

(For JSPS Fellow)

Form B-2
(FY2018)

Date (日付) 29/11/2018

(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): Joshua Batts (ID No. P17740)
- Participating school (学校名): 筑波大学附属駒場中・高等学校
- Date (実施日時): 24/11/2018 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): Unexpected Connections: Japan & Spain, 1600-1625
- Name and title of your accompanying person (講義補助者 職・氏名)
松方冬子、(東京大学史料編纂所、准教授)
- Lecture format (講演形式): Presentation in classroom, followed by Q&A
 - ◆Lecture time (講演時間) 75 min (分), Q&A time (質疑応答時間) 20 min (分)
 - ◆Lecture style (ex.: used projector, conducted experiments)
(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))
I used presentation software and a projector to give the lecture. I also provided a two-page handout and glossary in advance.

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

The lecture introduced me and my research to the students. Using the theme of "connections," I divided the lecture into three sections. The first introduced my life as a student, teacher, and researcher. The second gave a brief overview of my research topic. I reviewed the "Age of Exploration" and discussed Tokugawa Japan's unsuccessful efforts to trade with the Americas in the early 1600s. I pointed out that this was the first attempt to regularly trade across the Pacific, and that the Spanish resisted these efforts. I also suggested that contrary to what we often learn (especially in Western countries), Europeans were not always eager to establish new connections and that Japan was not as closed as is still supposed. I asked the students to think about what makes connections between people and societies easy, and what can make them difficult. I used many contemporary examples—food, music, movies, etc.—to make this point more accessible. I also use pictures throughout the presentation. In the final section I returned to my own life by highlighting the connections I've made and placed I've lived as a result of my life as a researcher. The presentation closed with roughly 20 minutes of Q&A, though I also made a point of asking the students questions throughout my presentation as well.

- Overall advice or comments to future participants in the program (今後の講師へのアドバイス):

Pictures and visual aids are very important. A little silence is fine, especially if you are waiting for an answer (or even a question). Students here are often not used to direct discussion, so its okay to wait a little while, or encourage them with prompts and suggestions. If possible circulate some information in advance through the teacher, so that they and the students have a better idea of what to expect and can prepare accordingly. This is especially important if the students' are not confident in their English ability and/or if hands-on lab work or experiments are not practical options. Keep them on their toes and engaged by moving around or providing unexpected examples of what you wish to say.

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

Takahashi-sensei was a very kind and gracious host. Suda-sensei was also a lively participant. It was a pleasure to visit the campus and to meet everyone. I would happily go back if they wished.

- 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。)

Professor Matsukata's thoughts follow below:

とても良い企画だと思いました。中学生は、まだ上手に自分の考え等を話すことができませんが、きっと大きな印象を与えただろうと思います。私も同行して、大変勉強になりました。バツ氏は、大変良く準備をし、中学生にわかりやすく、話をしていました。

あくまで欲をいえば、ということですが、(負担が大きく、実現は非常に難しいだろうとは思いますが、) 1回のミーティングではお互い緊張してしまうので、2回会えるような機会があれば、なお充実するかナ、とは思いますが。例えば、一つの案としては、2回目は、個別にやると大変でしょうから、1回目の参加者に限り、来られる人だけ JSPS の建物に集まって、立食パーティ(というほど立派でなくても、自由に話せる機会を設ける)など、です。中学・高校の先生も、中高生も、JSPS の研究員も、我々大学教員も、たぶん、JSPS の方々も、忙しいので、あまり負担はかけられませんが・・・