

History 335, Autumn 2017

Japan's History: from Protohistory to 1600

TTH 2-3:20 WPH 203

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Office Hours: TTH 3:30-4:30 and by appointment



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.

For additional historical sources in translation, see T. De Bary, *Sources of Japanese Tradition* Second Edition, Vol. 1. For reference also see the *Kodansha Encyclopedia of Japan*. It can be searched online in the *Japan Knowledge* database (directions will be given in class). Louis Frederic's *Japan Encyclopedia*, Martin Collcutt & Marius Jansen's *Cultural Atlas of Japan*, Conrad Schirokauer's *A Brief History of Japanese Civilization*, Conrad Totman's, *A History of Japan* (Second Ed.), and Karl Friday's *Japan Emerging* are also helpful, together with William Tsutsui, *A Companion to Japanese History*; and Paul Swanson & Clark Chilson, *Nanzan Guide to Japanese Religions*.

Harry Ritter's *Dictionary of Concepts in History* and John Cannon's *Blackwell Dictionary of Historians* provide 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 T 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. Additional perspectives: W. Edwards, "In Pursuit of Himiko" (1996) JSTOR; E. Kidder, *Himiko and Japan's Elusive Chieftdom of Yamatai* (2007); G. Barnes, *State Formation in Japan*

8/24 Th 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 (->"Kō 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

Additional Perspectives: W. Aston, *Nihongi*; Seattle Art Museum, *Thousand Cranes* (1987) 10-23; Edward Kidder, on Fujinoki Kofun, *Monumenta Nipponica* 42.1 (1987), 44.4 (1989) JSTOR

8/29 T 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 (*Gangōji engi*); J. Piggott, *Emergence of Japanese Kingship*, Chap. 3

8/31 Th Ritsuryō and the Tenno's Realm—Great Kings Tenmu and Jitō 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 *Manyōshū*, *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 Jitō in the *Nihon shoki* (Blackboard, BB, Content); "Iron Production in Early Japan," BB; J. Piggott trans. "Laws for Monks and Nuns," (ritsuryō Sōniryō) BB

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.

Additional Perspectives: R. Borgen & M. Ury, "Readable Japanese Mythology" (BB); O. Nakanishi, "On the *Manyōshū*," (BB); T. Kobayashi, *Nara Buddhist Art: Tōdaiji* 14-25, 45-53 (BB); T. Duthie, *Manyōshū*, 243-53

9/7 Th 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)*; Yōrō Ritsuryō Laws for Monks and Nuns BB

9/12 T A New Capital at Heiankyō: from Kanmu Tenno to Saga Tenno early 9th century CE

Why did Kanmu 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);

Additional Perspectives: R. Toby, "Why Leave Nara?" BB (cp. George Sansom, *History of Japan on the move*); William Wayne Farris, "War in the Northeast," in *Heavenly Warriors* 81-107; William Wayne Farris, "Capitals," in *Sacred Texts and Buried Treasures*

9/14 Th 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).

Additional Perspectives: F. Herail, *Emperor and Aristocracy in Heian Japan*; Joan Piggott, "What Did a Regent Do?" in J. Piggott and S. Yoshida, *Teishinkōki* 22-81

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 Th 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

Additional Perspectives: Judith Rabinovitch trans. *Shōmonki*; Joan Piggott, "What Did a Regent Do?" in J. Piggott and S. Yoshida, *Teishinkōki* 22-81

9/28 Th 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*?

Reading: *Readings* 120-27, 153-59; *Anthology* 76-81, 67-75, 97-136, 145-55.

Additional Perspectives: Seattle Art Museum, *A Thousand Cranes: Treasures of Japanese Art* 43-56; Janet Walker, "Conventions of Love Poetry in Japan and the West," *Journal of the Association of Teachers of Japanese* 14.1, 31-65

10/03 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, *Mutsuwaki*" (JSTOR)

10/05 Th Retired Monarchs 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 Yiengpruksawan, "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 Taira 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 up to 1177), 197-203, 207-8, 219-36; Piggott, *Readings in Medieval Japanese History (Readings II)* 11-16 (up to "The Gempei War"); Taira biographies (BB), Jien's portrait of Kiyomori (BB), images from the *Heike monogatari*

Additional Perspectives: W. Farris, on Kiyomori in *Heavenly Warriors*; Mimi Yiengpruksawan, *Hiraizumi*; Janet Goodwin, "The Buddhist Monarch," *Japanese Journal of Religious Studies* 17.2-3 (1990)

10/12 Th 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* 179, 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 Th "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.

Additional Perspectives: "On Shimazu Estate" (BB); Ishimoda Shō, "The Medieval World," in J. Piggott ed. *Capital and Countryside in Japan 300-1180*, 326-61

10/24 T Kyoto and Kamakura, a Dual-centered Polity (Polities?) 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 1232 Formulary of Adjudication 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 "1268..."), 98-99, 45-6, 89-97, 8-10; D. Keene, *Anthology* 197-212

Additional Perspectives: Andrew Goble, "The Hōjō and Consultative Government," in Mass, *Court and Bakufu* 168-90; Oyama Kyōhei, "On the Sasakibe no shō Jitō," in K. Yamamura, *Cambridge History of Japan* Vol. 3, 110-120; John Carey Hall, trans. "Gōseibai Shikimoku" (BB)

10/26 Th 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)

Additional Perspectives: look for *shōen* materials in *Readers* I, II; Seattle Art Museum, *A Thousand Cranes* 25-41; Janet Goodwin, *Alms and Vagabonds*; James H. Foard, "In Search of a Lost Reformation: A Reconsideration of Kamakura Buddhism," *Japanese Journal of Religious Studies* 7.4 (1980); Y. Tabata, "Women's Work and Status in the Changing Medieval Economy," in h. Tonomura et al. *Women and Class in Japanese History*; M. Collcutt, *Five Mountains*

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 Th 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-Toba?

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, *Taiheiki* (the first 12 chapters); a historical novel, Inoue Yasushi, *Wind and Waves*

11/07 T A Second Shogunate from 1336

How did Ashikaga Takauji and Nitta Yoshisada battle to become leading warrior in the realm under Go-Daigo? And what beliefs and concerns about Japan, its history, and its present are highlighted in Kitabatake Chikafusa's *Direct Descent of Gods and Sovereigns*?
Reading: Piggott 139, 158 ("The failure")-61 (->"By the time"), "The Rivalry of Ashikaga Takauji and Nitta Yoshisada" (handout); on Ashikaga and Nitta Estates (Blackboard); Piggott 171-94 (-> Muromachi Synthesis), 208-9

A Comparative Perspective: Jacques LeGoff, *Must We Divide History into Periods?* esp. 17-20, 31-43, 55-58, 78-79, Chap. 7 (on views of the "Renaissance" and LeGoff's own idea of "the long Middle Ages") esp. 102-112, Concl.
Additional Perspectives: V. Selinger, "The Sword Trope and the Birth of the Shogunate" (JSTOR); T. Conlan, *State of War*; selections from the TV drama, *Taiheiki*?

11/09 Th *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 Takauji 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 Th *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, "Muromachi Kyoto" (Blackboard).
Additional Perspectives: J. Rosenfield, "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 Asakura 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?

Reading: Farris, *Japan* 164-171; *Readings* 233-47, 227-32, 224-26, 261-67.
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 Th *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 Stearns "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

HISTORY 335, Fall 2017

NAME: _____

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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?