

HIST319 – Gender Proposal

Check here if you agree to submit a Gender Proposal True

Effective catalog term:

Department:

Course Number:

Course title (official title for catalog):

Abbreviated course title (limit 26 spaces)

Credit amount:

When you click submit, a copy of your submission will be automatically emailed to you. Please include your full email address here:

Please enter your department chair's email here:

Today's Date:

Instructor:

I wish this class to be: Cross-listed with Gender Studies False

Given a Gender Designation True

New course

How many credits is this course worth?

Semester and year this course will first be offered:

every term False

annually (Fall) True

Frequency course will be offered: annually (Spring) False

alternate years in the following False

term		
term		Fall
Will reassignment of current faculty cover this course?		no
Cost and brief description of needed additions to library/media resources:		n/a
Cost and brief description of needed additional computer software and/or hardware:		n/a
Cost and brief description of needed additional equipment and/or instrumentation:		n/a
Unusual classroom or space needs for this course, if any:		n/a
8. List all other Common Curriculum designations applied for and received:		HUMANITIES
9. List all other Common Curriculum designations applied for but not yet received:		n/a
10. Are there any prerequisites for this course?	yes	False
	no	True
a. If yes, please list all prerequisites:		
1. How will this course use gender as a primary lens of analysis for examining course content?		Normative gender roles play a significant part of Japanese life and culture, historically. Those who do not subscribe to such roles are often viewed as horrific. This course analyzes the reasons why, and in doing so, we are able to reflect on our own notions of gender and society. The course analyzes the tropes of the transgressive woman and man throughout 19 th and 20 th century history, pausing on the new woman, modern girl, poison woman, carnivorous woman, as well as on the modern boy, househusband, and the herbivorous man. These individuals call into question the Japanese ideals of "good wife, wise mother," and "salaryman" as the sole purview of women and men, respectively. For example, students are tasked with analyzing why a novel about the quintessential "modern girl" is a horror story for Japanese society. In addition, students examine the trope of the transgressive woman in <i>Ring</i> in another essay.
2. How will you ensure that the course considers		The course uses a multitude of primary source material that draws upon the experiences of authors who subscribe to normative gender roles and those

the experience of different genders?

who fall beyond their scope, across the spectrum. For example, students are tasked with analyzing why a novel about the quintessential “modern girl” is a horror story for Japanese society. In addition, students examine the trope of the transgressive woman in *Ring* in another essay, taking time to notice how the author undermines Sadako’s femininity through her status as intersex.

3. Which of the following will be addressed as intersecting with gender in the course: race, class, ethnicity, nationality, sexuality?

This course examines not only gender’s intersections with Japanese and Euro-American nationalities, but also the interactions of class and sexuality within Japan and abroad. The essay on *Naomi* addresses the nature of westernization, particularly vis-à-vis the modern girl. In addition, the discussion on “Patriotism” versus “American hijiki” forces students to analyze what it means to be Japanese in the face of occupation by a former enemy.

4. How will the course examine the distribution of social, political, legal, and/or economic power on the basis of gender?

This course posits that the ideals of gender and sexuality, which permeate both social and economic power structures (male as breadwinner, woman as homemaker in a heteronormative, child-bearing unit), create fear of so-called transgression and deviance. By examining what society fears, we can analyze why these fears prove a powerful political force.

5. How will this course enable students to apply gender theory to their personal lives and/or local experiences?

By examining gender’s influence and role in another society, namely, Japan from the 1600-present, students are able to apply a critical eye to their own experiences with the spectrum of gender within their own cultures and societies. The struggle to define themselves, rather than have definitions thrust upon them, for example, allowed modern girls the power of reclamation of title. As in the U.S., with LGBTQ students reclaiming “queerness”, so too have individuals throughout history and across nations had to demand the ability to self-define. Students will explore this primarily through class discussions.
