

Sig LANGEgger

Year: 2018
 Semester: Fall
 Faculty: International Liberal Arts
 Department:
 Field: Social Sciences
 Credit: 3.00
 Class time/day: Tue : 14:00 - 15:15 D104
 Thu : 14:00 - 15:15 D104
 E-mail: slangegger@aiu.ac.jp
 Office: C 1-8
 Office hours: By Appointment
 Notes:

Course description:

The countryside is at once a source of food and energy, a celebrated realm of bucolic nostalgia that undergirds most national identities, a primitive locale marked by stubborn conservatism and intolerance, a quaint playground enjoyed by sophisticated urban tourists, even a pristine wilderness in need of protection. This course brings these complexities into focus using three theoretical lenses: land tenure, labor relations, and ethnomusicology. In rural areas land tenure and labor relations are closely related. Who owns farmland, the size of individual farms, the location of the markets for agricultural products grown on these farms, and the type of agricultural labor (slave labor, prison labor, sharecropping, tenant farming, wage labor, or family farms) profoundly impact cultural reproduction in rural areas. Adopting the perspective of ethnomusicologists, we will concentrate on the cultural reproduction of rural music. Ethnomusicologists approach music as a social process in order to understand not only what music is but why it is: what music means to its practitioners and audiences, and how those meanings are conveyed. We will come to understand how Afro-American music and musical instruments combined with Irish reels and jigs and Appalachian ideas about personal freedom to produce American Folk Music; how West African ring shouts were christianized on the Georgia Sea Islands and thus transformed into Gospel Music; and how North African musical ideas diffused to the Mississippi Delta and became the Blues.

Objectives:

Upon completion of this course students will:

Have learned fundamental geographical concepts and theories.
 Have improved their reading comprehension skills.
 Be comfortable using geographical terminology in written and verbal discourse.
 Be able to think, write, and argue critically about rural problems.
 Have learned to recognize longstanding spatial impacts of agricultural systems and systems of land tenure.
 Have gained insight into how class, ethnicity, race, and cultural complexes manifest spatially in rural areas.

Textbook(s):

Author: JD Vance
 Title: Hillbilly Elegy
 Publisher: -
 ISBN: -
 author: Cynthia Duncan
 title: Worlds Apart: Politics and Poverty in Rural America
 publisher: -
 ISBN: -

Reference/Other study materials:

-

Assessment:

Reading Responses	30
Seminar Papers	20
Seminar Participation	10
Midterm Exam	20
Final Exam	20
Total Points Possible	100

Reading Responses

In order to strongly encourage a collective and deep engagement with the assigned readings throughout the semester and to facilitate robust seminar discussions to which each student contributes, I will post reading questions on AIMS each week. Reading responses are due at the beginning of the second class period. Discussion questions will be graded on a scale of very good,

satisfactory, or unsatisfactory.

For each reading response, I will provide you with a RAFT (Role, Audience, Format, Task). In other words, I will indicate what Role I want you to assume as the author. I will indicate the Audience to which I would like you to address your essay. I will remind you of the Format I expect. And I will give you a Task to accomplish with your short essay.

Seminar Papers

The presentation of seminar papers will form the basis of seminar discussions during the second part of the semester. For seminar papers, I give you a RAFT (Role, Audience, Format, Task). In other words, I indicate what Role I want you to assume as the author. I indicate the Audience to which I would like you to address your paper. I remind you of the Format I expect. And I give you a Task to accomplish with your paper.

Your role as an author of seminar papers is that of an undergraduate student taking part in a seminar. Your audience comprises your seminar colleagues, not me. I expect to read well organized papers that follow the following format. Seminar papers must be argumentative essays with an introduction, a body comprising a logical argument, and a conclusion. Scholarship of others, if included, must be adequately cited. The citation style is at the your discretion. Seminar papers must be double spaced and comprise between 1000 and 1500 words (four to six pages). The first page header must include all relevant identifying information (your name, the date, the course, my name, and a paper title). Your task in crafting seminar papers is NOT to summarize the entire reading; rather it is to translate one aspect of the reading into geographic terms and then to analyze this aspect using geographic theory. To accomplish this task students must select one compelling aspect from the reading, briefly summarize it, and then synthesize it within a geographical argument.

On days their seminar papers are due, students are also responsible for presenting their paper to the class. The presentation style is open and therefore may include mini-lectures, projected slides, handouts, group work, among other means of communicating and wrestling with ideas. At least two discussion questions, posed to the rest of the class are required of all presentations.

Seminar papers and presentations will be graded in accordance with the grading rubric posted on AIMS.

Seminar Participation

The consistent attendance and engaged participation of each student is essential to the success of seminars. This said, collaboratively and critically engaging with ideas is a powerful pedagogical tool that may lead to disagreement. Colleagues must learn to disagree and maintain respect for each other. I insist that students strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during seminars.

I will maintain a log detailing each student's engagement in each seminar.

Midterm Exam

The midterm will cover material presented in lectures and in the reading assignments. It will cover terms, concepts, and theories as well as regional specifics presented during the first part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the midterm exam.

Final Exam

The final will cover material presented in lectures and in the reading assignments during the entire semester. It will cover terms, concepts and theories covered during the entire semester and regional specifics presented during the second part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, there will be no chance to make up the final exam.

Expected academic background:

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URL of other information:

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Policies & remarks:

Format Requirements

All written assignments must include the following in the upper left corner of the first page: Student's name, student ID number, assignment name, and due date. All assignments must be formatted in the following manner: double spaced, font size of 11 or 12 point, standard margins, and an indented first line for each paragraph.

Submission Requirements

Unless otherwise instructed, students are expected to submit written assignments on the AIMS platform. I will only accept PDF (.pdf) documents. I expect assignments to be submitted on time. Assignments due in class must be turned in at the beginning of class. I reserve the right to deduct points for late submissions and I reserve the right to determine the percentage to be deducted.

Makeup work

Aside from exceptional situations, there will be no chance to make up missed exams or quizzes or turn assignments in past their due day/time. Proof of an exceptional situation must be submitted to me in writing and signed by the appropriate authority within 24 hours of the beginning of the missed exam. I reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late or incomplete work.

Notes:

Academic Honesty

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty of others. Academic dishonesty will not be tolerated; the consequences of academic dishonesty include but are not limited to failing an assignment, failing the class, and possibly dismissal from the university. Students are responsible for being observant of and attentive to Akita International University's policies about academic honesty.

Attendance

Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this course. I reserve the right to deal with exceptional or extended absences on a case-by-case basis.

Special Needs

If you require accommodations, please alert me of your needs on the first day of class so that I can work with the administration to meet them.

Civility & Classroom Decorum

Silence all cell phones, beepers, etc. during class. Speaking on cell phones, texting, or using electronic equipment in any way that is not directly related to class is strictly prohibited.

Class schedule:

Week 1

Foundations

Week 2

Foundations

Week 3

Foundations

Week 4

Cultural Geographies of the African Diaspora

Week 5

Cultural Geographies of the African Diaspora

Week 6

Cultural Geographies of the African Diaspora

Week 7

Cultural Geographies of the African Diaspora

Week 8

Cultural Geographies of the European Diaspora

Week 9

First Effective Settlement

Midterm Exam

Week 10

First Effective Settlement

Week 11

First Effective Settlement

Week 12

First Effective Settlement

Week 13

First Effective Settlement

Week 14

First Effective Settlement

Week 15

First Effective Settlement

Week 16

Final Exam

AIU Academic Dishonesty Policy:

Acts of Academic Dishonesty: In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum. An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.

SOC150-1_F Sociology

Salvador MURGUIA

Year: 2018
Semester: Fall
Faculty: International Liberal Arts
Department:
Field: Social Sciences
Credit: 3.00
Class time/day: Tue : 12:30 - 13:45 Kobelco Hall
Thu : 12:30 - 13:45 Kobelco Hall
E-mail: smurguia@aiu.ac.jp
Office: A4-13
Office hours: Tuesdays and Wednesdays 4-5
Notes:

Course description:

This is an introductory level course in sociology. This course will provide a general outline of human interaction in relation to historical figures, institutions and events that generate social implications. Students will explore their socio-cultural surroundings through reading materials, lectures, audio-visual documentaries, in-class discussions, and capstone projects. The course content consists of sociological theories and research methods as applied to (1) culture, (2) religion, (3) deviance, (4) race/ethnicity, (5) sex/gender/sexuality, (6) education and (7) globalization.

Objectives:

The principle objective of this course is to provide a general understanding of sociology as a discipline. After completing this course, students will have the ability to (1) identify key figures and ideas that shape the discipline; (2) critically interpret the social world within their daily lives; and (3) express their views through a sociological context in both speech and composition. Additionally, students that complete this course satisfactorily will be prepared to enter upper-division courses in social theory, research methods and several other sociological sub-disciplines.

Textbook(s):

Author: -
Title: -
Publisher: -
ISBN: -

Reference/Other study materials:

Students will receive readings for each unit that will be distributed in class only.

Assessment:

Students' final grades will be assessed based upon their performances in the following three areas: (1) Unit Capstone Projects, (2) a Midterm Exam, and (3) a Final Exam.

Assessment breakdown is as follows:

Unit Capstone Projects (8@3.125) . 25%
Midterm Exam 35%
Final Exam 40%
Total 100%

*Attendance:

Students are expected to attend all class sessions. Attendance will be taken at the beginning of class, at randomly selected class sessions. If a student is not present—for any reason, 'excused,' 'unexcused,' or otherwise—during this roll, that student will be considered absent. There are NO exceptions. Attendance will be taken into consideration in determining borderline grades.

*Participation:

Students are expected to participate in class discussions and activities. Quality participation will be noted and credit will be assigned accordingly. Like attendance, participation will be taken into consideration in determining borderline grades.

Unit Capstone Projects:

After the completion of each unit, students will be assigned a capstone project. These projects will consist of a question/prompt in which students will be asked to use what they've learned from the previous unit and apply it to their work. In general, these questions pose a social problem that may be understood, interpreted, or in some cases, resolved through the application of reasoning encouraged by sociology. These projects will require speech, composition and artistic/creative expression through any other chosen medium. For example, students may be asked to design a public service announcement that explains male-female income disparities. Such an

Midterm Exam

The Midterm Exam will consist of 75 questions about sociological theory, research methods, culture, religion and deviance. The exam will be made up of three sections, divided into the following formats: multiple choice, matching and true/false questions. Students will be given 105 minutes to complete the exam. A single sheet of A4 paper with notes (front and back) may be used during the exam.

Final Exam

The Final Exam will consist of 90 questions about race/ethnicity/nation, sex/gender/sexuality, education and globalization—this exam is not cumulative. The exam will be made up of three sections, divided into the following formats: multiple choice, matching and true/false questions. Students will be given 105 minutes to complete the exam. A single sheet of A4 paper with notes (front and back) may be used during the exam.

Expected academic background:

None.

URL of other information:

-

Policies & remarks:

-

Notes:

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Class schedule:

TBA

Detailed Course Schedule

Note: after the “first day,” there will be 24 days of instruction, 2 days designated for exam review sessions, and 2 days designated for exams.

First Day (TBA)

- Introductions
- Syllabus
- Course Rules/Procedures
- AIMS
- Sample of Course Activities

Unit 1: Introducing Sociology, Theory and Methods

Class 1, (TBA):

- Lecture: “What is Sociology?”
- Focus Questions

Class 2, (TBA):

- Lecture: “Introducing Social Theory”
- In Class Activity

Class 3, (TBA):

- Lecture: “Introducing Research Methods”
- Capstone

- Lecture: "The Sociology of Religion"
- Focus Questions

Class 2, (TBA):

- Lecture: "The Social Anatomy of Religion"
- In Class Activity

Class 3, (TBA):

- Audio Visual Viewing: Believer, with Reza Aslan, "Aghoris," 2016.
- Capstone

Unit 4, Introducing Deviant Behavior

Class 1, (TBA):

- Lecture: "The Sociology of Deviance"
- Focus Questions

Class 2, (TBA):

- Lecture: "The Social Anatomy of Deviance"
- In Class Activity

Class 3, (TBA):

- Audio Visual Viewing: Vice News, "Schoolgirls For Sale in Japan," 2015.
- Capstone

Midterm Exam Sequence

Class 1, (TBA): Midterm Review

Class 2, (TBA): Midterm Exam

Unit 5, Introducing Race, Ethnicity and Nation

Class 1, (TBA):

- Lecture: "The Sociology of Race, Ethnicity & Nation"
- Focus Questions

Class 2, (TBA):

- Lecture: "The Social Anatomy of REN"
- In Class Activity

Class 3, (TBA):

- Audio Visual Viewing: Al Jazeera's Faultlines, "Hate in Trump's America," 2017.
- Capstone

Unit 6, Introducing Sex, Gender and Sexuality

Class 1, (TBA):

- Lecture: "The Sociology of Sex, Gender and Sexuality"
- Focus Questions

Class 2, (TBA):

- Lecture: "The Social Anatomy of Sex, Gender and Sexuality"
- In Class Activity

Class 3, (TBA):

- Audio Visual Viewing: Vice News, "How Trans Kids and Parents Decide When to Start Medical Transition," 2018.
- Capstone

Unit 7, Introducing Education

Class 1, (TBA):

- Lecture: "The Sociology of Education"
- Focus Questions

Class 2, (TBA):

- Lecture: "The Social Anatomy of Education"
- In Class Activity

Class 3, (TBA):

- Audio Visual Viewing: Al Jazeera, Rebel Education, "Mexico, the Power of Early Education," 2017.
- Capstone

Unit 8, Introducing Globalization

Class 1, (TBA):

- Lecture: "The Sociology of Globalization"

- Focus Questions

Class 2, (TBA):

- Lecture: "The Social Anatomy of Globalization"
- In Class Activity

Class 3, (TBA):

- Audio Visual Viewing: Al Jazeera, "McAmerica: The Success Secrets of Brand USA, Empire," 2014
- Capstone

Final Exam Sequence

Class 1, (TBA): Final Review

Class 2, (TBA): Final Exam

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