

Department	International College of Liberal Arts		
Semester	Spring 2026	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	HIST/JPNA261		
Course Title	Bodies, Gender, and Identities 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 uses the human body as a conceptual and analytical tool to cut through early modern and modern Japanese history. In addition to introducing major turning points in the conception of the human body from the Tokugawa period to contemporary times, we will be analyzing how conceptions of the body had influenced important modern ideas such as gender and identity. Using material from various disciplinary fields, we will seek 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's bodies? How did prevalent ideas and historical currents permeate our current understandings of our bodies?</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> <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>
Class plan based on course evaluation from previous academic year	Fine-tuned and balanced information with lengths of assigned 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"> 1) Understand how the human body has been perceived, constructed, and figured in early modern to modern Japanese history 2) Consider the worldwide debates surrounding the body and its role in society 3) Think about questions of race, ethnicity, nation vis-a-vis the human body. 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.

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, others.				
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. 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: 5 - Thoughtful, engaged & prepared; facilitating/encouraging classmates' participation. 4 - Adequate preparation and good participation 2 to 3 - Inadequate preparation and/or inadequate participation 1 - Warm Body 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>Academic Integrity 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>AI Policy In general, this course is "AI-Out" for response papers and the final take-home exam as they are designed contextually to train students to be analytical with the material presented in the course. As for the creative project, generative AI may be used for brainstorming and research. That being said, students should approach these engines cautiously and with a critical eye (given that they are known to make-up BS). In short, you are responsible for all aspects of the submitted project. Please refer to the course rubric and course AI policy for more information.</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	<p>Body Politics as Lens</p> <p>Readings: 1) "The Prosthetic eye" 2) "The Visible Human"</p>
Class 3	<p>Regulating the Tokugawa Body</p> <p>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,"</p>
Class 4	<p>Tokugawa Ideology and the Confucian Body</p> <p>Reading: TBA</p>

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	<p>Biopower, Modern Love and the body</p> <p>Reading: Selections from Sonia Ryang, <i>Love in Modern Japan</i></p>
Class 16	<p>Body in Social Darwinistic Discourse</p> <p>Readings: Writings by Fukuzawa Yukichi</p>
Class 17	<p>Japanese Body as White Body</p> <p>Reading: Morris Low, "Hybridity and whiteness of the Japanese"</p>
Class 18	<p>Racializing the Body through Science</p> <p>Reading: Terazawa Yuki, "Racializing Bodies through Science in Meiji Japan: The Rise of Race-Based Research in Gynecology"</p>
Class 19	<p>Eugenic Thought in Modern Japan</p> <p>Reading: Otsubo Sumiko, "The Female Body and Eugenic Thought in Meiji Japan"</p>
Class 20	<p>Essentializing the Body in Inter-National Politics</p> <p>Reading: Selections from Nitobe Inazo's <i>Bushido</i></p>
Class 21	<p>The Body in Total War: Kokutai no Hongi And Watsuji Tetsuro</p> <p>Readings: 1) "Fundamentals of Our National Polity" 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: Selected Historical Documents</p>
Class 23	<p>Postwar orientations of the body</p> <p>Reading: Igarashi Yoshikuni, "The Age of the Body"</p>
Class 24	<p>Postwar Growth, Masculine bodies and Postcolonial Marriage politics</p> <p>Readings: Nobue Suzuki, "Of love and the marriage market: Masculinity politics and Filipina-Japanese marriages in Japan"</p>

Class 25	Configuring our bodies / Animating Bodies Anime Viewing: Castle of the Sky (1986)
Class 26	Animating bodies in Ghibli Films Reading: Thomas Lamarre, "Drawing Bodily movements in Anime"
Class 27	Thinking about Modern Bodies, philosophical time, and Gender Anime Viewing: Your Name (Kimi no na wa; 2016)
Class 28	Disability and the body in an age of anthropocene Anime Viewing: Mushishi (2006)
Class 29	Student Presentations
Class 30	Student Presentations and Final Recap