

様式 A-1
(FY2023)

令和5年7月31日

サイエンス・ダイアログ 実施報告書

1. 学校名・実施責任者氏名: 愛知県立西尾高等学校 鈴木 雅文
2. 講師氏名: Dr. Aymen CHAABANE (Mr.)
3. 講義補助者氏名: _____
4. 実施日時: 令和5年 7 月 21日 (金) 14 :00 ~ 16 : 00
5. 参加生徒: 3年生 24人、 2年生 2人、 (合計 26人)
備考: 3年文系生徒22名、3年理系生徒2名、2年文系生徒2名
6. 講義題目: ポリ儀礼と神楽の演劇人類学的研究
7. 講義概要: 人類学概要、ポリ儀礼と日本の神楽の類似点、ワークショップ、生徒に向けてのメッセージ
8. 講義形式:
対面 ・ オンライン (どちらか選択ください。)
 - 1) 講義時間 90 分 質疑応答時間 30 分
 - 2) 講義方法 (例: プロジェクター使用による講義、実験・実習の有無など)
プロジェクター使用による講義、マスク作成のワークショップ
 - 3) 事前学習
有 ・ 無 (どちらかに○をしてください。)
使用教材 講師から提示された単語リスト
9. その他特筆すべき事項:
大変熱心に講義をしてくださいました。

Form B-2
(FY2023)
Must be typed

Date (日付) 21/07/2023
 (Date/Month/Year : 日/月/
 年)

Activity Report -Science Dialogue Program-
(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名) : CHAABANE Aymen (ID No. P21734)

- Name and title of the accompanying person (講義補助者の職・氏名)

- Participating school (学校名) : **Aichi Prefectural Nishio Senior High School**

- Date (実施日時) : 21/07/2023 (Date/Month/Year:日/月/年)

- Lecture title (講義題目) :

TOWARDS A THEATER ANTHROPOLOGY
BETWEEN *BORI* AND *KAGURA* : ETHNOGRAPHIC DISCOURSE AND
SHARED SCENES

- Lecture format (講義形式) :

◆Onsite ・ Online (Please choose one.) (対面・オンライン) ((どちらか選択ください。))

◆Lecture time (講義時間) 105 min (分), Q&A time (質疑応答時間) 20 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講義方法 (例: プロジェクター使用による講義、実験・実習の有無など))

Used projector, personal computer, microphone, masks and painting tools,

- Lecture summary (講義概要) : Please summarize your lecture within 200-500 words.

During this lecture, I wish to conduct with the Japanese student of Aichi Prefectural Nishio Senior High School a multidisciplinary approach around *bori* and *kagura* and their possible "shared scenes", with the aim of restoring the traditions of *bori* that are manifested in *stambali* (in Tunisia) through the "theatricalization" of ritual practices. It is also a question of carrying out a theoretical and practical comparative ethnographic study in which the orientation of the rites towards the theater would be privileged. In other words, the study of the social relationships specific to each human group. Also, to study the characters of the ancient Japanese society and mainly the authentic artistic forms drawn from the mythological and poetic heritage through

kagura and its various ritual representations and performative manifestations. From the point of view of musicological production and performing arts, the objective of this reflection and research approach is based on:

- Theoretical and practical comparison between *bori* and *kagura* concerning music(s), different ritual stages, trances, masks, dances, mythical spirits, etc.

- Understand the social relationships that essentially characterize the common features of animistic and syncretic knowledge from an immersion investigation in the ethnomusicological field.

- To present and introduce the *bori* cult and its different manifestations (*stambali* Tunisia, *gnawa* Morocco, *diwen* Algeria) to the Japanese audience.

◆Other noteworthy information (その他特筆すべき事項) :

This lecture is addressed to the student community who wish to enrich and acquire diverse knowledge. Participation is active and interactive with the aim of experimenting with new music world. From a methodological point of view, this will stimulate research work that deals with the formalization and modeling of what could be called "shared scenes", i.e., the same religious approaches and ritual processes that characterize the cult practices of a spiritual background. From a thematic point of view, this would increase the chance to develop artistic representations of ancient traditions and to establish a new vision with the invisible and the spiritual of distant nations.

In this perspective, the proposed lecture would address, through the difference between the musical and representational practices between *bori* and *kagura*, an anthropological, and more specifically ethnological, discourse and create an opportunity to stage both practices.

- Impressions and comments from the accompanying person (講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。) :

