

Department	International College of Liberal Arts		
Semester	Fall 2024	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	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>Cap (registrant capacity): 20 students</p> <p>This is a small group, fieldwork based seminar course into the archeology and folklore 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. These trips are compulsory, so be aware.</p> <p>We shall be spending most of our time working on a burial mound and Kofun village settlement in Fuefuki. This will involve a great deal of physical labour on sites with no access for students with special physical needs. Please be aware.</p> <p>Moreover, the work takes place, no matter the weather. Archeologists must be ready for rain, mud and worse!</p>
Class plan based on course evaluation from previous academic year	<p>Practical Archeology and folklorist investigation of local sites and stories.</p>

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"> • 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
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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 adapt 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/Flipped Classroom/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</p> <p>(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adapt 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 common history. This reflects our need to adapt as individuals and societies and the collaborative ideal which is our only saving grace as students of the past.</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	The course itself is entirely interactive in its education protocols, as it is based in fieldwork and observation. The specific instruments will depend on the project settled on closer to the time (determined by opportunity and access).				
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	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.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Weekly Site Reports (10 tests weeks 4 to 13) @2%	20%	Site awareness and accountability
Mid Term Field Report	30%	Project Stage 1
Presentation	15%	Comprehension and findings
Final Site Report	35%	Project Stage 2

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	<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	Block 1 – Orientation course expectations. Site Visit 1
Class 2	Block 1 – Orientation course expectations. Site Visit 1
Class 3	Block 2 – Project Scope, 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 scope, 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 – Kofun Folklore 1 – Kitsunozuka 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 – Kofun Folklore 1 – Kitsunozuka 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 – Joumon technology 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. this will include a weekend trip to the Joumon settlement at Nirasaki.
Class 8	Block 4 – Yamanashi Archeology 1 – Joumon technology 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. this will include a weekend trip to the Joumon settlement at Nirasaki.
Class 9	Yamanashi Folklore 2 – The Ground Spider of Shinpu Castle 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. this will include a weekend trip to the Castle ruins at Shinpu.
Class 10	Yamanashi Folklore 2 – The Ground Spider of Shinpu Castle 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. this will include a weekend trip to the Castle ruins at Shinpu.
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 Fieldwork skills, site management and ethical observations
Class 14	Block 7 – Block Assessment 1 Fieldwork skills, site management and ethical observations

Class 15	<p>Block 8 – Fieldwork – Kitsunozuka Kofun</p> <p>Overview of Kitsunozuka Kofun: location, period, and significance</p> <p>Discussion on previous archaeological research</p> <p>Class 13: Excavation and Interpretation</p> <p>Detailed exploration of Kitsunozuka Kofun's history</p> <p>Analysis of artifacts and interpretations of findings</p>
Class 16	<p>Block 8 – Fieldwork – Kitsunozuka Kofun</p> <p>Overview of Kitsunozuka Kofun: location, period, and significance</p> <p>Discussion on previous archaeological research</p> <p>Class 13: Excavation and Interpretation</p> <p>Detailed exploration of Kitsunozuka Kofun's history</p> <p>Analysis of artifacts and interpretations of findings</p>
Class 17	<p>Block 9 – Shinpu Castle</p> <p>Overview of Shinpu Castle: historical context and architectural features</p> <p>Examination of historical records and archaeological evidence</p> <p>Class 15: Comparative Analysis</p> <p>Comparative study of Kitsunozuka Kofun and Shinpu Castle</p> <p>Discussion on the significance of these sites in the region's history</p>
Class 18	<p>Block 9 – Shinpu Castle</p> <p>Overview of Shinpu Castle: historical context and architectural features</p> <p>Examination of historical records and archaeological evidence</p> <p>Class 15: Comparative Analysis</p> <p>Comparative study of Kitsunozuka Kofun and Shinpu Castle</p> <p>Discussion on the significance of these sites in the region's history</p>
Class 19	<p>Fuefuki Anthropology museum Independent Exploration :</p> <p>Students explore the museum at their own pace.</p> <p>Encourage students to engage with exhibits, read descriptions, and examine artifacts closely.</p> <p>Take notes or sketches of interesting artifacts or exhibits for later discussion.</p>
Class 20	<p>Fuefuki Anthropology museum Reflection and Discussion :</p> <p>Regroup to discuss observations, insights, and questions from the museum visit.</p> <p>Reflect on how the visit contributes to understanding archaeological concepts, methods, and local history.</p> <p>Discuss the significance of museums in preserving and presenting cultural heritage.</p>
Class 21	<p>Block 11 – Mid Term Assessment – Field Work</p> <p>Fieldwork Protocols and Procedures:</p> <p>Adherence to established fieldwork protocols, including safety measures, excavation techniques, artifact handling procedures, and documentation methods.</p> <p>Demonstration of proper use and maintenance of fieldwork tools and equipment.</p> <p>Site Interpretation and Contextual Understanding:</p> <p>Ability to interpret the archaeological site's context, including its geographical, geological, and cultural significance.</p> <p>Identification of stratigraphy, features, and artifacts within the site, and understanding their chronological and cultural contexts.</p> <p>Artifact Analysis and Classification:</p> <p>Competency in artifact identification, classification, and analysis based on typological, technological, and functional attributes.</p> <p>Interpretation of artifact assemblages to infer past human behaviors, activities, and socio-cultural contexts.</p> <p>Field Documentation and Record-Keeping:</p>

Class 22	<p>Block 11 – Mid Term Assessment – Field Work</p> <p>Accuracy and completeness of field documentation, including field notes, sketches, photographs, and forms. Organization and clarity of recorded data, ensuring that it is suitable for future analysis and interpretation. Problem-Solving and Decision-Making:</p> <p>Ability to identify and address challenges encountered during fieldwork, such as unexpected findings, environmental conditions, or logistical issues. Application of critical thinking skills to make informed decisions and adjustments to fieldwork strategies as needed.</p> <p>Ethical Considerations and Professionalism:</p> <p>Awareness of ethical responsibilities in archaeological practice, including respect for cultural heritage, community engagement, and legal regulations. Demonstrated professionalism in interactions with colleagues, supervisors, and local stakeholders during fieldwork activities.</p> <p>Communication and Collaboration:</p> <p>Effective communication skills demonstrated through verbal reports, written documentation, and interpersonal interactions. Collaboration with team members and participation in group discussions to share observations, interpretations, and insights from fieldwork experiences.</p> <p>Overall Performance and Contribution:</p> <p>Overall performance in contributing to the success of the fieldwork project, including reliability, initiative, and willingness to learn and adapt. Evaluation of individual contributions to specific tasks, projects, or research objectives within the fieldwork context.</p>
Class 23	<p>Introduction to Interpreting Field Data</p> <p>Overview of the importance of interpreting field data in archaeological research. Discussion on the relationship between field data interpretation and broader research questions.</p>
Class 24	<p>Types of Field Data :</p> <p>Overview of different types of field data, including stratigraphic sequences, artifact assemblages, environmental samples, and spatial data. Explanation of how each type of data contributes to understanding past human behavior and the archaeological record.</p>
Class 25	<p>Methods of Data Analysis :</p> <p>Introduction to various methods used in analyzing field data, such as statistical analysis, spatial analysis (GIS), and stratigraphic analysis. Demonstration of data analysis techniques using example datasets.</p>
Class 26	<p>Artifact Analysis :</p> <p>In-depth discussion on artifact analysis, including typological classification, technological analysis, and functional analysis. Hands-on activity: Examination and classification of replica artifacts to practice analytical skills.</p>
Class 27	<p>Artifact Analysis :</p> <p>In-depth discussion on artifact analysis, including typological classification, technological analysis, and functional analysis. Hands-on activity: Examination and classification of replica artifacts to practice analytical skills.</p>
Class 28	<p>Stratigraphic Interpretation :</p> <p>Overview of stratigraphic interpretation techniques, including Harris matrices and sequence analysis. Case studies: Analyzing stratigraphic sequences from archaeological sites to understand site formation processes and activity patterns.</p>

Class 29	Conclusion and Wrap-up : Summary of key concepts and techniques learned in the class. Reflection on the importance of data interpretation in archaeological practice and research.
Class 30	Post-Class Assignment: Data Interpretation Exercise: Assign students a dataset from a real archaeological excavation and ask them to analyze and interpret the data, presenting their findings in a written report or presentation.