In this course we will explore Japan’s history up to 1600 from various perspectives—including art and archaeology, folklore, and literature, all in the broader context of social and economic history. Objectives include gaining literacy about Japan’s past as well as learning how to read Japan’s rich archive of historical, archaeological, and cultural sources. By the end of the course members will be ready for a rewarding trip to Japan, to see what they have studied about this semester!

How the course works

• Members of the class will write two prelims, two written exercises, and a final exam. Participation in class discussions is critical for success; and good preparation, reading the assignment in advance, is required for success. Grading criteria are: class participation 15%; short writing assignments 20%; prelims 30%; final 35%.

• Required texts available at the USC Book Store
  William Wayne Farris, Japan to 1600, a Social and Economic History
  J. Piggott, Readings in Classical Japanese History (Campus Publications)
  J. Piggott, Readings in Medieval Japanese History (Campus Publications)
  Donald Keene, Anthology of Japanese Literature
  Additional readings and materials are on Blackboard (BB), in the Content folder.

• Before beginning each day’s reading, check the day’s syllabus for themes and questions. Take careful notes on the reading. Keep lists of new vocabulary and important persons, places, and events. Consult maps to locate unfamiliar places. Finish reading and taking notes on assigned material before class. Always bring your books and copies of texts downloaded from Blackboard to class for discussion. You will want to mark important points and make marginal notes and questions. There will be “sign in” quizzes at the beginning of class to help you (and the teacher) assess your preparation.

• Review lecture and reading notes frequently. From early in the course develop your own chronology of events and developments. What is worth remembering and why? Update and review your chronology frequently. We will discuss strategies for this task early in the semester.
• Check email and announcements on Blackboard regularly. Keep your email account in good order so that you will receive all emails sent to you.

• Should you be ill, be sure to review someone’s class notes and get copies of handouts.

Annotated slides for the course, including those shown during lectures, can be viewed at http://jrpiggott.net/jp/slides/ (keyword: Yoritomo). Select “History 335,” click on a given lecture date, and then view the annotated slides for that lecture. This is a great way to review lectures and reading. You can also use a keyword to search for images you want to access and study.


Harry Ritter’s Dictionary of Concepts in History and John Cannon’s Blackwell Dictionary of Historians provides useful entries for historical terms, concepts, and historians. Mary Rampolla’s A Pocket Guide to Writing in History provides helpful hints, and Michael Stanford’s A Companion to the Study of History presents more extensive discussion of historical methods and issues. There are specialized dictionaries for theories, terms, and thinkers in sociology, politics, anthropology, archaeology, geography, economics, and other disciplines. Look in the Homer catalog for them, or ask a librarian for assistance.

A daily newspaper in English from Japan is The Japan Times. It is available in the East Asian Library Reference Room. Check it for articles of historical and cultural interest. Share your discoveries with the class. Journal articles of interest can be found in the JSTOR archive, accessible via the Library website.

Protohistory
8/22 ־ Queen Himiko of Yamatai and the Yayoi-Kofun Transition — mid 3rd century CE
After brief discussion of fundamentals such as geography and topography, we will turn to the third-century archipelago, at the beginning of the “Yayoi-Kofun Transition.” For an overview see W. Farris, Japan to 1600, xv-xix, 1-15; and Readings in Classical Japanese History 3, 6-9, 12-14, 243.

8/24 ־ Tomb-age Japan and Great King Wakatake (Bu) late 5th century CE
How did the transition from Yayoi to Kofun (Tomb) times proceed, according to the historical and archaeological records? How do those records work together?
Reading: W. Farris, Japan 15-26; Readings in Classical Japanese History 4-5 (chronology), 10 (-“Ka died…”- >History of the Sui Dynasty), 15-37; Swords map (handout).
Att: print out the Table of Contents for Readings in Classical Japanese History from the Content folder on the course Blackboard site

8/29 ־ Great King Suiko, Pole-star Monarch 554-628 CE
What does the court record Nihon shoki tell us about the reign of Great King Suiko? How was it different from Wakatakeru’s reign? And what do we need to know about a source (like the Nihon shoki’s chapter on Suiko) to evaluate its historicity?
Reading: Farris, Japan 25-26 ; Piggott 10-11 (History of the Sui Dynasty), 44-49, 57-61, 71 (map); “From the Good Earth: Rice, Society and Science” BB
Additional Perspectives: John Bentley, Historical Trends in Early Japan 116-31 (Gangôji engi); J. Piggott, Emergence of Japanese Kingship, Chap. 3

8/31 ־ Ritsuryô and the Tenno’s Realm—Great Kings Tenmu and Jitô late 7th century CE
Why did the Yamato court adopt Tang-dynasty Chinese codal law in Japan, in what context, and with what results? What was the importance of poetry (as in the Manyôshû, Collection of Ten-thousand Leaves)—its writing and anthologization—to Yamato court elites?
Reading: Farris, Japan 27-37; Readings 62-67, 71-83; “Prince Oama’s Mandate, Selections from the Nihon shoki;” (Blackboard, BB, Content)
Additional Perspectives: Bruce Batten, “Foreign Threat and Domestic Reform” (Blackboard); J. Piggott, “On the Coup of 645,” BB; Great King Jitô in the Nihon shoki (Blackboard, BB, Content); “Iron Production in Early Japan,” BB; J. Piggott trans. “Laws for Monks and Nuns,” (ritsuryô Sôniryô) BB

2
9/5 T’ Shōmu Tennō and the Nara Capital mid 8th century CE
What developments (political, social, cultural) characterized the time when the royal capital was at Nara, 710-84 (“the Nara Period”)? How did Shōmu Tennō (r. 723-49), Temmu’s heir, and his daughter develop their rule as heavenly sovereigns over the realm of Nihon? What were challenges they faced? And what sorts of sources, sites, and artifacts contribute to our understanding of this time—which do you find most interesting?
Reading: Farris, Japan 38-52; Readings 84-98; Anthology 33-53.

9/7 T’ The Nara Realm in The Miraculous Tales of Keikai 800 CE
What linked capital and countryside in Nara times? What do Keikai’s Ryōiki (Miraculous Tales) show about people’s ways of life and beliefs in the eighth and ninth centuries? What might have been Keikai’s objectives in telling these stories, do you think? Japan art historian Dr. Yoshiko Kainuma will visit to discuss three of her favorite works of art from Nara times.
Reading: Readings 96-101, 128 (784 11/03); Ryōiki tales (BB); History of Iron Production (BB)
Additional Perspectives: Burton Watson, Miraculous Tales of Japan (Ryōiki); Yorō Ritsuryō Laws for Monks and Nuns BB

9/12 T’ A New Capital at Heiankyō: from Kammu Tennō to Saga Tennō early 9th century CE
Why did Kammu Tennō leave Nara to build a new capital city, with what costs and gains? How did Saga Tennō shape his court and rule in the early ninth century?
Reading: Farris, Japan 53-69; Readings 128-29; “Kammu Tennō and Shrine Ritualists” (BB); K. Friday, “Pushing Beyond the Pale” (BB);

9/14 T’ Northern Fujiwara Regents Lead the Court mid 9th century CE
How did regents come to lead the court, and what did Fujiwara Tadahira care about as regent, per evidence from his journal?
Reading: Farris, Japan 57-80; W. McCullough, “Aristocratic Society” (BB); Piggott, Readings 108-17, 128-37; Northern Fujiwara lineage members as royal affines (BB); the court’s Annual Calendar (BB).

9/19 T’ First Prelim and Discussion
After the 40-minute prelim, we’ll discuss what beliefs and practices characterized Buddhism and kami-worship in mid-Heian times, as seen from sources of different eras: see Readings 68-70, 102-6, 137, 143-45, 147.

9/21 T’ The Heian Countryside Ninth and Tenth Centuries CE
What were some developments in the Heian countryside up to the early tenth century—who were the players and what factors affected them?
Reading: Farris, Japan 53-69; Readings 129-34 (-> “Provincial Officials”), 162 (Doc 1); Rules for Farmers (BB); handouts on prov. governors
Additional Perspectives: W. Farris, Heavenly Warriors; K. Friday, The First Samurai, esp. Intro-60

9/26 T’ Taira Masakado, Japan’s First Samurai? early 10th c.
Why might Taira Masakado be termed “the first samurai,” and why does it matter? How was Masakado linked to the capital? Make a list of new terms encountered in the reading.
Reading: K. Friday, The First Samurai TBA (to p. 85 if possible); Readings review 128-36; handouts on court structure, warrior residence

9/28 T’ The Age of Genji ~1000 CE
What images of courtly society and aristocratic culture does The Tale provide? What can we learn about history from a novel such as The Tale?

10/3 T’ Martial Governors and Hired Swords
How did governors become militarized, and with what results?
Reading: Farris, Japan 81-85; Piggott, Readings 136-42, 146-52 (“A Provincial Governor’s Retainer”), 160, 163-66, 188.
Additional Perspectives: Helen McCullough, “A Tale of Mutsu, Mutsuwiki” (JSTOR)
10/05 Additional Perspectives: The retired Shirakawa Tennō lead the court—Shirakawa in early 12th century
How and why did the retired Shirakawa Tennō come to lead the court, and what did his leadership mean for court and realm in the early 12th century?
Reading: Farris, Japan 85-96; Piggott, Readings 161, 167-77, 180 (Prayer of the Retired Tennō Shirakawa—), 85, 188-89, 191, 222-23; Piggott/Hurst on Shirakawa (Blackboard), “Hōshōji” (Blackboard), Taira biographies (Blackboard)
Additional Perspectives: Mimi Yngpruksawan, “The Phoenix Hall at Uji” (JSTOR)
S. Teiser & J. Stone, Readings of the Lotus Sutra

10/10 T’ Claws and Fangs of Retired Monarchs: the Ise Taira and Taïa Kiyomori later 12th century
How did Taira Kiyomori emerge as a court leader? How do various sources portray Kiyomori and his rise? How did the Taira compete with the Minamoto?
Reading: Farris, Japan 96-106; Piggott, Readings I, 192-93 (scan the chronology to 1177), 197-203, 207-8, 219-36; Piggott, Readings in Medieval Japanese History (Readings II) 11-16 (to “The Gempei War”); Taira biographies (BB), Jien’s portrait of Kiyomori (BB), images from the Heike monogatari

10/12 Midterm Exam

10/17 T’ The Gempei War late 12th century CE
What led to the war, what sort of war was it, and what were its effects?
Reading: Farris, Japan 107-111; Piggott, Readings I, 193-95, 219-229; 200-06; 238-42; Piggott, Readings in Medieval Japanese History 16-20; Keene’s Anthology 173, 181-84, 192-96; “On Dan no Ura”
Additional Perspectives: R. Takeuchi on the Gempei War in D. Shively, Cambridge History of Japan vol. 2, 700-9 (BB); H. McCullough, Yoshitsune; M. Shinoda, Founding of the Kamakura Shogunate; J. Mass, Yoritomo and the Founding of the First Bakufu

10/19 T’ Warrior Government in Kamakura—what and why?
What was the nature of Minamoto Yoritomo’s warrior organization at Kamakura? What were its functions?
Reading: Farris, Japan 111-118; Readings in Medieval Japanese History 30-35 (up to “1196…”), 3-5 (up to “The Retired Sovereign”), 7-9; The Oshū (Mutsu) Fujiwara and Hiraizumi (Blackboard), Oyama K., “Kunitomi Estate” (BB); Readings in Classical Japanese History 209-11 (“Why the Sword Was Lost,” “Vengeful Souls”). During class I will ask each member of the class to analyze one of the sources you have read for today—be prepared to place it in context.

10/24 T’ Kyoto and Kamakura, a Dual-centered Polity (Politics?) thirteenth century CE
How do historians characterize the new situation in thirteenth-century Japan? And what do primary sources such as Hōjō Shigetoki’s letter and the 1252 Formulary of Ajudication tell us about the main concerns of Kamakura leaders?
Reading: Farris, Japan 119-22; Piggott, Readings I, 210-14; Readings 20 (“Kamakura under the Hojo”) 23 (up to, “The most dramatic test…”), 35-41 (up to “1286…”), 98-99, 45-6, 89-97, 8-10; D. Keene, Anthology 197-212

10/26 Economic and Religious Developments in the Thirteenth Century
How was the medieval economy developing, and how was Buddhism changing?
Reading: Farris, Japan 122-30; Readings 47-48, 63-68, 100-14, 121, 123-45 (”Agricultural operations”), 217 (to the 1260s); 19, 228 (review chart 32; Reader I, 161)

10/31 T’ Class Discussion: Nagahara’s “The Medieval Peasant”
Review reading: Farris, Japan to 1600, 130-35, Hurst Rdr II 30-44, Nagahara Rdr II 128-45

11/02 Mongols, Bandits, and Go-Daigo Tennō 1260s to 1320s
What challenges faced the dual polity in the early 14th century? How did Go-Daigo Tennō resist Kamakura, and with what results? Was Go-Daigo another Go-Toa?
Reading: Farris, Japan 136-139; Readings 23 (“The most dramatic test…”)-24, 41-44, 50-51 (“Nichiren”), 147-58 (up to “The Failure of the Go-Daigo…”), 159, 126-27, 97-99 charts; Keene 242-57
Additional Perspectives: http://www.archaeology.org/0301/etc/kamikaze.html; Thomas Conlan, In Little Need of Divine Protection; Helen McCullough, Yameki (the first 12 chapters); a historical novel, Inoue Yasushi, Wind and Waves

11/07 T’ A Second Shogunate from 1336
11/09 "The Second Shogunate and the North-South War (1336-92)

How did the new shogunate take shape—what do narratives and primary sources in Reader II (and recent handouts) indicate about that formation, and about the challenges Takauiji and his followers had to face? Prepare a written analysis (~2 pp) utilizing one or two primary sources to discuss in class, and to submit at the end of class. [I suggest going back through the relevant readings to find the sources you want to use.]

11/14 T' Ashikaga Yoshimitsu's Era as Japan's Renaissance? later 14th century

What are Grossberg's theories as to why Yoshimitsu was a successful king-shōgun? Why, according to Farris, did growth revive 1280-1450? What are similarities and differences in the two historians' narratives?

Reading: Farris 139-52; Readings 194-201, 184-85 (handout: primary sources on Yoshimitsu)

Additional Perspectives: J. Parker, Zen Buddhist Landscape Arts

11/16 T' Prelim (30 mins.) and Kitayama Culture and Shiba Yoshimasa's Advice to His Heirs

After the 40-minute prelim, we'll discuss how Vice-shogun Shiba Yoshimasa (1350-1410) elaborated ideal behavior for his heirs. How were those ideals similar or different from those of Hōjō Shigetoki earlier? What clues to society do we see in Zeami's noh plays?

Reading: Farris, Japan 152-63; Readings 203-7, 212; “On Shiba Yoshimasa” (BB); Keene, Anthology 286-93; T. Hayashiya, “Murumachi Kyoto” (Blackboard).

Additional Perspectives: J. Rosenthal, “Three Creeds” (Blackboard). M. Colcutt, Five Mountains; A. Kinda, A Landscape History of Japan

11/21 T' Country at War 1467 ->

How were old institutions challenged in the fifteenth century, after Yoshimitsu's time? We will consider the Ashakura warlords as a case study of how new provincial rulers rose to power in the later 15th century. What new political and social institutions did the daimyo’s world include?


Additional Perspectives: General Asakura Sōteki’s Rules for War (Blackboard); D. Keene, Yoshimasa and the Silver Pavilion; view selections from the TV drama, Hino Tomiko; Nagahara Keiji on Kusakaze (BB); other essays in Hall and Toyoda, Japan in the Muromachi Age; any essay of interest in George Elison, Warlords, Artists and Commoners

11/23 T' Daimyō Hegemons: Oda Nobunaga and Toyotomi Hideyoshi late 16th century

How was “the country without a center” reunited in the latter half of the 16th century? What is Hall’s thesis about the sixteenth-century revolution, and would Farris agree?

Reading: Farris, Japan 171-194; Readings 275-77, 279-89, 313-18, 344-49

Additional Perspectives: G. Elison, “Cross and the Sword,” in Piggott 297-312; Wakita, “Marriage and Property in Premodern Japan from the Perspective of Women's History,” in Piggott 331-43; Mary Elizabeth Berry, Hideyoshi

11/28 T' Daimyō Hegemons: Toyotomi Hideyoshi and Tokugawa Ieyasu

Reading: Farris, Japan 195-99; review xvii-xix; Piggott 277-78, 292-321, 344-51, 349-55; and begin reading Peter Farris' “Why Study History,” http://www.historians.org/pubs/free/WhyStudyHistory.htm. What does Stearns say about the study of history and its objectives? What parts of his program do you recognize from your studies in this course?

Additional Perspectives: Braudel, “On Studying the Long Term” (BB); Piggott 356-65 (on castle towns)

11/30 Th TBA

Final Exam: TBA
NAME: _____________________________

ADDRESS in LA: ________________________________

PERMANENT ADDRESS:________________________________________

PHONE # : _______________ (in LA)

E-mail address _____________________

YEAR: Fr Soph Jnr Snr

Major _________________

Previous history courses? ______

Special Field(s) of interest: (ex. Religion, Art, Anthro) _________________

Previous courses on East Asia or Japan _________________

Studying Chinese, Japanese or other languages? _________________

What are your objectives in taking this course?