

History 107, Fall 2019

## Japan in the World

Th 12:30 – 1:50 SOS B2 F Sections

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Office Hours: T 5-6 and by appointment



In this course, we will explore Japan's history into modern times from various perspectives—including art and archaeology, folklore, and literature—in the broad context of East Asia and the world beyond. Objectives include gaining literacy about Japan and the study of history itself, using sources and artifacts as well as a textbook. By the end of the course, students will be ready for a knowledge-based trip to Japan, or other Japan-related experiences, like a visit to a museum.

### How the course works

- Members of the class will write two hour-long exams, a midterm, and a final. Attendance at class and energetic participation in section discussions is critical—each class will begin with a sign-in question to encourage you to read in advance. Good preparation—reading the assignment in advance with regular review and reflection on the course—is needed for success. Grading criteria are: class participation 15%; hourlies 20%; midterm and final 65%.

### •Required texts available at the USC Book Store

James Huffman, *Japan in World History*

Helen Craig McCullough, *Genji & Heike*

Basho, *The Narrow Road to the Far North*

Katsu Koichi (T. Craig, trans.) *Musui's Story*

Tanizaki Jun'ichiro, *In Praise of Shadows*

Kawabata Yasunari, *The Old Capital*

You will find additional readings and materials on Blackboard (BB) in the Content folder.

- Before beginning each day's reading, check the syllabus for themes and questions. Take good notes on the reading, including important persons, places, events, and new vocabulary. Make a chronology for the day's reading. Consult maps to locate unfamiliar places. Finish reading and notetaking before class, noting questions you have on the reading. Always bring the assigned readings to class, including printouts of all required texts on Blackboard—you will want to mark important points and make marginal notes as you read and as we discuss the readings in class. There will be frequent "sign in" quizzes at the beginning of class to help you (and your teachers) assess your preparation

and understanding. Review your lecture and reading notes frequently. Make your own chronology of key events and developments, asking yourself, what is worth remembering and why?

- Check email and announcements on Blackboard regularly. Keep your email account in good order so that you will receive all emails regarding the course.

- Should you be ill, let Professor Piggott know, and review a peer's notes from class. Be sure too to 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 107," 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. 1-3. For reference, 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 English newspaper 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.

If you have questions or problems, just ask! And get to know your faculty by visiting them during office hours.

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8/27 T' *Japan in the China Sea Sphere, Introduction*

8/29 Th *Before the Brush*

Why was the seventh century a time of major changes in East Asia, and specifically what changes took place on the archipelago to 645? Why is 645 important? Why did Huffman choose this title, and is it appropriate? Reading: J. Huffman, *Japan in World History*, Chap. 1, 1-18; J. J. Piggott, *Readings 1* (from the *Nihongi*) BB

F Sections

9/3 T' *Heavenly Sovereigns*

Under what circumstances did the Yamato court adopt Chinese ways of government, what were those ways, and how did they work?

Reading: J. Huffman, *Japan in World History* 19-27 (middle, -> Kammu); J. Piggott, *Readings 2* BB

9/5 Th *Tôdaiji - Buddhism and Kingship at Nara in Shômu's Day*

When and how did Buddhism come to the archipelago, and how had it developed by the mid-eighth century, when Shômu Tennô declared himself "Servant of the Buddha," and his daughter ruled as a nun-monarch?

Reading: J. Piggott, *Readings 3* BB

F Sections

9/10 T' *Capital and Countryside in Early Classical Times*

How did the monarchs Kammu and Saga develop their courts at the Heian capital, how was their realm integrated, and what were obstacles to the center's authority and ability to assert power?

Reading: J. Piggott, *Readings 4* (BB)

9/12 Th *The Emergence of Minister-Regents*

How did a new aristocracy emerge at the Heian court in the 9<sup>th</sup> and 10<sup>th</sup> centuries, and what circumstances led to the emergence of Northern Fujiwara minister-regents? What did a regent do? What was the aristocratic mentality of the court c. 1000 CE?

Reading: J. Huffman, 27-35 (to mid-page); W. McCullough, "Aristocratic Society" BB Readings 5 BB

F Sections

9/17 T First Hourly readings, lectures, map  
Bring a blue book, and write legibly!

9/19 Th The Tale of Genji

What images of courtly life in the Heian capital around the year 1000 does *The Tale* provide? Why did Murasaki Shikibu write her *Tale*—what clues can be found internally? Why do you think female writers were prominent at the Heian court? What are pros and cons of using a novel as a historical document?  
Reading: J. Huffman, 32-36; H. McCullough, trans. *Genji & Heike*, Intro, 25-83)

F Sections Continued discussion of H. McCullough, *Genji & Heike* 84-159

9/24 T Challenges to Court Government in the Tenth and Eleventh Centuries

What were challenges faced by the Heian court government in mid-Heian times? What sorts of problems did the Owari Petition and troubles with tax rebels indicate? How did the role of provincial governors change?  
Reading: J. Piggott, *Readings* 6 (use worksheet for your notes) BB

9/26 Th Shirakawa Tennō

How and why did the retired Shirakawa Tennō come to lead the court, and with what effects on court and realm? How and why did the estate system take new forms, and what did it mean for court government?  
Reading: J. Piggott, *Readings* 7; find out about Anrakuju'in on the internet.

F Sections

10/1 T The Ise Taira as Claws and Fangs of the Retired Monarch as Court Leader

How did the Ise Taira leader Kiyomori emerge as a warrior commander and court leader for Go-Shirakawa Tennō in the later 12<sup>th</sup> century? How did the Ise Taira compete with the Minamoto as the monarch's "claws and fangs"? How does *The Heike* portray the Gempei era, 1150s-1180s? How can we study "history" using storytelling, and how is the storytelling in *The Genji* and *The Heike* similar and different?  
Reading: J. Huffman, 37-39 (top); *Readings* 8 BB; Helen Craig McCullough, *Genji & Heike* Intro 245-55, 265-312 & appendices for reference 463-487 (use the Gempei Chronology from *Readings* 7)

10/3 Th Go-Shirakawa, Kiyomori, the Minamoto, and the Gempei War

How was the Gempei War fought and ended? What was the situation in Kamakura and Kyoto in 1185, as far as we know from *The Heike*? What/whose perspectives does *The Heike* represent, and for what audience were its stories told?  
Reading: Helen Craig McCullough, *Genji & Heike* 313-361, 416-35, check maps in Appendices

F Sections

10/8 T **Midterm Exam** (cumulative, from semester beginning: maps, chronology, short answers re events and personalities, & essay (document analysis)—bring two large-size blue books for the exam

10/10 Th After Dannoura, Kyoto Court & Kamakura Warrior Government = Dual-centered Polity

What does Huffman mean by "the long rise of the warriors (*samurai*)," and what conditions and events facilitated it? Who was "a samurai"? How did Minamoto Yoritomo organize his warrior band around the Kamakura headquarters, and how did his relations with the Kyoto court develop? Was Yoritomo's warrior government "feudal"—why or why not?  
Reading: J. Huffman, 39-42; Piggott, *Readings* 10 BB (write notes on worksheet, make a copy of your completed worksheet for submission as today's "sign-in question." Read "Life, Death, and Eternity—what is to be done?" for a sense of how members of various social groups viewed their situation at the beginning of the 13<sup>th</sup> century.

F Sections

In addition to discussing/reviewing Yoritomo's warrior government based on this week's readings and lectures, read "Life, Death, and Eternity—what is to be done?" in *Readings* 9 BB, to find out how members of various social groups were expressing their views of the unprecedented social situation at the beginning of the 13<sup>th</sup> century.

10/15 T *A Code of Conduct for Warriors & Kamakura Religion*

What sorts of rules did the shogunal regent Hōjō Shigetoki set down for his son, Nagatoki around 1250, and why? What do these rules, together with those of the 1232 Formulary for Suits, tell us about the major concerns of warrior society and the shogunate at the time? What new interpretations and practices of Buddhism emerged, and what conditions were likely pushing the religious dynamism of the time?

Reading: J. Piggott, *Readings* 11 BB

10/17 Th *Kamakura & Kyoto—Economic and Intellectual Developments*

How did commerce and monetization advance, and how did warriors, courtiers and cultivators respond to the changes?

Reading: Readings 12 (E. Segal, *Coin, Trade and the State* 66-107) BB; J. Piggott, "A Thousand Thatched Roofs at Kusado-Sengen" BB

F Sections

Reading: Readings 12 (incl. E. Segal, *Coin, Trade and the State* 91-107) BB

10/22 T *Late Kamakura and the Mongols*

What was the effect of the Mongol invasions on warrior and courtier governments, and society at large?

Reading: J. Huffman, 42-44 (bottom); J. Piggott, *Readings* 13 BB

Access the website of Prof. Thomas Conlan (Princeton), "The Mongol Invasions of Japan," and "Japan's Kamikaze Winds, the Stuff of Legend" <https://news.nationalgeographic.com/news/2014/11/141104-kamikaze>

10/24 Th *Ashikaga Takauji and the Second Shogunate*

How did the Kamakura shogunate end, how did a second shogunate start? Were there differences? What were effects of the two courts?

Reading: J. Huffman, 42-44 (bottom); J. Piggott, *Readings* 13 BB

F Sections

10/29 T *Hourly*

10/31 Th *Warlords in an Embattled Realm, the Asakura of Echizen*

How did the Asakura warlords gain control in Echizen (province)? What new political and social institutions did they and other warlords develop? How did Oda Nobunaga advance to regional warlord status?

Reading: J. Huffman, 44-54 (bottom); J. Piggott, *Readings* 14 BB

F Sections

11/5 T *Tokugawa Ieyasu's Third Shogunate*

How did Toyotomi Hideyoshi and Tokugawa Ieyasu carry on Oda's achievements, and what was old and new about the daimyo federation? Considering shogun-daimyo relations, daimyo-daimyo relations, and daimyo-commoner relations. What were benefits of peace in the 17<sup>th</sup> and 18<sup>th</sup> centuries?

Reading: J. Huffman, 55-69; *Readings* 15; J. McClain, "Edobashi," in J. McClain et al. *Edo and Paris* 105-31 BB

11/7 Th *Later Tokugawa Times*

How does the poet Bashō live around the turn of the 19<sup>th</sup> century, and why does he travel? In contrast, how does an unemployed low-ranking warrior named Musui live in Tokyo and on the road? What do their stories tell us about life and social conditions at the time?

Reading: J. Huffman, 69-71; *Readings* 16; Bashō, *Narrow Road to the Far North* BB or *Musui's Story* (Intro, Prologue, Youth, Adulthood ix-xviii, 1-49, 71-98, 119-44); on Hokusai and Hiroshige

F Sections Worksheet 16

11/12 T *The Nation Transformed, The Meiji Age*

How was the nation transformed in Meiji times, focusing on Huffman's narrative and the memoir of an intellectual of the time, Fukuzawa Yukichi? What insights does the latter add to Huffman's narrative? List some points for discussion in class.

Reading: J. Huffman, 72-85; Fukuzawa Yukichi's *Autobiography* v-xv, 178-238 BB

Recommended: *Readings* 17 BB; M. Ravina, *The Last Samurai*; *Readings* 15 (Fujitani 42-55)

11/14 *Th Tokyo, "The Double-Life"*

How did Tokyo "domesticate" the foreign in the era of "civilization and enlightenment," from the department store to the waltz, and beyond? What does Seidensticker's history of Tokyo add to Huffman's narrative of this time? Write a short response essay (2 pages, what do you learn from this reading?) for discussion and submission in section this week.

Reading: E. Seidensticker, *Low City, High City* 90-143 & map BB, 8-11, 35-36 & map BB

In you are interested in earlier Edo—original layout, change over time, consequences of warrior rule including a "revival of medieval warrior culture"—see Nishiyama Matsunosuke, *Edo Culture* 23-53 (Doheny e-book)

*F Sections*

11/19 *T' Images of Polity and Society in the Meiji and Taisho eras, Central and Provincial*

How was the image of Emperor Meiji being given form at this time, and with what objectives? And what was behind the thrust toward expansion and empire-building in Formosa (Taiwan) and Korea? What was happening in the world of northern Ki from 1897-1905—how does it reflect changes in Tokyo, and more broadly, in the world at the time?

Reading: J. Huffman 81-90; T. Fujitani, *Splendid Monarchy* 42-55 BB; Ariyoshi Sawako, *The River Ki* Pt. I (-> 87) BB

11/21 *Th Engaging the World—Taishō "Imperial Democracy," a Balancing Act*

What was "Taishō Democracy" and the "Taishō Balance"? And what was happening in northern Ki, according to Ariyoshi's *River Ki*—how did various characters respond?

Reading: J. Huffman, 91-104 (top); Readings 18; Ariyoshi Sawako, *The River Ki* Pt. II (91-174), Readings 18

Recommended: Watsuji Tetsurō writes about a visit to Nara in 1918, *Pilgrimages to the Ancient Temples in Nara* (trans. Hiroshi Nara, 2012).

*F Sections*

11/26 *T' Japanism as a Response to "the Double-Life"*

Reading: Readings 19; Tanizaki Jun'ichirō, *In Praise of Shadows* (1933), 1-24

12/3 *Th The "Multihued" 1930s, Shōwa Imbalances, and War in the Pacific*

Reading: J. Huffman, 109-119; Tanizaki's *In Praise of Shadows*, 24-48; A. Gordon and J. McClain, on fascism in Japan BB

*F Sections*

12/5 *T' Kawabata Yasunari's The Old Capital (1962)*

Reading: J. Huffman, 120-128; Readings 20, BB; Kawabata, *The Old Capital*

*F Sections*

**Final Exam**



HISTORY 107, Fall 2019

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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?