Miyazaki International College

Course Syllabus

(Spring 2019)

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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](mailto: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 | Stephanie Lim |
| E-mail address | slim@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-404 |
| 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: | | |
| 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 |
| 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 | Japan’s geography and climate | Application of geographic knowledge: jigsaw reading part 1 |
| 15 | “ | Application of geographic knowledge: jigsaw reading part 2 |
| 16 | “ | Review of course contents |
| 17 | “ | Midterm quiz and review of results |
| 18 | “How Geography Defines a Culture” | Introduction to “How Geography Defines a Culture” vocabulary review and gapfill |
| 19 | “ | Reviewing “How Geography Defines a Culture” and climate vocabulary gapfill |
| 20 | “ | Climate, Wind patterns, rain shadows, and isotherms |
| 21 | “ | Full Video viewing “How Geography Defines a Culture” with language support |
| 22 | Case studies | Introduction to study abroad sites |
| 23 | “ | Research on study abroad sites: physical environments |
| 24 | “ | Research on study abroad sites: physical environments |
| 25 | “ | Research on study abroad sites: presentation preparation |
| 26 | “ | Research on study abroad sites: presentation preparation |
| 27 | “ | Research on study abroad sites: presentations |
| 28 | “ | Research on study abroad sites: presentations |
| 29 | “ | Research on study abroad sites: discussions |
| 30 | Summary | 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: | | |
| According to MEXT, students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. Just be sure you review and prepare enough to keep up with the class, and be sure to ask questions when necessary! | | |
| 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. | | |
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