Department	International College of Liberal Arts		
Semester	Fall 2023	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	SOCI/PART/JPNA330		
Course Title	Folklore and Archeology of Yamanashi		
Prerequisites	SOCI100 Introduction to Anthropology OR SOCI/JPNA160 The Anthropology of Japan		
Course Instructor	ASHMORE Darren	Year Available (Grade Level)	3
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	Cap (registrant capacity): 20 students This is a small group, fieldwork based seminar course into the archeology and folkore of Yamanashi prefecture. Please note the course cap may mean students who initially accepted may be removed in case a place lottery is required (priority will be given to major students) There will be many, almost weekly weekend fieldwork to be done. This is compulsory, so be aware when signing up. CURRICULUM POLICY 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: Curriculum Approach 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. Diploma Policy Goal 2 —To Be Able to Adapt to a Changing World: To achieve this diploma policy goal, the courses in each major offered at iCLA are designed in a progressive manner, from entry to advanced levels. Students advance through courses where they engage in debates, discussions, and dialogues. As they do this, they acquire the insight and skill they need to make connections, think critically and explore possibilities. 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. 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.
Class plan based on course evaluation from previous academic year	Practical Archeology and folklorist investigation of local sites and stories.
Course related to the instructor's practical experience (Summary of experience)	Darren Jon Ashmore - Cultural Anthropologist - with research interests in Japanese society, performing arts, media, film and animation.
Learning Goals	Learning Outcomes ・Over the course of the program, student will: ・To develop and express ideas effectively. ・To become more reflective, curious, and open-minded. ・Apply learned technical skills in a collaborative environment. ・Possess Critical, Creative, Independent and technical skills. ・Student Feedback ・Note that the course is ever in a state of evolution, and feedback is essential for its continued growth.

iCLA Diploma Policy	DP1／DP2／DP3／DP4

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	Primary: On site investigation and analysis. Secondary: textual research and living history Tertiary: Interview (as allowed by University Ethics Board)
Use of ICT in Class	Presentation software: we will use presentation software to assist lectures, discussions and any student presentations. 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. Polling software: Polling software will be used to gather feedback and opinions from students during lectures and discussions. Video conferencing: Video conferencing tools such as Zoom will be used to engage with off site guests
Use of ICT outside Class	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. 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.
Expected study hours outside class	Five to Ten hours of group work — research and editing combined. As this is a project course, there is essentially no upper limit on work expectations.
Feedback Methods	As this is an advanced seminar project course, feedback will be made available during and after each session. As the assessment for the course is ongoing, regular feedback is essential. 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. 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.

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Site Report 1	10%	Project Panning
Mid Term Report	25%	Project Stage 1

Site Report 2	10%	Project Stage 2
Final Project	55%	Project Presentation

Required Textbook(s)	To be Provided by Faculty
Other Reading Materials/URL	Further readings will be provided as required at the due time via the learning management system.
Plagiarism Policy	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.
Other Additional Notes	NOTES Please keep in mind the following. 1: Attendance is compulsory. This is important in any class, but as this involves group work, this is ever more important. Under iCLA rules, after missing 30% of classes a student automatically fails the course. However, in this course, unexcused absences will be treated even more harshly if they are judged to be impacting on group work. *** The course will be STRICTLY capped at the discretion of the faculty (no more than 15-20 students). This may result in a priority admission system, with weight being given to major students ***

(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Block 1 - Orientation course expectations.
Class 2	Block 1 - Orientation course expectations.
Class 3	Block 2 - Project selection, Fieldwork and subject types (Each person will have a degree of choice in the subject of their project, but the scope must be agreed in advance and accord with the course rubric and expectations. I will consult with students individually)
Class 4	Block 2 - Project selection, Fieldwork and subject types (Each person will have a degree of choice in the subject of their project, but the scope must be agreed in advance and accord with the course rubric and expectations. I will consult with students individually)

Class 5	Block 3 – Yamanashi Folklore 1 – Mount Fuji Discussing the most dominating feature of the prefecture and the oldest myths surviving from the depths of time. We shall blend myth and material in visiting the mountain, and walking the fields on which the blood of Gods was spilled.
Class 6	Block 3 – Yamanashi Folklore 1 – Mount Fuji Discussing the most dominating feature of the prefecture and the oldest myths surviving from the depths of time. We shall blend myth and material in visiting the mountain, and walking the fields on which the blood of Gods was spilled.
Class 7	Block 4 – Yamanashi Archeology 1 – The Joumon Examining the first sites of occupation in Yamanashi, with the help of the Yamanashi Archeological Association. We shall also have the opportunity of assisting the Association in various activities and digs.
Class 8	Block 4 – Yamanashi Archeology 1 – The Joumon Examining the first sites of occupation in Yamanashi, with the help of the Yamanashi Archeological Association. We shall also have the opportunity of assisting the Association in various activities and digs.
Class 9	Yamanashi Folklore 2 – The Ground Spider The development of folklore into religious and elite environments. We shall be focusing on this Noh play and the way in which legends are artificially altered to fit different ideals in different ages.
Class 10	Yamanashi Folklore 2 – The Ground Spider The development of folklore into religious and elite environments. We shall be focusing on this Noh play and the way in which legends are artificially altered to fit different ideals in different ages.
Class 11	Block 6 – Archeology and Authenticity Considering the use of archeology to underpin – rightly or wrongly – social, political and even genetic claims.
Class 12	Block 6 – Archeology and Authenticity Considering the use of archeology to underpin – rightly or wrongly – social, political and even genetic claims.
Class 13	Block 7 – Block Assessment 1
Class 14	Block 7 – Block Assessment 1
Class 15	Block 8 – Fieldwork – Joumon
Class 16	Block 8 – Fieldwork – Joumon
Class 17	Block 9 – Guest Speaker One
Class 18	Block 9 – Guest Speaker One
Class 19	Block 10 – Yamanashi Folklore 3 – The Winter of Salt and Fish The Civil War tale of how one Warlord fed his foe, so that he might have one last battle, the proper way (as well as the truth behind the myths – as we shall see on the ground)

Class 20	Block 10 – Yamanashi Folklore 3 – The Winter of Salt and Fish The Civil War tale of how one Warlord fed his foe, so that he might have one last battle, the proper way (as well as the truth behind the myths – as we shall see on the ground)
Class 21	Block 11 – Mid Term Assessment – Field Work
Class 22	Block 11 – Mid Term Assessment – Field Work
Class 23	Block 12 – Fieldwork 2 – Heian Period
Class 24	Block 12 – Fieldwork 2 – Heian Period
Class 25	Block 13 – Yamanashi Archeology 3 – Reading the Ruins of the Castles of Yamanashi
Class 26	Block 13 – Yamanashi Archeology 3 – Reading the Ruins of the Castles of Yamanashi
Class 27	Block 14 – The Wolves and the Winter Night
Class 28	Block 14 – The Wolves and the Winter Night
Class 29	Wrapping up and recapping the course.
Class 30	Project Presentations