Featuring a comprehensive analysis of key debates and issues confronting Japan, issues covered include:

1. Rapidly Aging Society
2. Gender Equality
3. Immigration and ethnic minorities
4. Renewable Energy Policy
5. Food Loss

Students are going to work in groups to create a presentation that is related with the topics appointed above. This class is based on a Project Work method that requires the students to collaborate in groups and present their project the last day of the class.

### 2. Teaching time and date (Synchronous)

Date	Time (JST, UTC+9)	Contents	
20 June Mon	9:00am-10:00am 6:00pm- 7:00pm	Orientation	Mandatory for all students
20-24 June Mon-Thu	Time is up to the participants	Pair-Work	Students are expected to introduce themselves and their universities to their pairs. The instructor is going to hand a worksheet to be completed and submitted by June 25th.
June 25 Sat	9:00am-10:00am 6:00pm- 7:00pm	Seminar 1	What is important to work in a Group
June 27 Mon	6:30-pm-8:00pm,	Lecture 1	Introduction for Critical Issues in Contemporary Japan
June 29 Wed	6:30-pm-8:00pm	Lecture 2	Rapidly Aging Society
July 1 Fri	6:30-pm-8:00pm	Lecture 3	Gender Equality
July 2 Sat	9:00am-10:00am 6:00pm- 7:00pm	Seminar 2	Create a Presentation

July 4 Mon	6:30-pm-8:00pm	Lecture 4	Immigration and ethnic minorities
July 6 Wed	6:30-pm-8:00pm	Lecture 5	Renewable Energy Policy
July 8 Fri	6:30-pm-8:00pm	Lecture 6	Food Loss
July 9 Sat	9:00am-10:00am 6:00pm- 7:00pm	Seminar 3	Be prepared for the Q&A
July 11 Mon	6:30-pm-8:00pm	Lecture 7	Special Guest (TBD)
July 13 Wed	6:30-pm-8:00pm	Lecture 8	Special Guest (TBD)
July 15 Fri	6:30-pm-8:00pm	Lecture 9	Special Guest (TBD)
July 16 Sat	9:00am-12:00pm 6:00pm-9:00pm	Final Presentation and Q&As	Final presentation in groups. All the members need to participate and make their presentation in less than 10 minutes. There are five minutes for Q&As. This session is going to be open to partner universities in other countries that Professors and academic staff are going to participate, too. Presenters need to be prepared to answer to their questions and make comments in the Q&A's time.

\*Lectures are going to be recorded for students who are going to attend from time zones where is difficult to attend because of the time differences. Seminars are going to hold twice in a day to all the members be able to attend on that time. Japanese students need to attend the same time that your buddy is attending the seminars.

### 3. Seminar and lecture contents

#### **[Seminar1] What is important to work in a Group**

Work in an intercultural group may be difficult for some of the participants. The instructor is going to offer some hints to work in groups and to succeed on their project. During the first seminar the groups are going to be announced and in groups the students need to discuss the topic that they would like to work on for the final presentation. The topic needs to be linked to the five topics that we are going to learn in this class.

#### **[Seminar2] Create a Presentation**

As an assignment, the groups are going to give a very brief introductory presentation regarding their topic. The instructor and the class are going to give their constructive comments to improve the presentation of each group.

#### **[Seminar 3] Be prepared for the Q&A**

The presentation in groups should be almost ready by this date. In this seminar, students are going to practice how to answer questions to their presentations. Potential questions are going to be asked by the instructor and the groups need to be prepared to answer those questions. Other groups are also free to ask questions to the presenters. Presenters do not need to answer the questions during this session but need to be prepared for the final presentation day.

### **【Lecture1】 Introduction for Critical Issues in Contemporary Japan**

Students will learn current issues that Japan is facing as a nation. This is the introduction for the classes that we are going to have and a very brief explanation for how Japan is and why it is important to learn about Japanese issues now.

### **【Lecture2】 Rapidly Aging Society**

Japan is aging fast. Its 'super-aged' society is the oldest in the world: 28.7 % of the population are 65 or older, with women forming the majority. The country is also home to a record 80 000 centenarians. By 2036, people aged 65 and over will represent a third of the population. Students are going to learn regarding the consequences of an aging society and the necessary of trying to rebalance the population age groups. We are going to use statistics and as examples some policies took by the Japanese government. Japanese students are expected to give their opinions regarding these policies and international students should try to critically respond to them.

### **【Lecture3】 Gender Equality**

Japan's low ranking in the Global Gender Gap Index announced by the World Economic Forum on March 31 has highlighted the nation's failure to close the gender gap in the political and economic spheres. Japan placed 120th out of 156 countries in the index, ranking behind other countries in East Asia including South Korea in 102nd place and China in 107th. In this class, we are going to focus on gender in the Japanese society which has been discussed by many experts. We are going to try to elaborate what is the essential problem and what is expected for the young generations.

### **【Lecture 4】 Immigration and ethnic minorities**

Japan has been known as a homogeneous nation for a long time. Believed that there is only one single language, a single culture and a single value. Statistically, this is true since the percentage of non-Japanese citizen is only 2.0% toward the national population. However, this is not a truth of this country if we focus not only in number but in the reality of the society of this country. There are indigenous and different cultures that has been developed in Japan and brought from different countries. Nowadays, Japan is receiving migrants from different countries and from different reasons. The students are going to learn how Japan has been internationalized and how the Japanese people are reacting to this phenomenon.

### **【Lecture 5】 Renewable Energy Policy**

In October 2020, the former Prime Minister of Japan, Yoshihide Suga declared that by 2050 Japan will aim to reduce greenhouse gas emissions to net-zero and to realize a carbon-neutral, decarbonized society.



This declaration is a defining moment for Japan's future energy and climate policies, and the government is developing additional policies and measures to achieve this target. Students will learn the recent policies toward renewable energy and what are the obstacles that prevent to realize an energetic sustainable society.

### **[Lecture 6] Food Loss**

Japan is estimated to have an annual food loss of six million tons or more. With many people around the world suffering from nutritional deficiencies, reducing food loss is an issue that Japan, which depends on imports from overseas for many of its foods, needs to address in earnest. According to a consumers' attitude survey conducted by the Consumer Affairs Agency in 2018, public recognition of the food loss issue is 74.5%. In response to the question, "In which dietary setting are you particularly conscious of food waste?," 55.7% of respondents noted a setting in which they discard food that is past its expiration date without eating it, 48.7% noted a setting in which they see others' leftovers at restaurants, 37.5% noted a setting in which they see their own or their families' leftovers, and 21.5% noted a setting in which they throw away waste (kitchen waste in particular). In this class, students are going to learn how the food loss is hidden in the Japanese society and the relation with people's values and customs.

### **[Lecture 7-9] Special Guest (TBD)**

A special guest will deliver a presentation on related topics learnt in previous classes. Participants need to be ready to ask questions actively.

#### Assignment

1. Be prepared for each Lecture by reading articles and books that are appointed by the lecturer
2. Submit a reaction paper after each lecture
3. Submit worksheets after each seminar
4. Submit a report after the final presentation
5. Submit your final presentation per group

#### 4. Evaluation

1. Final Report (personal) 20%
2. Reaction Paper 20%
3. Attendance 30%
4. Final Presentation (in groups) 30%