

Department	International College of Liberal Arts		
Semester	Fall 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	SOCI/JPNA160		
Course Title	The Anthropology of Japan		
Prerequisites	None		
Course Instructor	ASHMORE Darren	Year Available (Grade Level)	1
Subject Area	Sociology	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) 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>Course Description The purpose of this course is to provide an introduction to the discipline of Anthropology as a whole, as well as some specific moments in Japanese cultural studies. We will study selected aspects of Japanese religion, history, the definition of the self and the various aspects of studying humanity.</p> <p>The focus will be on significant theories and important ethical observations. As you work through this class, always consider the following questions: How does the human encounter itself? How do different cultures interact with each other? What are the dilemmas to be noted in Human Studies?</p> <p>After completing this course, you should be able to better recognize and interpret some of the most important theories in several branches of Anthropology. You will also be prepared for further study of Japan at iCLA and beyond. This is a 3-credit course. You should therefore expect to devote proportionately more time on readings and coursework.</p> <p>Lectures are not a rehash or paraphrase of the readings. For the most part, they will present case studies, recontextualizing of data and a challenge for you to go beyond the mere perception.</p> <p>Classes will be comprised of lecture and discussion, the latter of which will be carried out in groups which are also associated with your class presentation.</p> <p>PLEASE NOTE: There is a great deal of fieldwork associated with this course (exact amount to be determined, but you should assume every weekend there will be something to do). It is only compulsory for students who are registered as IA/Anthro majors, but it is important to the course as a whole.</p>
Class plan based on course evaluation from previous academic year	Better structuring fo fieldwork has been arranged.
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	<p>Learning Outcomes • 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> <p>Students Should: • 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.</p>

iCLA Diploma Policy	DP1/DP2/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	Problem-Based Learning/Discussion, Debate/Group Work/Presentation				
More details/supplemental information on Active Learning Methods	<p>(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</p> <p>It is unusual to address all diploma policies, but this is the nature of human studies. The value of knowledge for its own sake is a laudable goal, but greater yet is the understanding of our commonalities as a species. This reflects our need to adapt as individuals and societies and the collaborative ideal which is our only saving grace as humans In the end, students will have a better understanding of how, though we may not be responsible for the history into which we are born we are responsible for how we respond to its impact on the human realm in which we live.</p>				
Use of ICT	Class polling will be with the Unipa Clicker and through online surveys				
Contents of class preparation and review	Preparation expectations will vary, week to week, depending on assigned readings and/or project work. It is expected that all materials which are assigned should be diligently worked on prior to the class, for both testing and discussion. In terms of review, each item of prep will also have reflection work associated with it, both in class and beyond. The reflection work is to consolidate each lesson and will be discussed with the class Each session, questions based on the assigned readings will be given at the end of the lecture. These questions will be used to guide your discussion. You will be given a daily grade ranging from 1-5 for day in class. This will be based on the following scale: 5 - Thoughtful, engaged & prepared; facilitating/encouraging classmates' participation. 4 - Adequate preparation and good participation 2 to 3 - Inadequate preparation and/or inadequate participation 1 - The spirit has flown 0 - Absent, or present but disruptive.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	Feedback will be made available during and after each grading 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 on performance and giving feedback on the course is a valuable part of the course progress. The instrument of feedback itself will depend on class size, and we shall discuss this in class one				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Biweekly tests (weeks 5-13 each @4%)	20%	Anthropology as a Discipline
Mid Term Exam	20%	History and ethical issues
Presentation	20%	Themes
Final Paper	30%	Concordance of class
Studentship and contributions	10%	Class works

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</p> <p>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 (Outline crucial policies and info not mentioned above)	<p>Class Policies in Addition to iCLA Policies</p> <p>1. Group Workload: Any student unfairly burdening their fellows will be actioned appropriately.</p> <p>2. Use of devices in class: Phones are banned. Laptops, tablets and other devices may only be used during class tests, or assigned tasks.</p> <p>3. Test Proctoring: If proctors detect any suspect activity during tests, the student will be withdrawn from the test and actioned by Admin.</p> <p>4: Attendance is a given, naturally. as a consequence absences will be considered demerits. If you accrue 5-7 absences, you will lose -1 letter grade from your final score at the end of the semester; 8-9 absences -2 letter grades; 10 absences -3 letter grades; 11 or more and you fail automatically in line with iCLA attendance policy.</p> <p>5: Being more than 10 minutes late to class will be considered absent.</p> <p>Exceptions to participation rule are documented evidence of illness from a clinic or hospital; these must be presented within one week of the missed class. Documented official family emergencies, requiring leaving campus; notify before or just after missed class session.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Anthropology of Japan: History and Contemporary Issues</p> <p>Weeks 1-4: History of Anthropology in the World</p> <p>Week 1: Introduction to Anthropology</p> <p>Overview of anthropology as a discipline.</p> <p>Key anthropological schools and their methods (e.g., cultural, biological, linguistic).</p> <p>The emergence of anthropology as a science.</p> <p>In this week, we will introduce anthropology as an academic discipline, exploring its definition and various branches—cultural, biological, linguistic, and archaeological anthropology. You will learn about the key methods used in anthropological research, including participant observation and ethnography. We'll also discuss the emergence of anthropology as a formal science, tracing its historical roots and how it has developed over time.</p>
Class 2	<p>Week 1: Introduction to Anthropology</p> <p>Overview of anthropology as a discipline.</p> <p>Key anthropological schools and their methods (e.g., cultural, biological, linguistic).</p> <p>The emergence of anthropology as a science.</p> <p>In this week, we will introduce anthropology as an academic discipline, exploring its definition and various branches—cultural, biological, linguistic, and archaeological anthropology. You will learn about the key methods used in anthropological research, including participant observation and ethnography. We'll also discuss the emergence of anthropology as a formal science, tracing its historical roots and how it has developed over time.</p>
Class 3	<p>Week 2: Early Anthropology: Foundations and Founders</p> <p>Classical figures in anthropology (e.g., Franz Boas, Bronislaw Malinowski).</p> <p>Evolutionary theory in anthropology (e.g., Lewis Henry Morgan, Edward Burnett Tylor).</p> <p>Theories of culture and society.</p> <p>This week focuses on the early foundations of anthropology. We will examine the contributions of pioneering figures like Franz Boas and Bronislaw Malinowski, who helped establish anthropology as a rigorous academic field. Theories such as cultural evolutionism and functionalism will be discussed, along with early methods used in ethnographic research. This will provide a historical perspective on how the study of culture and society began to take shape.</p>

Class 4	<p>Week 2: Early Anthropology: Foundations and Founders</p> <p>Classical figures in anthropology (e.g., Franz Boas, Bronislaw Malinowski). Evolutionary theory in anthropology (e.g., Lewis Henry Morgan, Edward Burnett Tylor). Theories of culture and society.</p> <p>This week focuses on the early foundations of anthropology. We will examine the contributions of pioneering figures like Franz Boas and Bronislaw Malinowski, who helped establish anthropology as a rigorous academic field. Theories such as cultural evolutionism and functionalism will be discussed, along with early methods used in ethnographic research. This will provide a historical perspective on how the study of culture and society began to take shape.</p>
Class 5	<p>Week 3: Anthropology in the 19th Century</p> <p>Colonial influences on the development of anthropology. The concept of "primitive" societies and the rise of ethnocentrism. Development of ethnography as a research method.</p> <p>We'll dive into the 19th century, a crucial time for the development of anthropology, particularly in terms of its colonial context. This week will explore how anthropologists viewed "primitive" societies and how these perspectives were shaped by Western colonialism. We will also discuss the development of ethnographic fieldwork during this period, with a focus on the evolving view of human diversity and the establishment of anthropology as a global field.</p>
Class 6	<p>Week 3: Anthropology in the 19th Century</p> <p>Colonial influences on the development of anthropology. The concept of "primitive" societies and the rise of ethnocentrism. Development of ethnography as a research method.</p> <p>We'll dive into the 19th century, a crucial time for the development of anthropology, particularly in terms of its colonial context. This week will explore how anthropologists viewed "primitive" societies and how these perspectives were shaped by Western colonialism. We will also discuss the development of ethnographic fieldwork during this period, with a focus on the evolving view of human diversity and the establishment of anthropology as a global field.</p>
Class 7	<p>Week 4: 20th Century Anthropology</p> <p>The birth of modern anthropology (e.g., structuralism, symbolic anthropology). Key figures (e.g., Claude Lévi-Strauss, Clifford Geertz). Globalization and anthropology in the modern era.</p> <p>In Week 4, we'll explore the major shifts in anthropology during the 20th century, including the rise of new theoretical approaches such as structuralism and symbolic anthropology. Key figures like Claude Lévi-Strauss and Clifford Geertz revolutionized the way anthropologists understood culture. We'll also discuss how anthropology adapted to the challenges posed by globalization and how the discipline has continued to evolve in the modern era.</p>
Class 8	<p>Week 4: 20th Century Anthropology</p> <p>The birth of modern anthropology (e.g., structuralism, symbolic anthropology). Key figures (e.g., Claude Lévi-Strauss, Clifford Geertz). Globalization and anthropology in the modern era.</p> <p>In Week 4, we'll explore the major shifts in anthropology during the 20th century, including the rise of new theoretical approaches such as structuralism and symbolic anthropology. Key figures like Claude Lévi-Strauss and Clifford Geertz revolutionized the way anthropologists understood culture. We'll also discuss how anthropology adapted to the challenges posed by globalization and how the discipline has continued to evolve in the modern era.</p>
Class 9	<p>Week 5: Types of Modern Anthropology</p> <p>Week 5: Exploring Contemporary Fields in Anthropology</p> <p>Cultural Anthropology: Understanding culture, social systems, and behavior. Archaeology: The study of material culture and past societies. Linguistic Anthropology: Language as a tool for cultural understanding. Biological Anthropology: Human evolution and physical diversity. Applied Anthropology: Addressing real-world issues through anthropological research.</p> <p>This week, we will explore the diverse fields within contemporary anthropology. You will gain an understanding of cultural anthropology, archaeological methods, linguistic studies, biological anthropology, and applied anthropology. We'll discuss the focus of each subfield, providing you with a comprehensive overview of the various approaches anthropologists take to understand human behavior, societies, and cultures.</p>
Class 10	<p>Week 5: Types of Modern Anthropology</p> <p>Week 5: Exploring Contemporary Fields in Anthropology</p> <p>Cultural Anthropology: Understanding culture, social systems, and behavior. Archaeology: The study of material culture and past societies. Linguistic Anthropology: Language as a tool for cultural understanding. Biological Anthropology: Human evolution and physical diversity. Applied Anthropology: Addressing real-world issues through anthropological research.</p> <p>This week, we will explore the diverse fields within contemporary anthropology. You will gain an understanding of cultural anthropology, archaeological methods, linguistic studies, biological anthropology, and applied anthropology. We'll discuss the focus of each subfield, providing you with a comprehensive overview of the various approaches anthropologists take to understand human behavior, societies, and cultures.</p>
Class 11	<p>Weeks 6-8: Key Figures in Japanese Anthropology</p> <p>Week 6: Hirata Atsutane and Japanese Proto-Anthropology</p> <p>Explore Hirata's work and contributions to early Japanese anthropology. Discussion of his methods and early concepts of Japan's cultural and social systems. Hirata Atsutane is considered one of the earliest figures in Japanese proto-anthropology. In this week, we'll explore his contributions to the understanding of Japan's cultural identity and how his work laid the groundwork for later anthropological developments in Japan. We'll analyze his methods and approach to the study of Japanese society and culture.</p>
Class 12	<p>Weeks 6-8: Key Figures in Japanese Anthropology</p> <p>Week 6: Hirata Atsutane and Japanese Proto-Anthropology</p> <p>Explore Hirata's work and contributions to early Japanese anthropology. Discussion of his methods and early concepts of Japan's cultural and social systems. Hirata Atsutane is considered one of the earliest figures in Japanese proto-anthropology. In this week, we'll explore his contributions to the understanding of Japan's cultural identity and how his work laid the groundwork for later anthropological developments in Japan. We'll analyze his methods and approach to the study of Japanese society and culture.</p>

Class 13	<p>Week 7: Ernest Satow and the View from Outside</p> <p>The role of foreign scholars in shaping Japanese anthropology. Ernest Satow's contributions to Japanese studies and his influence on anthropology. Analyzing the "view from outside" perspective. In this week, we'll examine the role of foreign scholars in shaping Japanese anthropology, focusing on Ernest Satow. Satow's work as a British diplomat and scholar in Japan gave him a unique outsider's perspective on Japanese society. We'll discuss how his observations influenced Western understanding of Japan and the development of Japanese anthropology from an external point of view.</p>
Class 14	<p>Week 7: Ernest Satow and the View from Outside</p> <p>The role of foreign scholars in shaping Japanese anthropology. Ernest Satow's contributions to Japanese studies and his influence on anthropology. Analyzing the "view from outside" perspective. In this week, we'll examine the role of foreign scholars in shaping Japanese anthropology, focusing on Ernest Satow. Satow's work as a British diplomat and scholar in Japan gave him a unique outsider's perspective on Japanese society. We'll discuss how his observations influenced Western understanding of Japan and the development of Japanese anthropology from an external point of view.</p>
Class 15	<p>Week 8: Yanagita Kunio and The Folk Voice</p> <p>The emergence of Yanagita Kunio as a pioneering figure in Japanese folklore and anthropology. The concept of "minzoku" (folk) studies and its impact on Japanese anthropology. Yanagita's work on rural Japan, folklore, and its cultural significance. Yanagita Kunio is a foundational figure in Japanese anthropology, especially for his work in the field of folklore studies. This week, we will explore his contributions to the study of rural Japan, folk culture, and the concept of "minzoku" (the folk). We'll discuss how his work shifted the focus of Japanese anthropology to the voices of everyday people and the importance of preserving cultural traditions through folklore.</p>
Class 16	<p>Week 8: Yanagita Kunio and The Folk Voice</p> <p>The emergence of Yanagita Kunio as a pioneering figure in Japanese folklore and anthropology. The concept of "minzoku" (folk) studies and its impact on Japanese anthropology. Yanagita's work on rural Japan, folklore, and its cultural significance. Yanagita Kunio is a foundational figure in Japanese anthropology, especially for his work in the field of folklore studies. This week, we will explore his contributions to the study of rural Japan, folk culture, and the concept of "minzoku" (the folk). We'll discuss how his work shifted the focus of Japanese anthropology to the voices of everyday people and the importance of preserving cultural traditions through folklore.</p>
Class 17	<p>Week 9: Midterm Test Week 9: Midterm Assessment</p> <p>A review of the material covered in the first 8 weeks. The exam will assess knowledge of anthropological history, key figures in Japanese anthropology, and foundational concepts.</p>
Class 18	<p>Week 9: Midterm Test Week 9: Midterm Assessment</p> <p>A review of the material covered in the first 8 weeks. The exam will assess knowledge of anthropological history, key figures in Japanese anthropology, and foundational concepts.</p>
Class 19	<p>Weeks 10-14: Specialized Topics in Japanese Anthropology Week 10: Archaeology in Japan</p> <p>The history of Japanese archaeology and major discoveries. The Jomon and Yayoi periods. Key archaeological sites and their significance to understanding Japan's past. This week will focus on the field of Japanese archaeology. We'll discuss the major periods in Japan's prehistory, such as the Jomon and Yayoi periods, and explore key archaeological discoveries and their implications for understanding Japan's ancient cultures. You'll also learn about the methods used by Japanese archaeologists to uncover the country's deep past.</p>
Class 20	<p>Weeks 10-14: Specialized Topics in Japanese Anthropology Week 10: Archaeology in Japan</p> <p>The history of Japanese archaeology and major discoveries. The Jomon and Yayoi periods. Key archaeological sites and their significance to understanding Japan's past. This week will focus on the field of Japanese archaeology. We'll discuss the major periods in Japan's prehistory, such as the Jomon and Yayoi periods, and explore key archaeological discoveries and their implications for understanding Japan's ancient cultures. You'll also learn about the methods used by Japanese archaeologists to uncover the country's deep past.</p>
Class 21	<p>Week 11: Pop Culture and Anthropology in Japan</p> <p>The role of pop culture in Japanese society (e.g., manga, anime, and fashion). How modern cultural forms reflect traditional values. The intersection of pop culture and anthropology in contemporary Japan. In this week, we will explore the intersection of pop culture and anthropology in Japan. We'll discuss how contemporary cultural forms like anime, manga, and fashion reflect Japan's traditional values and societal norms. We'll also examine how anthropologists study and interpret pop culture as a living expression of culture in the modern world.</p>
Class 22	<p>Week 11: Pop Culture and Anthropology in Japan</p> <p>The role of pop culture in Japanese society (e.g., manga, anime, and fashion). How modern cultural forms reflect traditional values. The intersection of pop culture and anthropology in contemporary Japan. In this week, we will explore the intersection of pop culture and anthropology in Japan. We'll discuss how contemporary cultural forms like anime, manga, and fashion reflect Japan's traditional values and societal norms. We'll also examine how anthropologists study and interpret pop culture as a living expression of culture in the modern world.</p>

Class 23	<p>Week 12: Native Japanese Issues</p> <p>The Ainu people and the indigenous struggles in Japan. Issues of language, cultural preservation, and government policies. Understanding identity and representation of the Ainu. This week will focus on the challenges faced by Japan's indigenous peoples, especially the Ainu. We'll explore the historical struggles of the Ainu for cultural recognition and preservation, and examine contemporary issues related to their rights, language revitalization, and cultural survival in the face of modern Japanese society's pressures.</p>
Class 24	<p>Week 12: Native Japanese Issues</p> <p>The Ainu people and the indigenous struggles in Japan. Issues of language, cultural preservation, and government policies. Understanding identity and representation of the Ainu. This week will focus on the challenges faced by Japan's indigenous peoples, especially the Ainu. We'll explore the historical struggles of the Ainu for cultural recognition and preservation, and examine contemporary issues related to their rights, language revitalization, and cultural survival in the face of modern Japanese society's pressures.</p>
Class 25	<p>Week 13: Religious Archaeology in Japan</p> <p>The role of religion in shaping Japanese history and culture. The development of Shinto, Buddhism, and other religious practices. Archaeological evidence of religious practices and their impact on social structures. In this week, we will discuss the role of religion in shaping Japan's cultural and social history. We'll cover the development of Shinto, Buddhism, and other religious practices in Japan, as well as the archaeological evidence that sheds light on these practices. We'll explore how religion and its associated rituals have influenced social structures and everyday life in Japan.</p>
Class 26	<p>Week 13: Religious Archaeology in Japan</p> <p>The role of religion in shaping Japanese history and culture. The development of Shinto, Buddhism, and other religious practices. Archaeological evidence of religious practices and their impact on social structures. In this week, we will discuss the role of religion in shaping Japan's cultural and social history. We'll cover the development of Shinto, Buddhism, and other religious practices in Japan, as well as the archaeological evidence that sheds light on these practices. We'll explore how religion and its associated rituals have influenced social structures and everyday life in Japan.</p>
Class 27	<p>Week 14: Eta, Burakumin, and Other Outsiders</p> <p>Historical perspectives on the Eta and Burakumin social classes. The legacy of discrimination and social marginalization in Japan. Contemporary issues and movements related to social justice for marginalized groups. This week focuses on the marginalized groups in Japan, specifically the Eta and Burakumin. We'll explore the historical discrimination faced by these groups and the impact of social stratification in Japan. Contemporary movements for equality and social justice, as well as the challenges of addressing historical stigma, will also be discussed.</p>
Class 28	<p>Week 14: Eta, Burakumin, and Other Outsiders</p> <p>Historical perspectives on the Eta and Burakumin social classes. The legacy of discrimination and social marginalization in Japan. Contemporary issues and movements related to social justice for marginalized groups. This week focuses on the marginalized groups in Japan, specifically the Eta and Burakumin. We'll explore the historical discrimination faced by these groups and the impact of social stratification in Japan. Contemporary movements for equality and social justice, as well as the challenges of addressing historical stigma, will also be discussed.</p>
Class 29	<p>Student Presentations: Anthropology in Japan</p> <p>Overview: This week, students will present their research on a specific topic within the field of Anthropology in Japan. Each presentation should demonstrate a deep understanding of the chosen subject, its cultural context, and its anthropological significance. Students will be assessed on both the content of their research and their ability to effectively communicate their findings.</p> <p>Guidelines for a Strong Presentation:</p> <p>Clear Structure:</p> <p>Introduction: Briefly introduce the topic, providing background and context. Main Body: Discuss key findings, cultural insights, and anthropological analysis. Conclusion: Summarize key points and suggest implications or further areas of study. Engagement with the Topic:</p> <p>Show how your research relates to broader themes in Anthropology and Japanese culture. Demonstrate critical thinking and analysis, avoiding surface-level descriptions. Use of Visual Aids:</p> <p>Incorporate relevant images, charts, or maps to enhance understanding. Use visual aids effectively to illustrate key points without overwhelming the audience. Connection to Anthropology:</p> <p>Explain the anthropological significance of your research topic. Show how your research contributes to a better understanding of Japanese culture or society. Clear Communication:</p> <p>Ensure your presentation is well-paced, clear, and concise. Engage with the audience, invite questions, and be prepared to discuss your research further. Research Quality:</p> <p>Present information based on well-researched and reliable sources. Include appropriate references, and ensure all information is accurate. Objective: Students should aim to provide a compelling, insightful, and informative presentation that showcases both their research findings and their ability to communicate complex ideas effectively.</p>

Class 30	<p>Student Presentations: Anthropology in Japan</p> <p>Overview: This week, students will present their research on a specific topic within the field of Anthropology in Japan. Each presentation should demonstrate a deep understanding of the chosen subject, its cultural context, and its anthropological significance. Students will be assessed on both the content of their research and their ability to effectively communicate their findings.</p> <p>Guidelines for a Strong Presentation:</p> <p>Clear Structure:</p> <p>Introduction: Briefly introduce the topic, providing background and context.</p> <p>Main Body: Discuss key findings, cultural insights, and anthropological analysis.</p> <p>Conclusion: Summarize key points and suggest implications or further areas of study.</p> <p>Engagement with the Topic:</p> <p>Show how your research relates to broader themes in Anthropology and Japanese culture.</p> <p>Demonstrate critical thinking and analysis, avoiding surface-level descriptions.</p> <p>Use of Visual Aids:</p> <p>Incorporate relevant images, charts, or maps to enhance understanding.</p> <p>Use visual aids effectively to illustrate key points without overwhelming the audience.</p> <p>Connection to Anthropology:</p> <p>Explain the anthropological significance of your research topic.</p> <p>Show how your research contributes to a better understanding of Japanese culture or society.</p> <p>Clear Communication:</p> <p>Ensure your presentation is well-paced, clear, and concise.</p> <p>Engage with the audience, invite questions, and be prepared to discuss your research further.</p> <p>Research Quality:</p> <p>Present information based on well-researched and reliable sources.</p> <p>Include appropriate references, and ensure all information is accurate.</p> <p>Objective: Students should aim to provide a compelling, insightful, and informative presentation that showcases both their research findings and their ability to communicate complex ideas effectively.</p>
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