

Department	International College of Liberal Arts		
Semester	Spring 2026	Year Offered (Odd/Even/Every Year)	Even Years
Course Number	SOC1/JPNA270		
Course Title	Japan: Case Studies in Society & Culture		
Prerequisites	SOC1/JPNA160 The Anthropology of Japan		
Course Instructor	ASHMORE Darren	Year Available (Grade Level)	2
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>This Lecture course is designed as a follow up to The Anthropology of Japan. It is a survey of important aspects of Japanese culture and society, with each year focusing on a specific set of case studies and personal stories, allowing students to further hone the theoretical and practical skills gained in the pathway course. Through lecture, discussion, debate, group work and presentation it explores the history and society of Japan.</p>
Class plan based on course evaluation from previous academic year	<p>A series of case studies, based on a common theme, which will introduce and expand on a variety of areas of Japanese society. Each Block of study will involve lectures, discussions, presentations and debate.</p>
Course related to the instructor's practical experience (Summary of experience)	<p>Darren Jon Ashmore – Cultural Anthropologist – with research interests in Japanese marginal peoples, performing arts, media, film and animation.</p>
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 modern Japanese Society.</li> <li>- Be able differentiate between the important social and cultural aspects of the country.</li> <li>- Define the differences between Japanese and American/European/Asian (etc.) cultures.</li> <li>- Recognize unique and borrowed social forms that are found in Japan.</li> <li>- To develop and express ideas effectively.</li> <li>- To become more reflective, curious, and open-minded.</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> <p>Student Feedback</p> <ul style="list-style-type: none"> <li>- Note that the course is ever in a state of evolution, and feedback is essential for its continued growth.</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/Workshop, Fieldwork				
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	Primarily interactive data, provided both through Unipa (including the clicker system) as well as Google 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)	3 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	<p>After each assessment instrument, both text and face-to-face feedback will be required of students (consultation hours will be made available in class one as they differ from semester to semester).</p> <p>However, at any time a student may consult on the course during office hours, or by appointment.</p> <p>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
Biweekly Tests (weeks 5-13, 5 tests each @5%)	25%	Definitions and terms
Mid Term Exam (Multifactor Test)	20%	Case Study One
Final Paper (Multifactor Test)	35%	Case Study Two
Studentship	20%	

Required Textbook(s)	To be Provided to the class by the tutor.
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 (Outline crucial policies and info not mentioned above)	Class Policies in Addition to iCLA Policies 1. Group Workload: Any student unfairly burdening their fellows will be actioned appropriately. 2. Use of devices in class: Phones are banned. Laptops, tablets and other devices may only be used during class tests, or assigned tasks. 3. Test Proctoring: If proctors detect any suspect activity during tests, the student will be withdrawn from the test and actioned by Admin. 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. 5: Being more than 10 minutes late to class will be considered absent.  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.

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Weeks 1-5: Introduction to Marginalization in Japan ·Week 1: Overview of Marginalization. oDefining marginalization. oDiscussing the historical context in Japan.
Class 2	·Week 1: Overview of Marginalization. oDefining marginalization. oDiscussing the historical context in Japan.
Class 3	·Week 2: Social Hierarchies in Japan oExplore hierarchical structures in Japanese society. oExamine cultural norms and expectations.
Class 4	·Week 2: Social Hierarchies in Japan oExplore hierarchical structures in Japanese society. oExamine cultural norms and expectations.

Class 5	<ul style="list-style-type: none"> <li>·Week 3: Legal and Institutional Framework.</li> <li>oAnalyze laws and policies affecting marginalized groups.</li> <li>oDiscuss institutional barriers.</li> </ul>
Class 6	<ul style="list-style-type: none"> <li>·Week 3: Legal and Institutional Framework.</li> <li>oAnalyze laws and policies affecting marginalized groups.</li> <li>oDiscuss institutional barriers.</li> </ul>
Class 7	<ul style="list-style-type: none"> <li>·Week 4: Media Representation</li> <li>oExamine how marginalized groups are portrayed in media.</li> <li>oDiscuss the impact on public perception.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>
Class 8	<ul style="list-style-type: none"> <li>·Week 4: Media Representation</li> <li>oExamine how marginalized groups are portrayed in media.</li> <li>oDiscuss the impact on public perception.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>
Class 9	<ul style="list-style-type: none"> <li>·Week 5: The View from the Hill</li> <li>oDiscussing foreign public perceptions of Japan.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>
Class 10	<ul style="list-style-type: none"> <li>·Week 5: The View from the Hill</li> <li>oDiscussing foreign public perceptions of Japan.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>
Class 11	<p>Weeks 6-20: Case Studies on Marginalized Groups</p> <ul style="list-style-type: none"> <li>·Week 6: Burakumin</li> <li>oExplore the historical discrimination against the Burakumin.</li> <li>oDiscuss current challenges and initiatives.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>
Class 12	<ul style="list-style-type: none"> <li>·Week 6: Burakumin</li> <li>oExplore the historical discrimination against the Burakumin.</li> <li>oDiscuss current challenges and initiatives.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>
Class 13	<ul style="list-style-type: none"> <li>·Week 7: Ainu People</li> <li>oStudy the indigenous Ainu population and their struggles.</li> <li>oDiscuss recent developments and government initiatives.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>
Class 14	<ul style="list-style-type: none"> <li>·Week 7: Ainu People</li> <li>oStudy the indigenous Ainu population and their struggles.</li> <li>oDiscuss recent developments and government initiatives.</li> </ul> <p>Presentations and Discussion: Solutions and Future Directions</p> <ul style="list-style-type: none"> <li>·Weeks 4-7: Activism and Advocacy</li> <li>oExplore activism and advocacy efforts by marginalized groups.</li> <li>oDiscuss the impact and challenges.</li> </ul>

Class 15	<p>·Week 8: Foreign residents  oAnalyze the experiences of Residents living in Japan.  oExplore issues related to identity and citizenship.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 16	<p>·Week 8: Foreign residents  oAnalyze the experiences of Residents living in Japan.  oExplore issues related to identity and citizenship.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 17	<p>·Week 9: LGBTQ+ Community  oExamine the challenges faced by the LGBTQ+ community.  oDiscuss recent legal and social changes.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 18	<p>·Week 9: LGBTQ+ Community  oExamine the challenges faced by the LGBTQ+ community.  oDiscuss recent legal and social changes.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 19	<p>·Week 10: People with Disabilities  oStudy the experiences of individuals with disabilities.  oExplore accessibility and societal attitudes.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 20	<p>·Week 10: People with Disabilities  oStudy the experiences of individuals with disabilities.  oExplore accessibility and societal attitudes.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 21	<p>·Week 11: Homeless Population 1  oAnalyze the issues faced by the homeless in Japan.  oDiscuss government and NGO efforts.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 22	<p>·Week 11: Homeless Population 1  oAnalyze the issues faced by the homeless in Japan.  oDiscuss government and NGO efforts.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 8-11: Policy Changes  oAnalyze recent policy changes and their effectiveness.  oDiscuss potential areas for improvement.</p>
Class 23	<p>·Week 12: Homeless Population 2  oAnalyze the issues faced by the homeless in Japan.  oDiscuss government and NGO efforts.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>
Class 24	<p>·Week 12: Homeless Population 2  oAnalyze the issues faced by the homeless in Japan.  oDiscuss government and NGO efforts.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>

Class 25	<p>·Week 13: Single Mothers  oExplore challenges faced by single mothers in Japanese society.  oDiscuss social stigmas and support systems.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>
Class 26	<p>·Week 13: Single Mothers  oExplore challenges faced by single mothers in Japanese society.  oDiscuss social stigmas and support systems.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>
Class 27	<p>·Week 14: Youth Marginalization  oStudy challenges faced by marginalized youth.  oDiscuss education and employment issues.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>
Class 28	<p>·Week 14: Youth Marginalization  oStudy challenges faced by marginalized youth.  oDiscuss education and employment issues.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>
Class 29	<p>·Week 15: Pop Culture Crisis  oAnalyze the Dark side of anime/manga.  oExplore the psychological and societal implications.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>
Class 30	<p>·Week 15: Pop Culture Crisis  oAnalyze the Dark side of anime/manga.  oExplore the psychological and societal implications.</p> <p>Presentations and Discussion: Solutions and Future Directions  ·Week 12-15: Building Inclusive Communities  oExplore initiatives promoting inclusivity.  oDiscuss the role of education and awareness.</p>