

Miyazaki International College
Course Syllabus
(Fall 2017)

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| Course Title (Credits) | SSC101 Introduction to Anthropology |
| Course Designation for TC | |
| Content Teacher | |
| Instructor | Debra Occhi, PhD |
| E-mail address | docchi@sky.miyazaki-mic.ac.jp |
| Office/Ext | 2-206 |
| Office hours | T 1:00 – 3:00, W 3:00 – 4:00 |
| Language Teacher | |
| Instructor | Hugh Nicoll |
| E-mail address | |
| Office/Ext | |
| Office hours | |

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| Course Description: |
| Examines modern anthropology with an emphasis on the sources of anthropological thinking, methods of data collection and analysis, and the applications of anthropology in contemporary human situations. Students are expected to conduct brief research projects in the local area, analyze the data which they gather, and produce a report of their results. |
| Course Objectives: |
| In this class we will study in English about anthropology. We will study different fields of anthropology in various environments including: physical environments, social environments, and linguistic environments. Students will learn basic social research techniques including participant observation and questionnaire survey design, implementation, and data analysis. Geography and human adaptation to and of the physical environment as well as the basic issues of social organization are also covered. Evidence for current theories of initial human migration out of Africa will be presented and discussed. Students will study question construction, comparatives and other grammatical forms present in the materials used, as well as vocabulary. |

| Course Schedule: | | |
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| Day | Topic | Content/Activities |
| 1 | Introduction | Explanation of the goals and purposes of the class Survey of Student Backgrounds & Interests In class writing sample Discussion of the Syllabus |

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| 2 | | Results of Survey Grammar Points arising from writing assignment Discussion of key concepts Map assignment |
| 3 | The cultural worlds of students | Map comparisons Video viewing & transcription of "A Vision of Students Today" Comparing environments: MIC/KSU |
| 4 | Introduction to Survey | Deriving survey questions from KSU video transcription |
| 5 | | Creating MIC survey |
| 6 | | Discussion of methodology & ethics Survey implementation practice |
| 7 | On-campus Survey | Implementation of survey on-campus |
| 8 | Data entry | Introduction to Google Docs Data compilation in spreadsheets |
| 9 | | Data compilation part 2, discussion |
| 10 | Data analysis | Comparison of data sets, summary of findings |
| 11 | Adaptation to physical environments | Survey of Student geographic knowledge Introduction of geography concepts & vocabulary |
| 12 | | Map reading skills: longitude, latitude, & discussion of their relevance |
| 13 | | Map reading skills: time zones, climate zones & discussion of their relevance |
| 14 | | Application of map reading skills |
| 15 | Case studies | Video viewing "How Geography Defines a Culture" with language support |
| 16 | | Video reviewing with discussion |
| 17 | | Application of concepts in comparative contexts |
| 18 | Social structures | Introduction to social organizations: kinship and other groupings |
| 19 | Case studies | Video viewing "How Social Organizations Define a Culture" with language support |
| 20 | | Video reviewing with discussion |
| 21 | | Application of concepts in comparative contexts |
| 22 | Beliefs and values | Video viewing "How Beliefs and Values Define a Culture" with language support |
| 23 | | Video reviewing with discussion |

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| 24 | | Application of concepts in comparative contexts |
| 25 | Migration Out of Africa | Video viewing “Journey of Man: the story of the human species” part 1 with language support |
| 26 | | Review and discussion |
| 27 | | Video viewing “Journey of Man: the story of the human species” part 2 with language support |
| 28 | | Review and discussion |
| 29 | | Video viewing “Journey of Man: the story of the human species” part 3 with language support |
| 30 | | Review and discussion of course contents |
| | Final Exam | |

Required Materials:

There is no textbook for this course. Instead, reading and activity sheets will be handed out in class. Other resources will be available in the class Moodle. Students should provide a two-ring binder to keep class materials organized and bring it to each class.

Course Policies (Attendance, etc.):

Expectations: Students must actively participate in class in order to contribute effectively to group work and to benefit from this course. Students with more than 3 unexcused absences may be required to withdraw from the course. Missing class (lateness or absence) will result in deductions in the participation grade. Excessive lateness or absence that affects your ability to meet your class responsibilities may cause you to be required to withdraw from the course. Lack of participation will negatively affect grades.

Participation: Participation means coming to class prepared and on time, taking part in all class activities, listening to others and taking part in discussions. This class will be built around participation individually and as a member of pairs or groups.

Plagiarism and Intellectual Honesty: Plagiarism is representing some else's work (words, ideas, or images) as your own. It is a very serious error, and plagiarized work is not accepted in this course.

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards:

In-class participation 25%

Homework 25%

In-class quizzes and other writing 25%

Comprehensive final examination 25%

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

Notes: The instructor reserves the right to make changes to this syllabus as needed.

| 文部科学省から採択された 大学教育再生加速プログラム | | Advanced | Proficient | Developing |
|------------------------------------|--------------------------------------|--|---|---|
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner. | Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner. | Beginning to visualize ways in which information can be combined and applied to solving a problem, but still with complex relationships. |
| | Information Gathering | | | |
| | Assessment of Credibility | | | |
| Advanced Communication Proficiency | Public Speaking | Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance. | Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted. | Able to answer questions and give basic information. However, inconsistent pronunciation, intonation, and stress may sometimes make their responses difficult to understand or interpret. |
| | Social Skills | | | |
| Global Perspectives | Professional Skills | | | |
| | Cultural Relevancy | Fully engaged in current events and shows an understanding of social inequalities and cultural differences. | Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life. | Exhibits interest and intrigue in current events and world cultures. Difficulty understanding relevancy. |
| English Language Ability | Reading | Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary. | Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone. | Adequate English; must reference dictionary often |
| | Writing | | | |
| | Oral Communication | | | |
| Japanese Language Ability | Reading | Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary. | Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone. | Adequate oral and written communication; have difficulty expressing ideas |
| | Writing | | | |
| | Oral Communication | | | |