

Department	International College of Liberal Arts		
Semester	Fall 2023	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	SOC1/JPNA160		
Course Title	The Anthropology of Japan		
Prerequisites	None		
Course Instructor	ASHMORE Darren	Year Available (Grade Level)	1
Subject Area	Sociology & Psychology	Number of Credits	3
Class Style	Lecture	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course"

Course Description	<p>This Lecture/Discussion course is designed as a survey of important aspects of Human culture and society. Through lecture, discussion, debate, field work and presentation it explores the history and society of Japan. We shall examine significant examples of the history of Anthropology, as well as look at the national/global impact of human social development. Please read notes below before committing to this course.</p> <p>NOTE: Though the course is taught in a hybrid fashion, online students must be aware that much of the content cannot be delivered online. If you are planning to take the course online, please consult with me beforehand to plan properly for you.</p> <p>CURRICULUM POLICY</p> <p>To achieve the diploma policy goals of Yamanashi Gakuin University, the Faculty of the International College of Liberal Arts (Department of International College of Liberal Arts) implements the following curriculum:</p> <p>Curriculum Approach</p> <p>Diploma Policy Goal 1 –To Value Knowledge: To achieve this diploma policy goal, iCLA offers English courses to students providing mastery of idea development and expression in both written and verbal forms. In addition, throughout the curriculum, iCLA offers interactive experiences through writing and presentation assignments.</p> <p>Diploma Policy Goal 3 –To Believe in Collaboration: To achieve this diploma policy goal, iCLA faculty place priority on utilizing active learning pedagogy to emphasize teamwork as an important lifelong skill. Students from different backgrounds are placed into projects, presentations, and case studies together, through which they must overcome self-interests for the benefit of the team.</p> <p>Diploma Policy Goal 4 –To Act from a Sense of Personal and Social Responsibility: To achieve this diploma policy goal, iCLA faculty model behaviors and attitudes that encourage students to take responsibility for their learning and to be active participants, versus passive bystanders, who value initiative above compliance.</p>
Class plan based on course evaluation from previous academic year	<p>Potentially dividing the course into two blocks to reduce stress on each class. Divide field trips up among the class, so that each student participates in two, manageable outings. Extend work on marginal Japanese cultural groups. Reduce emphasis on theoretical issues in favour of the voices of the people of record.</p> <p>A warning about the use of AI Bots and autotext. owing to the rapidly advancing nature of such bots there is some debate as to how they fit into education. Are they tools for the lazy? Are they a valuable tool for comprehension for students? The jury is out for now. That means, however so are they, in my classes (except when they are not). Points to note: 1: I will be banning the use of computers, tablets and phones in class during any testing or discussion sessions. For obvious reasons. See me for more.</p>
Course related to the instructor's practical experience (Summary of experience)	<p>Darren Jon Ashmore – Cultural Anthropologist – with research interests in Japanese society, performing arts, media, film and animation.</p>

Learning Goals	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • Over the course of the program, student will: • Develop an understanding of some of the more important aspects of the history of the study of Japan. • Be able differentiate between the important branches of the discipline. • Define the main political and social elements of the study of Japanese culture. • To develop and express ideas effectively. • To be able to share ideas and construct meanings together with others <p>Students Should:</p> <ul style="list-style-type: none"> • Possess high communication skills in both Japanese and English. • Possess Critical, Creative, Independent and Global thinking skills. • Possess an inter-cultural understanding and be open-minded towards other cultures.
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iCLA Diploma Policy	DP1/DP3/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Lecture Discussion Fieldwork textual and archival research interview (as approved)
Use of ICT in Class	<p>Presentation software: we will use presentation software to assist lectures, discussions and any student presentations.</p> <p>Student Devices. Whilst phones, tablets and PCs will generally not be allowed in class, as a mark of respect to others, there will be times in which class material will be supplemented in real time. This use will be directed as required.</p> <p>Polling software: Polling software will be used to gather feedback and opinions from students during lectures and discussions.</p> <p>Video conferencing: Video conferencing tools such as Zoom will be used to engage with off site guests</p>
Use of ICT outside Class	<p>As there are no online classes, use of ICT will be limited to any work done by students on a project site, with regard to their own research.</p> <p>A warning about the use of AI Bots and autotext. owing to the rapidly advancing nature of such bots there is some debate as to how they fit into education. Are they tools for the lazy? Are they a valuable tool for comprehension for students? The jury is out for now. That means, however so are they, in my classes (except when they are not).</p> <p>Points to note: 1: I will be banning the use of computers, tablets and phones in class during any testing or discussion sessions. For obvious reasons. See me for more.</p>
Expected study hours outside class	Two to Three hours of reading and project work combined As this is involves project work, though there is essentially no upper limit on work expectations.
Feedback Methods	<p>Feedback will be made available during and after each session. As the assessment for the course is ongoing, regular feedback is essential.</p> <p>Moreover, at any time a student may consult on the course during office hours, or by appointment. Seeking feedback is an expected part of the course progress. I will not enforce it, but I urge you not to waste an opportunity for guidance.</p>

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Block Test One	20%	Anthropology as a Discipline
Mid Term Exam	25%	The Japanese Perspective

Block Test Two	20%	Fieldwork Report
Final Project	55%	Project Presentation

Required Textbook(s)	To be Provided to the class
Other Reading Materials/URL	Further readings will be provided as required at the due time via the learning management system.
Plagiarism Policy	<p>ICLA ACADEMIC DISHONESTY POLICY Acts of Academic Dishonesty: In accord with University policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum. An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term. Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.</p>
Other Additional Notes	<p>NOTES The Final Project may be on any topic of interest to the student. However, it should be a topic to which the themes, theories and principles of Anthropological studies can be appropriately applied. Written projects should be around 2500 words in length. Fieldwork projects, ethnography projects, or other such work must be agreed with the course tutor by the end of week eight.</p> <p>Also, though this is a hybrid course, remote students should be aware that there are unavoidable fieldwork elements. Some accommodation can be made for students away from campus, so please be sure to register that with the tutor. However, this will not be possible in all cases. Please be sure to seek advice from faculty if you feel this will affect you.</p> <p>*** The course will be capped at the discretion of the faculty. This may result in a priority admission system, with weight being given to major students ***</p>

(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Week One: Introduction–Anthropology as a Four Field Science</p> <ul style="list-style-type: none"> - Discussing Anthropology, Ethnography, Archeology and Sociology. The four main fields of the discipline. - Anthropology is the study of humans, past and present. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. - This week we will deal with some of the history, background and social foundations of Anthropology as a discipline.
Class 2	<p>Week One: Introduction–Anthropology as a Four Field Science</p> <ul style="list-style-type: none"> - Discussing Anthropology, Ethnography, Archeology and Sociology. The four main fields of the discipline. - Anthropology is the study of humans, past and present. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. - This week we will deal with some of the history, background and social foundations of Anthropology as a discipline.
Class 3	<p>Week Two: Two: Methods, Fieldwork, and Ethics Anthropology Research, and the rights of those being studied.</p>

Class 4	Week Two: Two: Methods, Fieldwork, and Ethics Anthropology Research, and the rights of those being studied.
Class 5	Week Three: Culture, Ethnography, and Representations Going in the history of Japanese Cultural Studies.
Class 6	Week Three: Culture, Ethnography, and Representations Going in the history of Japanese Cultural Studies.
Class 7	Week Four: Archeology and Field Studies 1 Considering the purpose and place of physical field studies in Anthropology and contextualized materials.
Class 8	Week Four: Archeology and Field Studies 1 Considering the purpose and place of physical field studies in Anthropology and contextualized materials.
Class 9	Week Five: Japanese Archeology 1 The History of Inward reflection in Japan. First Field Work Trip. Observation and Fieldwalking in Kofu.
Class 10	Week Five: Japanese Archeology 1 The History of Inward reflection in Japan.
Class 11	Week Six: Artefact Analysis and understanding We shall be splitting into groups and examining collections of contextualized artefacts to determine what can be discovered from a cold reading.
Class 12	Week Six: Artefact Analysis and understanding We shall be splitting into groups and examining collections of contextualized artefacts to determine what can be discovered from a cold reading.

Class 13	Week Seven: Yanagita Kunio Japan' s first Modern Anthropologist
Class 14	Week Seven: Yanagita Kunio Japan' s first Modern Anthropologist Including Block Assessment 1
Class 15	Week Eight: Japanese Religion and Magic Discussing the place of gods and humanity in the great Void of the world
Class 16	Week Eight: Japanese Religion and Magic Discussing the place of gods and humanity in the great Void of the world Including Second Field Work Trip. Artefact Contextualization in Kofu.
Class 17	Week Nine: Mid Term Examination
Class 18	Week Nine: Mid Term Examination
Class 19	Week Ten: Globalization and Transnationalism Japanese Culture in contact with China
Class 20	Week Ten: Globalization and Transnationalism Japanese Culture in contact with China
Class 21	Week Eleven: Heroes and Mythic stories The Anthropology of the Story

Class 22	Week Eleven: Heroes and Mythic stories The Anthropology of the Story
Class 23	Week Twelve: Holidays and Celebrations The Desire to come together in celebration."
Class 24	Week Twelve: Holidays and Celebrations The Desire to come together in celebration."
Class 25	Week Thirteen: Burials and Memento Mori Human celebrations for the dead.
Class 26	Week Thirteen: Burials and Memento Mori Human celebrations for the dead. Fourth Field Trip. Kofu' s Burial Mounds. Including Block Test 2
Class 27	Week Fourteen: Ethnocentrism and Enculturation Japanese Anthropology as a weapon
Class 28	Week Fourteen: Ethnocentrism and Enculturation Japanese Anthropology as a weapon
Class 29	Week Fifteen: Q/A The course in context
Class 30	Week Fifteen: Q/A The course in context