

Department	International College of Liberal Arts		
Semester	Fall 2024	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><b>Course Description</b></p> <p>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>
Class plan based on course evaluation from previous academic year	The size of the class necessitates a return to lecture.

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

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</p> <p>(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</p> <p>(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams</p> <p>(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</p> <p>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	<p>Preparation expectations will vary, week to week, depending on assigned readings and/or project work.</p> <p>It is expected that all materials which are assigned should be diligently worked on prior to the class, for both testing and discussion.</p> <p>In terms of review, each item of prep will also have reflection work associated with it, both in class and beyond.</p> <p>The reflection work is to consolidate each lesson and will be discussed with the class</p> <p>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:</p> <p>5 - Thoughtful, engaged &amp; prepared; facilitating/encouraging classmates' participation.</p> <p>4 - Adequate preparation and good participation</p> <p>2 to 3 - Inadequate preparation and/or inadequate participation</p> <p>1 - The spirit has flown</p> <p>0 - Absent, or present but disruptive.</p>	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	<p>Feedback will be made available during and after each grading session.</p> <p>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.</p> <p>Seeking feedback on performance and giving feedback on the course is valuable part of the course progress.</p> <p>The instrument of feedback itself will depend on class size, and we shall discuss this in class one</p>				

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	10%	Themes
Final Paper	30%	Concordance of class
Studentship and contributions	20%	Class works

Required Textbook(s)	To be Provided to the class
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Other Reading Materials/URL	Further readings will be provided as required at the due time via the learning management system.
Plagiarism Policy	<p><b>iCLA ACADEMIC DISHONESTY POLICY</b></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><b>Class Policies in Addition to iCLA Policies</b></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>Week 1: Introduction to Anthropology</p> <p>Definition of anthropology and its subfields: cultural anthropology, biological (physical) anthropology, archaeology, and linguistic anthropology</p> <p>Historical development of anthropology</p> <p>Major theoretical perspectives in anthropology</p>
Class 2	<p>Week 1: Introduction to Anthropology</p> <p>Definition of anthropology and its subfields: cultural anthropology, biological (physical) anthropology, archaeology, and linguistic anthropology</p> <p>Historical development of anthropology</p> <p>Major theoretical perspectives in anthropology</p>
Class 3	<p>Week 2: Cultural Anthropology: Understanding Culture</p> <p>Definition of culture and its elements</p> <p>Cultural relativism vs. ethnocentrism</p> <p>Methods in cultural anthropology: participant observation, interviews, and ethnographic research</p>
Class 4	<p>Week 2: Cultural Anthropology: Understanding Culture</p> <p>Definition of culture and its elements</p> <p>Cultural relativism vs. ethnocentrism</p> <p>Methods in cultural anthropology: participant observation, interviews, and ethnographic research</p>

Class 5	<p>Week 3: Cultural Anthropology: Cultural Diversity</p> <p>Cultural universals vs. cultural particulars Cultural variation across societies and regions Case studies of cultural diversity in different societies</p>
Class 6	<p>Week 3: Cultural Anthropology: Cultural Diversity</p> <p>Cultural universals vs. cultural particulars Cultural variation across societies and regions Case studies of cultural diversity in different societies</p>
Class 7	<p>Week 4: Cultural Anthropology: Social Institutions</p> <p>Overview of social institutions: family, kinship, economy, politics, religion, and education Cross-cultural comparison of social institutions Anthropological perspectives on social change</p>
Class 8	<p>Week 4: Cultural Anthropology: Social Institutions</p> <p>Overview of social institutions: family, kinship, economy, politics, religion, and education Cross-cultural comparison of social institutions Anthropological perspectives on social change</p>
Class 9	<p>Week 5: Linguistic Anthropology: Understanding Language</p> <p>Nature of language: structure, grammar, and semantics Language acquisition and development Language diversity and language change</p>
Class 10	<p>Week 5: Linguistic Anthropology: Understanding Language</p> <p>Nature of language: structure, grammar, and semantics Language acquisition and development Language diversity and language change</p>
Class 11	<p>Week 6: Linguistic Anthropology: Sociolinguistics</p> <p>Sociolinguistic variation: dialects, registers, and speech communities Language ideologies and linguistic stereotypes Language and identity</p>
Class 12	<p>Week 6: Linguistic Anthropology: Sociolinguistics</p> <p>Sociolinguistic variation: dialects, registers, and speech communities Language ideologies and linguistic stereotypes Language and identity</p>
Class 13	<p>Week 7: Biological (Physical) Anthropology: Human Evolution</p> <p>Principles of evolution Human evolutionary history: hominins and primates Fossil evidence for human evolution</p>

Class 14	<p>Week 7: Biological (Physical) Anthropology: Human Evolution</p> <p>Principles of evolution Human evolutionary history: hominins and primates Fossil evidence for human evolution</p>
Class 15	<p>Week 8: Biological (Physical) Anthropology: Genetics and Variation</p> <p>Basics of genetics: DNA, genes, and heredity Human genetic variation: race, ethnicity, and population genetics Biological adaptations and human diversity</p>
Class 16	<p>Week 8: Biological (Physical) Anthropology: Genetics and Variation</p> <p>Basics of genetics: DNA, genes, and heredity Human genetic variation: race, ethnicity, and population genetics Biological adaptations and human diversity</p>
Class 17	<p>Week 9: Biological (Physical) Anthropology: Disease</p> <p>Understanding the human story through the story of the Black Death The spread, and its reasons. The response and mythmaking Treatments and outcomes. Social Revolutions. Mapping humanity in infectious echoes.</p>
Class 18	<p>Week 9: Biological (Physical) Anthropology: Disease</p> <p>Understanding the human story through the story of the Black Death The spread, and its reasons. The response and mythmaking Treatments and outcomes. Social Revolutions. Mapping humanity in infectious echoes.</p>
Class 19	<p>Week 10: Applied Anthropology: Indigenous Anthropology</p> <p>The Scourge of the Colonial outlook The Voices of the World Participation in Culture and life. Outcomes and Respect.</p>
Class 20	<p>Week 10: Applied Anthropology: Indigenous Anthropology</p> <p>The Scourge of the Colonial outlook The Voices of the World Participation in Culture and life. Outcomes and Respect.</p>
Class 21	<p>Week 11: Applied Anthropology: Development Anthropology</p> <p>Overview of development anthropology Anthropological perspectives on development projects and policies Ethical considerations in development work</p>
Class 22	<p>Week 11: Applied Anthropology: Development Anthropology</p> <p>Overview of development anthropology Anthropological perspectives on development projects and policies Ethical considerations in development work</p>

Class 23	<p>Week 12: Applied Anthropology: Environmental Anthropology</p> <p>Definition and scope of environmental anthropology Human-environment interactions Sustainable development and conservation anthropology</p>
Class 24	<p>Week 12: Applied Anthropology: Environmental Anthropology</p> <p>Definition and scope of environmental anthropology Human-environment interactions Sustainable development and conservation anthropology</p>
Class 25	<p>Week 13: Anthropological Ethics and Research Methods</p> <p>Ethical considerations in anthropological research Research design and methods in anthropology Conducting ethical fieldwork</p>
Class 26	<p>Week 13: Anthropological Ethics and Research Methods</p> <p>Ethical considerations in anthropological research Research design and methods in anthropology Conducting ethical fieldwork</p>
Class 27	<p>Week 14: Contemporary Issues in Anthropology</p> <p>Anthropology and globalization Anthropology and social justice Anthropology and public engagement</p>
Class 28	<p>Week 14: Contemporary Issues in Anthropology</p> <p>Anthropology and globalization Anthropology and social justice Anthropology and public engagement</p>
Class 29	<p>Week 15: Review and Synthesis</p> <p>Review of key concepts and topics covered throughout the course Synthesis of anthropological perspectives and approaches Discussion of future directions in anthropology</p>
Class 30	<p>Week 15: Review and Synthesis</p> <p>Review of key concepts and topics covered throughout the course Synthesis of anthropological perspectives and approaches Discussion of future directions in anthropology</p>