

開講年度／Academic year	2024年度	開講開始学期／Start date	春学期
授業コード／Course code	S0260	授業名／Course title	Fieldwork in Japan [EAS][月5+金5][Spr2]
授業区分／Course classification	演習	単位数／Credits	2単位
曜日時限／Period	月曜5限、金曜5限	教室／Classroom	11203教室、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 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 constructing 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 ○主体的な学習態度 ○批判的な学習態度 ○共感力 ○対話力		
PC等デバイスの持参／Bring your own PC or other device	PC is recommended but not required for use during class sessions.		
履修上の注意事項／Course guidelines	<p>NOTE 1: This course is conducted exclusively in English. #An IELTS score of 6.0 or one year of study abroad experience at the university level is highly recommended.</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>NOTE 3: As this course may sometimes be in a hybrid style with guests from abroad attending online, students should be prepared to bring their own devices to class. This class may be conducted online three times during the term. Students will be given at least two weeks notice if a course is to be conducted online.</p> <p>NOTE 4: 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 of topics covered in class 3) Build their resource library 4) Develop their learning strategies 5) Maintain an awareness of current domestic and international events <p>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.</p> <p>The time a student may spend preparing for a class will vary weekly.</p> <p>Students are responsible for preparing themselves to engage effectively in class weekly. Examples of class engagement include: 1) pop quizzes; 2) short reaction assignments; 3) impromptu answering of questions from the lecturer; and 4) group activities and discussions.</p> <p>As such, students should do the assigned readings and weekly tasks to the best of their ability.</p>		

	<p>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 energy and focus on completing the weekly tasks.</p> <p>It is of utmost importance that students contact the lecturer immediately if they feel overwhelmed.</p> <p>As English proficiency levels vary, each student is responsible for assessing the difficulty of the weekly materials presented in each class.</p> <p>Students will determine if those materials are of "high", "medium", or "low" difficulty.</p> <p>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.</p>		
-	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	June 10 Introduction and in-take survey Introduction of class project	<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>	60
第2回／Class outline session 2	June 14 Topic: The art of fieldwork Working day on class project	<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>	60
第3回／Class outline session 3	June 17 Begin "Photo of the Week" portfolio Decide focus of class project	<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>	90
第4回／Class outline session 4	June 21 Topic: Understanding fieldwork: Methods Working day	<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)</p>	60

		<p>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5回／Class outline session 5	<p>June 24</p> <p>Topic: Understanding Fieldwork: Telling a Story</p> <p>Guest presenter(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>	90
第6回／Class outline session 6	<p>June 28</p> <p>Student presentations: My Neighborhood</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>	120
第7回／Class outline session 7	<p>July 1</p> <p>Working day on class project</p> <p>Self-assessment #1 due on or before Friday, July 5</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>	60
第8回／Class outline session 8	<p>July 5</p> <p>Working day on class project</p> <p>Guest discussant (possible)</p> <p>SLA#1 DUE: Classes 1-7</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>	90
第9回／Class outline session 9	<p>July 8</p> <p>Student updates on mini-ethnography</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</p>	90

		<p>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10回／Class outline session 10	July 12 Guest discussant (possible)	<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>	60
第11回／Class outline session 11	July 15 Project presentation - draft version and practice presentation	<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>	120
第12回／Class outline session 12	July 19 Prep day for presentations Last day for Weekly Photo in Japan portfolio	<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>	90
第13回／Class outline session 13	July 22 Final presentations SLA#2 DUE on or before Monday, July 29 (Classes 8-13)	<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>	90
オンラインで実施する授業の	3回		

回数／Number of sessions to be conducted online			
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	%	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. A good paper will not just list what was covered but also provide some analysis of the materials, challenges, and progress made during the course. Minimum/maximum word count is 600/700. Assessments are due at the deadline set on July 5 (Classes 1-7) and July 29 (Classes 8-13). Each assessment is worth 10 points. No late assignments are accepted.
授業への取り組み／ Effort/Participation	20	%	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. Pop quizzes, group assignments, self-assessments, peer assessments, and activity-based reaction papers (100-150 words) are all activities that qualify for attitude points.
その他 1／Other 1	35	%	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 (6 points) 2) various written and oral assignments related to those sessions and the development of their personal mini-ethnography (6 points) 3) recorded final presentation (10 points) 4) Student comments/reflection/assessment and feedback (8 points)
その他 2／Other 2	25	%	Fieldwork Portfolio: Weekly Photo of Japan
評価方法に関する備考／ Remarks for Evaluation method	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. Penalties for late attendance are 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 fully explained on the first day of class. In terms of providing some qualitative definitions 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) IMPORTANT: No make-up work or extra credit is given.		
課題等（試験やレポート等） に対するフィードバック／ Feedback method	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. 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 Students who take an active interest in their learning process demonstrate active engagement and claim ownership of their education.		
教科書／Textbooks	There is not a specific textbook per se, but several sources (including reference books listed below) will be utilized in		

	<p>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	Nora Kottman & Cornelia Reiher, eds. Studying Japan: Handbook of Research Designs, Fieldwork and Methods (English Edition) 1st Edition, Kindle Edition (2020).
URL	<p>There will be a Moodle based site for this course. Students will be provided with a URL at the first class in June.</p> <p>The course site will be used for:</p> <ol style="list-style-type: none"> 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)
補足情報／Supplementary information	この科目は、副専攻のコア科目または関連科目です。
備考／Remarks	<p>The lecturer:</p> <ol style="list-style-type: none"> 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.