

開講年度／Academic year	2023年度	開講開始学期／Start date	秋学期
授業コード／Course code	S0260	授業名／Course title	Fieldwork in Japan [EAS]
授業区分／Course classification	演習	単位数／Credits	2単位
曜日時限／Period	火曜5限	教室／Classroom	11202教室
担当教員／Instructor	ブライアン・マサハート	科目ナンバリングコード／Subjects numbering code	JPS31020
キーワード／Keywords	Mini-ethnography, fieldwork, journaling, direct observation, participant observation, interviewing, surveying		
授業の概要／Course outline	<p>The purpose of the course is to provide a basic understanding of the various methods that broadly define fieldwork.</p> <p>While this course is designated as a "lecture", it will not be exclusively conducted in that style. The course will look to balance text readings and lectures with conversations and discussions with professionals engaged in fieldwork.</p> <p>To be sure, reading about something is not the same as doing it, so students will be given practical experiences to engage in fieldwork methods that will assist them in the construction of a mini-ethnography. Those methods will include journaling, surveying, direct observation, participant observation, and interviewing.</p> <p>Above all, the course will call upon students to actively engage and challenge themselves by practically applying what they read to an actual fieldwork experience.</p>		
到達目標／Learning objectives	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1) Demonstrate knowledge of generalizations, fundamental principles, theories, and concepts associated with fieldwork. 2) Examine and discuss the meaning for factual knowledge (terminology, classifications, methods, trends) 3) Assess course material to improve thinking, problem solving, and decision making. 		
授業を通して身につく能力／Abilities to be acquired in this class	○専門的知識 ○主体的に学ぶ力 ○批判的に学ぶ力 ○多様性を理解する力 ○他者と協働する力		
PC等デバイスの持参／Bring your own PC or other device			
履修上の注意事項／Course guidelines	<p>NOTE: As this course will sometimes be in a hybrid style with guests from abroad attending online, students should be prepared to bring their own devices to class.</p> <p>This class may be conducted online three times during the term. To ensure flexibility in using the online option, potential online classes are designated in the class outline. Students will be given at least two weeks notice if a course is to be conducted online.</p> <p>NOTE: Must be at least 3rd-Year Student. Exceptional 2nd-year students MAY BE permitted on a case-by-case basis. NO 1st-year students permitted in this course.</p> <p>#An IELTS score of 6.0 or one year of study abroad experience at the university level is highly recommended. NOTE: This course is conducted exclusively in English.</p> <p>While a student cannot earn a grade higher than their attendance percentage, it is possible to earn a grade lower than their attendance percentage.</p> <p>Students should be open-minded, flexible, creative, energetic, and possess a desire to learn. Students should be prepared to work in groups and unsupervised from time to time.</p> <p>It is necessary for a student to:</p> <ol style="list-style-type: none"> 1) Prepare for each class with or without direct guidance from the lecturer 2) Improve their general knowledge on topics covered in class 3) Build their own resource library 4) Develop their own learning strategies 5) Maintain an awareness of current domestic and international events <p>IMPORTANT NOTE: The Ministry of Education requires a student to spend 60 hours (3600 minutes) of supplemental reading or study time each semester for a 2-credit course. With 13 weeks in the term, students are expected to study for 4hrs and 37mins each week for this class.</p> <p>This course's default weekly prep time has been set at 277 minutes.</p>		

That said, please read the following very carefully.
 Students are expected to prepare for and participate in each class to the best of their ability.
 All students should know that their participation and effort impact the learning community.
 As such, students should take an active interest in the development of their peers and in contributing to the class knowledge base.

The amount of time a student may spend preparing for a class will vary weekly.

Students are responsible for preparing themselves to engage effectively in class weekly. Example of class engagement includes the following: 1) pop quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; and 4) group activities and discussions.

As such, students should do the assigned readings and weekly tasks to the best of their ability.

Above all, students should take a well-balanced approach to their study habits. They should be exercising, sleeping sufficiently, and eating well. They should not unnecessarily stress themselves out, but at the same time, they may need to generate their own pressure to summon the energy and focus on completing the weekly tasks.

It is of utmost importance that students contact the lecturer immediately if they feel overwhelmed.

As English proficiency levels vary, each student is responsible for assessing the difficulty of the weekly materials presented in each class.

Students will determine if those materials are of "high", "medium", or "low" difficulty.

Once this determination is made, students are solely responsible for figuring out how to complete all tasks for the week so that they come to class prepared to actively engage with the weekly assigned course materials during the class sessions.

Good luck! You are going to need it!

	授業計画／Class outline	授業外学修（予習および復習）／Preparation & review	目安時間（分）／Approx. time (min)
第1回／Class outline session 1	September 12 Introduction and in-take survey	Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned. Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions. As such, a student should do the assigned readings and weekly tasks to the best of their ability.	300
第2回／Class outline session 2	Topic: The art of fieldwork	Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned. Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions. As such, a student should do the assigned readings and weekly tasks to the best of their ability.	300
第3回／Class outline session 3	Field visit: Site TBD (possible)	Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned.	300

		<p>Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions.</p> <p>As such, a student should do the assigned readings and weekly tasks to the best of their ability.</p>	
第4回／Class outline session 4	<p>Topic: Understanding fieldwork: Methods Prospectus on mini-ethnography Guest discussant (possible)</p>	<p>Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned.</p> <p>Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions.</p> <p>As such, a student should do the assigned readings and weekly tasks to the best of their ability.</p>	300
第5回／Class outline session 5	<p>Topic: Understanding Fieldwork: Telling a Story Guest discussant (possible)</p>	<p>Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned.</p> <p>Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions.</p> <p>As such, a student should do the assigned readings and weekly tasks to the best of their ability.</p>	300
第6回／Class outline session 6	<p>#Online class (possible) Field visit: Site TBD (possible)</p>	<p>Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned.</p> <p>Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions.</p> <p>As such, a student should do the assigned readings and weekly tasks to the best of their ability.</p>	300
第7回／Class outline session 7	<p>#Online class (possible) Student updates on mini-ethnography Self-assessment #1 due on or before Friday, October 28.</p>	<p>Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned.</p> <p>Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions.</p>	300

		As such, a student should do the assigned readings and weekly tasks to the best of their ability.	
第8回／Class outline session 8	#Online class (possible) Guest discussant (possible)	Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned. Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions. As such, a student should do the assigned readings and weekly tasks to the best of their ability.	300
第9回／Class outline session 9	Student updates on mini-ethnography	Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned. Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions. As such, a student should do the assigned readings and weekly tasks to the best of their ability.	300
第10回／Class outline session 10	#Online class (possible) Guest discussant (possible)	Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned. Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions. As such, a student should do the assigned readings and weekly tasks to the best of their ability.	300
第11回／Class outline session 11	Field visit: Site TBD (possible)	Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned. Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions. As such, a student should do the assigned readings and weekly tasks to the best of their ability.	300
第12回／Class outline session 12	Guest speaker: TBD	Weekly prep will vary depending on a student's ability as well as the type and	300

		<p>amount of materials assigned.</p> <p>Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions.</p> <p>As such, a student should do the assigned readings and weekly tasks to the best of their ability.</p>	
第13回／Class outline session 13	<p>Student presentations</p> <p>Self-assessment #2 due on or before Monday, December 19</p>	<p>Weekly prep will vary depending on a student's ability as well as the type and amount of materials assigned.</p> <p>Students are responsible for preparing themselves to effectively engage in the class on a weekly basis. Example of class engagement includes the following: 1) pop-quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; 4) group activities and discussions.</p> <p>As such, a student should do the assigned readings and weekly tasks to the best of their ability.</p>	300
オンラインで実施する授業の回数／Number of sessions to be conducted online	3回		

評価方法／Evaluation method

種別／Category	割合／% (1~100)		評価基準等／Evaluation criteria
レポート／Report	20	%	<p>Self-learning assessments: A reflective essay of how the student's understanding of the class materials and subject matter changed over the course of the term.</p> <p>A good paper will be one that does not just list what was covered, but provides some analysis of the materials and the challenges faced and progress made during the course.</p> <p>Minimum/maximum word count is 600/700.</p> <p>Assessments are due at the deadline set during Weeks 7 and 13. Each assessment is worth 10%. No late assignments accepted.</p>
授業への取り組み／Effort/Participation	30	%	<p>Attitude Points: Students are expected to prepare for and participate in each class to the best of their ability. All students should be aware that their participation and effort impact the entire learning community. As such, students should take an active interest in the development of their peers and in contributing to the class knowledge base.</p> <p>Pop quizzes, group assignments, self-assessments, peer assessments, and activity-based reaction papers (100-150 words) are all activities that qualify for attitude points.</p>
その他 1 / Other 1	40	%	<p>Mini-ethnography: Students will engage in a variety of methods to complete a mini-ethnography. Assessment criteria will include: 1) participation in field and working sessions as well as consultations with the professor (12 points) 2) various written and oral assignments related to those sessions and the development of their personal mini-ethnography (18 points) 3) recorded final presentation (10 points)</p>
その他 2 / Other 2	10	%	<p>Outside Academic Talk(1): Students are expected to attend one outside academic lecture during the semester.</p>

		<p>The lecture should focus on the general framework of the course. Attending the talk will be worth 5 points. In addition, students are expected to do a brief oral recap (worth 1 point) and submit a written report (4 points) within 10 days of the talk.</p> <p>A penalty of 1% will be assessed for each day, or partial day, past the 10-day period. All academic talks must be completed by December 15.</p>
評価方法に関する備考／ Remarks for Evaluation method	<p>Attendance is used to qualify for a grade. To qualify to earn an "S" - students must attend at least 12 classes To qualify to earn a "A" - students must attend at least 11 classes To qualify to earn a "B" - students must attend at least 10 classes Students missing more than three classes will fail this class.</p> <p>Penalties for late attendance is as follows: within 10 minutes - no penalty 11-20 minutes late: -.5 of attendance point 21-30 minutes late: -.75 attendance point over 30 minutes late - - 1 attendance point The attendance policy will be explained in full on the first day of class.</p> <p>In terms of providing some qualitative definition to the grades: S-Excellent --(Thoughtful, coherent, insightful, contributes beyond others) A-Good --(Knows material well, lacks depth, not outstanding) B-Fair --(Adequate, average, passing, little participation) C-Poor --(Little understanding, little effort, incoherent) D/X-Fail --(No evidence of understanding, no work, no learning)</p> <p>IMPORTANT: No make-up work or extra credit is given.</p>	
課題等（試験やレポート等） に対するフィードバック／ Feedback method	<p>The lecturer is not a mind-reader; therefore, STUDENTS should understand that they ARE RESPONSIBLE for initiating contact when they have questions, concerns, or comments about the course.</p> <p>Opportunities for feedback will be provided in the following ways: 1) Q&A Time (in class) 2) Reflective Reports (after class) 3) Consulting Sessions (face-to-face; email) 4) Student Initiated Communication</p> <p>Students who take an active interest in their own learning process are demonstrating active engagement and claiming ownership of their education.</p>	
教科書／Textbooks	<p>There is not a specific textbook per se, but several sources (including reference books listed below) will be utilized in constructing a course reader.</p> <p>Readings for the course will come from a variety of printed and digital sources including, but not limited to: 1) published books; 2) journal articles; 3) newspapers or magazines; 4) blogs; and 5) other various types of web-based publications. A good portion of the course readings will be handed out by the instructor in a timely fashion. However, when required, students will be responsible for downloading and printing out their readings from online sources.</p>	
参考書／Reference books	<p>Nora Kottman & Cornelia Reiher, eds. Studying Japan: Handbook of Research Designs, Fieldwork and Methods (English Edition) 1st Edition, Kindle Edition (2020).</p>	
URL	<p>There will be a Moodle based site for this course. Students will be provided with a URL at the first class in April. The course site will be used for: 1) Direct and timely communication 2) Posting assignments 3) Submitting assignments 4) Providing feedback on assignments 5) Creating class teams or working groups 6) Sharing all course resources (readings, videos, links)</p>	
補足情報／Supplementary information	<p>この科目は、副専攻のコア科目または関連科目です。</p>	
備考／Remarks	<p>The lecturer: 1) Reserves the right to reevaluate, reconsider, or revise the syllabus at any time during the course based on class progress and student comprehension. 2) Will consult students prior to any revisions. 3) Will distribute the updated syllabus by the next class following any revisions. 4) Will provide the updated syllabus in hard copy and electronic form.</p>	

