

ASIA/HIST 106 Samurai and Gongfu Heroes: Masculinity in East Asia-NewCrs-2016-11-29

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “**SAVE**” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Alan Baumler	Proposer Email*	baumler@iup.edu
Contact Person*	Alan Baumler	Contact Email*	baumler@iup.edu
Proposing Department/Unit*	Asian Studies/History	Contact Phone*	4066

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 ASIA/HIST
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 106
(C) Course Title*	Samurai and Gongfu Heroes: Masculinity in East Asia
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> YES If YES, with:ASIA/HIST
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Repeatable Course*	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>None</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p>liberal-studies</p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(M) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Physical Limitation of Classroom</p> <p>Explain (required):</p>
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>- Explores what it means to be a man, from the <i>haohan</i> of China to the Men of High Purpose of Japan and beyond. Analyses stories, films and official histories that have encouraged Chinese and Japanese people to emulate the great heroes of the past and how these people and their stories have been re-used in modern Asia.</p>
(O) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>-Demonstrate their understanding of Confucian and Buddhist ideas about self-cultivation and how they fit into the construction of gender and identity in China and Japan.</p> <p>-Analyze the construction of traditional gender roles and how these were transformed in the modern period and how traditions were invented and harnessed by modern groups.</p> <p>-Evaluate how modern popular culture portrays gender roles and proper behavior, and how this draws on and departs from traditional models.</p>

(P) Brief Course Outline*

For Each Outcome Describe

How the Outcome Will Be Achieved

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Units This class is divided into 7 units of about 2 weeks each. In each unit we will be watching at least one film, having some lectures and in and out of class discussions, and having some optional readings.

1 Self cultivation and service to the Emperor From Confucius on, self-cultivation and duty (to the Emperor or the cosmos) were key concepts in East Asian societies. We will discuss some of the key stories about duty and heroism that would be referred to over and over through East Asian history. Also, Watching Movies Part I.

Film. Each unit will involve watching at least one film. This unit's film is *Hero* (2002)

Optional reading. At least once during the semester you will need to contribute something on one of our optional readings to the on-line discussion. For this unit the readings are:

"Jing Ke" from Sima Qian *Biographies of the Assassin-retainers* (Waston trans.)

"Self-Cultivation" from *Xunzi* (Knoblock trans.)

2 Bandits Not everyone served the Emperor, at least not directly We will look at the "Men of Rivers and Lakes" who defied state power but also claimed to be upholders of justice. They were even more important in popular culture than the more orthodox heroes from the last unit.

Also, Watching Movies Part II.

Film *Water Margin* (1972)

Optional readings:

-Selections from *Water Margin* (Dent-Young trans.)

-"Tales from the *Jianghu*" from Boretz, Avron Albert. *Gods, Ghosts, and Gangsters: Ritual Violence, Martial Arts, and Masculinity on the Margins of Chinese Society*. Honolulu: University of Hawaii Press, 2011.

3 Creating the Samurai While Japanese people borrowed many of their heroes and ideas from China, they also developed their own, and we will look at the *bushi*, how they became the samurai, and how they fit into Japanese culture.

Films: Up to now we have all been watching and discussing the same films, starting with this unit we will sometimes have multiple films. This week you can choose *Sansho the Bailiff* (1954) OR *Samurai Fiction* (1998) OR *Seven Samurai* (1954)

Optional readings -Poems of exile from Strassberg, Richard E. *Inscribed Landscapes: Travel from Imperial China*. Berkeley: Univ. of Calif. Press, 1994. *Writing*

-*Death of Yoshitsune* from McCullough, Helen, trans. *Yoshitsune: A 15th Century Chronicle*. Stanford: Stanford University Press, 1966. *Japanese*

-Karl Friday "Bushidó or Bull? A Medieval Historian's Perspective on the Army and the Japanese Warrior Tradition" *The History Teacher* 27:3, May 1994. 339-349. *Imperial*

4 Frontiers Many modern stories about being a good person are frontier stories. Leaving home and going to a new world (even if it is in your own country) and understanding that place and deciding what parts of your old behavior to keep and which to leave behind, these are great questions to build a story around.

Films: *Dersu Uzala* (1975) OR *The Sand Pebbles* (1966) OR *Mr. Canton and Lady Rose* (1989)

Optional readings:

-Selections from Wu, Zhuoliu. *Orphan of Asia*. New York: Columbia University Press, 2008.

-Selections from Katsu, Kokichi. *Musui's Story: The Autobiography of a Tokugawa Samurai*. Tucson: University of Arizona Press, 1988.

5 Modernizing the hero Both in China and in Japan modern nationalism meant re-casting the hero (male or female) and we will look at both a film and a memoir that deal with this.

Film: *Woman Knight of Mirror Lake* (2011)

Read Shiba Gor *Remembering Aizu* (We will all read this)

Selections from Tkai Sanshi *Strange Encounters with Beautiful Women* (We will all read this)

6 Propaganda man and propaganda women Many of the stories we have talked about are things that people were supposed to read or watch on their own. Those in power could also be pretty blatant about pushing their vision of what you were supposed to be on people, and we will look at some of these here.

Films: *The Red Detachment of Women* (1970) OR *Momotaro's Sea Eagles* (1943) OR *Children of Troubled Times* (1935) OR *Farewell My Concubine* (1993)

Optional Readings: Liu Shaoqi *How to be a Good Communist*.

He Yin Zhen "On Feminist Anti-Militarism" from Liu, Lydia H, Rebecca E Karl, and Dorothy Ko. *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. New York: Columbia University Press, 2013.

7 Cops and bureaucrats Today the heroes are likely to be policemen or other government officials, and we will look at how they draw on earlier ideas, and how service to the state and rebellion are both valorized and condemned.

Films: *A Taxing Woman's Return* (1988) OR *A Better Tomorrow* (1988) OR *Forbidden City Cop* (1996)

Optional Reading:

-Selections from Qiu Xiaolong *Death of a Red Heroine*

Rationale for Proposal

(Q) Why is this Course Being Proposed?*

Provides an introductory level course on East Asian ideas of identity about gender. The course will be added to the list of courses that count for Asian Studies credit. The course will also count for Women's and Gender Studies credit.

(R) University Senate Summary of Rationale

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

Provides an introductory level course on East Asian ideas of identity about gender. The course will be added to the list of courses that count for Asian Studies credit. The course will also count for Women's and Gender Studies credit.

<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective Liberal Studies Major Requirement</p> <p>If Other, please explain: Course will count for credit towards the Asian Studies major and minor.</p>				
<p>(T) Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>Provides LS elective and LS global and Multi-Cultural course. Course will also be counted for credit by Women's and Gender Studies.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Department Elective Liberal Studies Open to Any Student</p> <p>If Other, please explain:</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>None. Course has been approved by both History and Asian Studies</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="428 1526 743 1581">File</th> <th data-bbox="743 1526 1485 1581">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 1581 743 1631">PDF File WGS-Asia106.pdf</td> <td data-bbox="743 1581 1485 1631">Dec 18, 2016 by Alan T. Baumler</td> </tr> </tbody> </table>	File	Modified	PDF File WGS-Asia106.pdf	Dec 18, 2016 by Alan T. Baumler
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<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies liberal-studies
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
	global_and_multicultural_awareness
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i> information_literacy
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p><i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i></p> <p>-Students will demonstrate their understanding of Confucian and Buddhist ideas about self-cultivation and how they fit into the construction of gender and identity in China and Japan.</p> <p>Students will demonstrate their knowledge of the past and present from historical, philosophical and social perspectives and the human imagination, expression and traditions of many cultures through on-line discussions and other assignments. (Informed learners)</p> <p>-Students will analyze the construction of traditional gender roles and how these were transformed in the modern period and how traditions were invented and harnessed by modern groups.</p> <p>Students will analyze our texts, think critically, and synthesize information and ideas (Empowered learners)</p> <p>-Students will evaluate how modern popular culture portrays gender roles and proper behavior, and how this draws on and departs from traditional models.</p> <p>This will be done in part through the project were students analyze a film of their own choosing, so they will demonstrate their ease with visual literacies. (Empowered Learners) All of our major texts deal with understandings of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world (Responsible Learners)</p>
Description of the Required Content for this Category	<p><i>Narrative on how the course will address the Selected Category Content</i></p> <p>-Global and Multicultural Awareness</p> <p>The course is a comparative study of ideas of gender identity in elite and popular culture in China and Japan in both the modern and pre-modern periods. Students will develop their understanding of both of these cultures. We will examine of the ways differing cultures establish and rely on systems of values, norms, and ideals. All of the course content enables students to gain knowledge of the past and present and interrelations among communities. Cultures will be presented on their own terms.</p> <p>-LS Elective Information Literacy</p> <p>Students will analyze a variety of texts, including films, academic and non-academic writing. Class assignments will require them to demonstrate their ease with textual, visual, and electronically-mediated literacies. The course will address the legal and ethical use of information.</p>

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	<p>The whole course deals with Chinese and Japanese perspectives on identity, with some content on ethnic minorities inside these traditions. The modern section of the class deals extensively with women. and creation of modern gender identity.</p>
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	<p>In addition to the films all students will read</p> <p>Shiba Goro. <i>Remembering Aizu</i>. Honolulu: University of Hawaii Press, 1999.</p>

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="397 273 1019 367"> <thead> <tr> <th data-bbox="397 273 711 315">File</th> <th data-bbox="711 273 1019 315">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="397 315 711 367">PDF File WGS-Asia106.pdf</td> <td data-bbox="711 315 1019 367">Dec 18, 2016 by Alan T. Baumler</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  	File	Modified	PDF File WGS-Asia106.pdf	Dec 18, 2016 by Alan T. Baumler
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>				

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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>