



<b>(H) Number of Credits*</b>	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<b>(I) Repeatable Course*</b>	<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>
<b>(J) Prerequisite(s)</b>	<p>None</p>
<b>(K) Co-requisite(s)</b>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
<b>(L) Additional Information</b>	<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>
<b>(M) Recommended Class Size</b>	<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>
<b>(N) Catalog Description*</b>	<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>
<b>(O) Student Learning Outcomes*</b>	<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>



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><b>(S) How Does it Fit into the Departmental Curriculum?*</b></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><b>(T) Is a Similar Class Offered in Other Departments?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p><b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></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><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Department Elective          Liberal Studies          Open to Any Student</p> <p>If Other, please explain:</p>				
<p><b>(W) Implications for Other Departments*</b></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><b>(X) Attach Supporting Documents for Implications, if Necessary</b></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><b>(Y) Are the Resources Adequate?*</b></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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b></p>
<p><b>Course Prefix/Number</b></p>	
<p><b>Course Title</b></p>	
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p><b>Brief Course Outline</b></p>	<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>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	
<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	
<p><b>How will student achievement be evaluated?</b></p>	
<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	


## Liberal Studies Section

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







	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <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"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>	File	Modified	PDF File WGS-Asia106.pdf	Dec 18, 2016 by Alan T. Baumler
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<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>				

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>