

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	HIST/JPNA260		
Course Title	Bodies and Cultures in Modern Japanese History		
Prerequisites	HIST/JPNA170 Introduction to Japanese History		
Course Instructor	LEE, I.Zhuen Clarence	Year Available (Grade Level)	2
Subject Area	Japan Studies: History	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>This course focuses on the body as a conceptual and analytical tool in understanding early modern and modern Japanese history. It aims to introduce major turning points in the conception of the human body from the Tokugawa period to contemporary times. We will analyze material from various disciplinary fields in order to address the following questions: How did definitions of the body change throughout the course of early modern and modern Japanese history? What did it mean to have a body in a society where it was normal for samurai to cut down people? How did prevalent ideas and historical currents permeate our contemporary body?</p> <p>Students are welcome to bring in their own ideas of how the world around them have shaped the manner in which they perceive their bodies.</p>
Class plan based on course evaluation from previous academic year	Replaced some readings that students were not interested in: reduced number of pages of longer readings.
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1) Understand how the human body has been perceived, constructed, and figured in early modern to modern Japanese history</li> <li>2) Consider the worldwide debates surrounding the body and its role in society</li> <li>3) Think about questions of race, ethnicity, nation vis-a-vis the human body.</li> <li>4) Consider how we can situate our body in this age of the anthropocene where every single person and their bodies are part of political/social issues like global warming, and climate change.</li> </ol>

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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## iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Flipped Classroom/Discussion, Debate/Group Work/Presentation				
More details/supplemental information on Active Learning Methods	Flipping the Classroom, Group Discussion, Mini-Presentations				
Use of ICT	MS Powerpoint, Youtube, Google Docs, Padlet				
Contents of class preparation and review	<p>Lectures are not a rehash or paraphrase of the readings. For the most part, they will present new information and suggest new contexts and ideas related to the topic of the assigned reading. "Discussion" will mainly be conducted in groups, where students will "hang out" with their classmates as they consider given discussion questions.</p> <p>Students are expected to attend every session punctually. Screenings and reading assignments must be completed prior to class.</p> <p>Students are expected to participate actively in discussion. You will be given a daily grade ranging from 1-5 for day in class. This will be based on the following scale:</p> <p>5 - Thoughtful, engaged &amp; prepared; facilitating/encouraging classmates' participation.</p> <p>4 - Adequate preparation and good participation</p> <p>2 to 3 - Inadequate preparation and/or inadequate participation</p> <p>1 - Warm Body</p> <p>0 - Absent, or present but disruptive</p> <p>Review all your notes after class to ensure you have internalized the day's discussion and ideas.</p>	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	2 hours
Feedback Methods	Regular feedbacks will be given to all assignments/finals in the form of comments. Students may approach the instructor at any point in the course to ask for more individualized feedback.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Participation and Discussion	25%	
Response Papers	20%	
Creative Project	25%	
Final Take-Home Exam	30%	

Required Textbook(s)	All texts will be made available online.
Other Reading Materials/URL	None
Plagiarism Policy	<p>Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. Depending on the nature of plagiarism committed, you may fail the assignment and/or the course. All acts of plagiarism will be reported to the University.</p> <p>ChatGPT and other AI tools are not replacements for your original, critical thoughts. The ultimate goal of this course and any tool used to submit your assignments is to enhance your own learning and understanding, not to undermine it. Having AI write your paper therefore constitutes plagiarism, and will result consequences laid out above. In other words, use any AI tools for content creation, and enjoy your F grade.</p> <p>Nevertheless, this instructor recognizes some students may not be fluent in English languages and will permit the use of AI tools for the editing of grammar. Students that elect to use AI tools will need declare how they have used the tools in every assignment submitted.</p>
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p>Response Papers: Littered across the semester are two short writing assignments. Each of these assignments are 10% of your final grade, amounting to 20%. These are SHORT response papers (800-1000 words, no more and no less). Submission will be done via email; late submissions will not be accepted. More details will be given for each assignment later in the semester.</p> <p>Creative Project: One of the goals of this course is to have students enjoy the content and ideas that they are learning. As such, 25% of your final grade will be based on a creative project. This project can be completed individually, or in small groups. Students should consult with me early in the semester. Examples include: documentaries, a podcast educating your listeners on the important aspects of a bodily topic, drawing a manga based on one of readings (taking note of depiction of characters, context, etc.), etc. In short, the creative project must relate to the course. More guidelines will be given later in the semester.</p> <p>Final Take-Home Examination: Late submission will be heavily penalized. More details will be given later in the semester. This portion will account for 30% of your final grade.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Introduction to the course: The Body as an Analytical Tool
Class 2	Body Politics as Lens Readings: 1) "The Prosthetic eye" 2) "The Visible Human"
Class 3	Regulating the Tokugawa Body Reading: Excerpts from Voices of Early Modern Japan: 1) "Samurai Dress and Grooming Standards," 2) "Forging Political Order," 3) "The Emperor and Kyoto Aristocracy," 4) "Weapons Control,"
Class 4	Tokugawa Ideology and the Confucian Body Reading: TBA
Class 5	Rethinking the Body Politics of Tokugawa Classes Reading: Excerpts from Yamaga Sokō's writings, Sources of Japanese Tradition II, 186-194, 200-205.
Class 6	Nourishing the Body as Life Science Reading: Selections from Kaibara Ekiken, "Cultivating Chi"

Class 7	The Kokugaku Body and the Discovery of the Natural World  Reading: Peter Flueckiger, "Reflections on the Meaning of Our Country: Kamo No Mabuchi's "Kokuiko", " Monumenta Nipponica 63, no. 2 (2008): 239-259.
Class 8	Heavenly Bodies and Gods:  Readings: 1) Nakatsune Hattori, "Sandaikō," 2) Part 1 of Hirata Atstane, "Tama no Mihashira"
Class 9	Late Tokugawa Playful depictions of the Body  Reading: Chapter 1 from Hirano Katsuya's Dialogic Imagination
Class 10	Outcasts in Tokugawa Society  Reading: David Howell, "The Geography of Status"
Class 11	The Discovery of Western Anatomy  Readings: 1) Dutch learning, Sugita Genpaku, 361-364, 367-369, 2) Selections from Rangaku Kotohajime, 26-51.
Class 12	Foreign Gazes of the Local body: Local Gazes of the Foreign Body  Readings: "Kaempfer, Ōtsuki Genpaku, Shiba Kokan"
Class 13	Discovery of a National Body  Reading: Selections from Aizawa Seishisai, "New Thesis (Shinron)," in Bob Tadashi Wakabayshi, Anti-foreignism and Western Learning in Early Modern Japan (Cambridge: Harvard East Asian Monographs, 1992)
Class 14	Premodern Body to Modern Medicine discourse  Reading: 1) Poison Women, pp. 1-25
Class 15	Biopower, Modern Love and the body  Reading: Selections from Sonia Ryang, Love in Modern Japan
Class 16	Body in Social Darwinistic Discourse  Readings: Writings by Fukuzawa Yukichi
Class 17	Japanese Body as White Body  Reading: Morris Low, "Hybridity and whiteness of the Japanese"
Class 18	Racializing the Body through Science  Reading: Terazawa Yuki, "Racializing Bodies through Science in Meiji Japan: The Rise of Race-Based Research in Gynecology"
Class 19	Eugenic Thought in Modern Japan  Reading: Otsubo Sumiko, "The Female Body and Eugenic Thought in Meiji Japan"
Class 20	Essentializing the Body in Inter-National Politics  Reading: Selections from Nitobe Inazo's Bushidō

Class 21	<p>The Body in Total War: Kokutai no Hongi And Watsuji Tetsuro</p> <p>Readings:</p> <p>1) "Fundamentals of Our National Polity"</p> <p>2) Watsuji Tetsuro's "The Way of the Japanese Subject"</p>
Class 22	<p>Great East Asian Co-prosperity Sphere and Japanese attempts to figure an East Asian Body</p> <p>Readings:</p> <p>Selected Historical Documents</p>
Class 23	<p>Postwar orientations of the body</p> <p>Reading:</p> <p>Igarashi Yoshikuni, "The Age of the Body"</p>
Class 24	<p>Postwar Growth, Masculine bodies and Postcolonial Marriage politics</p> <p>Readings:</p> <p>Nobue Suzuki, "Of love and the marriage market: Masculinity politics and Filipina-Japanese marriages in Japan"</p>
Class 25	<p>Configuring our bodies / Animating Bodies</p> <p>Anime Viewing:</p> <p>Castle of the Sky (1986)</p>
Class 26	<p>Animating bodies in Ghibli Films</p> <p>Reading:</p> <p>Thomas Lamarre, "Drawing Bodily movements in Anime"</p>
Class 27	<p>Thinking about Modern Bodies, philosophical time, and Gender</p> <p>Anime Viewing:</p> <p>Your Name (Kimi no na wa: 2016)</p>
Class 28	<p>Disability and the body in an age of anthropocene</p> <p>Anime Viewing: Mushishi (2006)</p>
Class 29	<p>Student Presentations</p>
Class 30	<p>Student Presentations and Final Recap</p>