Miyazaki International College

Course Syllabus

Spring 2021

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| Course Title ( Credits ) | SOC309/ASA385 Japanese Society (3 credits) |
| Course Designation for TC |  |
| Content Teacher |
| Instructor | Debra Occhi, PhD, RYT |
| E-mail address | docchi@sky.miyazaki-mic.ac.jp |
| Office/Ext | 2-206 |
| Office hours | TBA |
| Language Teacher |
| Instructor | Same as above |
| E-mail address |  |
| Office/Ext |  |
| Office hours |  |

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| Course Description: |
| Examines traditions, social change, and the significance of modernization in Japan, and explores the Japanese and non-Japanese discourses of the Japanese cultural identity in transition. |
| Course Goals/Objectives: |
| This course examines issues in contemporary Japanese society through a social-scientific approach, exploring descriptive, interpretive, and evaluative stances towards qualitative and quantitative data. We will consider a variety of resources to analyze Japanese society and culture in context of prevailing ideologies. No previous experience with Japan is required; however, aspects of personal experience may lend insight to our inquiry. To aid cultivation of students’ sociological imagination and perspective, we may include accounts of current events. |
| Tentative Course Schedule |
| Day | Topic | Content/Activities |
| 1 | Introduction | Introduction to course with Syllabus, background knowledge assessment activity |
| 2 | “ | Interactive review: social theory, language forms |
| 3 | “The Japan Phenomenon and the Social Sciences” | Interactive lecture, discussion, pair/share activity comparing data to predictions |
| 4 | “Class and Stratification: An Overview” | Interactive lecture, discussion, activity |
| 5 | “ | student presentations, discussion, evaluation |
| 6 | “Geographical & Generational Variation” | Interactive lecture, discussion, activity |
| 7 | “ | student presentations, discussion, evaluation |
| 8 | Study day | Review with q/a |
| 9 | Summary discussion | Pair/share, group review/summary |
| 10 | First exam and intro  | Exam, introduction to next section |
| 11 | “Forms of Work in Cultural Capitalism” | Interactive lecture, discussion, activity |
| 12 | “ | student presentations, discussion, evaluation |
| 13 | “Diversity and Unity in Education” | Interactive lecture, discussion, activity |
| 14 | “ | student presentations, discussion, evaluation |
| 15 | “Gender Stratification and the Family System” | Interactive lecture, discussion, activity |
| 16 | “ | student presentations, discussion, evaluation |
| 17 | Review | Review with q/a |
| 18 | Second exam and intro  | Exam, introduction to next section |
| 19 | “’Japaneseness’, Ethnicity, and Minority Groups” | Interactive lecture, discussion, activity |
| 20 | “ | student presentations, discussion, evaluation |
| 21 | “Collusion and Competition in the Establishment” | Interactive lecture, discussion, activity |
| 22 | “ | student presentations, discussion, evaluation |
| 23 | “Popular Culture and Everyday Life” | Interactive lecture, discussion, activity |
| 24 | “ | student presentations, discussion, evaluation |
| 25 | “Civil Society and Friendly Authoritarianism” | Interactive lecture, discussion, activity |
| 26 | “ | student presentations, discussion, evaluation |
| 27 | Third exam and intro | Exam, introduction to next section |
| 28 | “Future directions” | Journal review, creative application of materials studied in individual writing  |
| 29 | Summary discussion | Pair/share, group review/summary |
| 30 | Study day | Review with q/a |
|  | Finals |  |
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| Required Materials: |
| Paper and pencil or pen are required for note taking along with a binder to store these and other papers (or, equivalent electronic storage and note taking systems). Readings are stored on the course Moodle; students will need internet access and a tablet or PC (CCR will be used as available). Students may find it necessary to find follow-up information to the news articles posted there for their presentations and must use sources approved by the instructor. A mask covering the mouth and nose must be worn at all times. |
| 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. Job hunting does not excuse students from doing the work.Participation: Participation means coming to class prepared and on time, taking part in all class activities and assignments, listening to others and taking part in discussions. This class will be built around participation individually and as a member of pairs or groups. Students whose absences are excused must provide extra written work to make up for lost time in class interaction. You must keep presentation teammates informed if you will be absent so that they may work effectively without you. If you miss the presentation, you must do makeup work.Students should follow the email protocols learned in 1st year ICT and the citation rules of senior thesis as needed.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 preparing for every hour of lesson, and one hour reviewing and doing Homework. Lack of preparation and homework may affect participation. |
| Grades and Grading |
| In-class participation 20% Presentation 20%Homework (not including journals) 20%Midterm exams 20%Comprehensive final examination 20% |
| Notes: The instructor reserves the right to make changes to this syllabus as needed. In principle, graded work will be returned within two weeks of submission with feedback. Work completed in this course helps students achieve the following Diploma Policy objectives: Diploma Policy Objectives (School of International Liberal Arts)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 nations3. The ability to identify and solve problems 4. Advanced communicative proficiency in both Japanese and English5. Proficiency in the use of information technology |
| Notes: Socrative quiz code is 2F8BB3F5 |

Overall Course Grading Rubric (MIC General Rubric applies as well.)

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| Grade | F | D | C | B | A |
| Criteria | Failure to meet the course standards | Below average performance | Average performance; met all course standards | Better than average performance; met all course standards | Excellent performance; surpassed course standards |

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|  | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussionsStudent 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 the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships | Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis | I had no idea that this student was even enrolled in my class 🡸that is how underwhelming this student’s performance was! |
| 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 complicatedsituation, 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 difficultto understand or interpret. | Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence. |
| Social Skills |
| Professional Skills |
| Global Perspectives | Cultural Relevancy | Fully engaged in current events and shows and 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 culture, but has difficulty understanding relevancy. | Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events. |
| Awareness of Current Events & Global Issues |
| 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 ability; must reference dictionary often | Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions |
| 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; tends to have difficulty clearly expressing ideas. | Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions |
| Writing |
| Oral Communication |