

# History 146A: Cultural History of Japan to 1800

Fall 2009; Monday / Wednesday 12:00-1:15; Brighton 218



The pleasantest of all diversions is to sit alone under the lamp, a book spread out before you, and to make friends with people of the distant past you have never known.

- - Kenko, *Tsurezuregusa*, 1330

## ***General Information***

Prof. Jeffrey Dym

Office: Tahoe 3088

Office Hours: MW: 9:00-9:45; 1:30-2:30

And by appointment!

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## ***Catalog Description***

HIST 146A: Cultural History of Japan to 1800. History of traditional Japan stressing developments in literature, drama, art, religion and philosophy in the context of political, social, and economic development. Movies, slides, and readings in Japanese literature will be used. 3 units. GE Area: C-1

## ***Course Description***

This is an upper-division course designed for dedicated students who wish to expand their knowledge of Japan. This course seeks to convey a nuanced understanding of Japanese history from its pre-historical genesis until about the 19th century. The course is designed to introduce students to the essence of traditional Japanese culture.

Topics include, Origins of the Japanese People; Formation of the Yamato State; Impact of Chinese Culture; Nara: Buddhism and the State; The Heian Period;

Aristocratic Culture; Fujiwara Power; Rise of the Warriors; Kamakura: Warrior Culture; Mongol Invasions; Muromachi History and Culture; Sengoku: Warring States; Arrival of the Europeans; The Three Great Unifiers; The Tokugawa Peace; Early Modern Society and Economy.

We will make use of a wide variety of sources including literature, cinema, art, and music to evoke the textures of the society.

I hope that by the end of the course you will have both a firm understanding of pre-1800 Japanese history and that you will have gained a sense of how to read, think, and write critically about history. I am here not just to impart facts but also to train minds how to think critically about the world around them.

**Course Objectives**

1. To survey the major events, people, and developments of Japan’s history up to about 1800.
2. To seek to understand the long-term structures of Japanese history and the ways in which Japan has interacted with the world.
3. To gain an awareness and appreciation for a society in great contrast to our own.
4. To delve into the interpretation of history.
5. To gain a sense of how to read, think, and write critically about history.

**Required Texts**

Farris, William Wayne. *Japan to 1600: A Social and Economic History*.  
 Seidensticker, Edward, trans. *The Gossamer Years: A Diary by a Noblewoman of Heian Japan*.  
 Watson, Burton. *The Tales of the Heike*.  
 Endo Shusaku. *Silence*.  
 Ihara Saikaku. *This Scheming World*.

**Requirements and Grading Rubric**

There will be two book critiques, one book quiz, one midterm exam, and a final exam that will be weighed in the following manner:

Book Quiz	50 points	(7%)
Book Critiques (2 X 100)	200 points	(31%)
Midterm	200 points	(31%)
Final Exam	<u>200 points</u>	(31%)
	650 total points	

Final Grades will be determined by your overall accumulation of points according to the following schedule:

	B+ = 563 - 581	C+ = 498 - 516	D+ = 433 - 451
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A = 602 - 650	B = 537-562	C = 472 - 497	D = 407 - 342
A- = 582 - 601	B- = 517 - 536	C- = 452 - 471	D- = 387 - 406
			F = 386 points or less

### ***Book Critiques***

Book critiques should be at least 1000 words but no more than 1500 words in length and must answer the assigned question about the book. The questions for the books are all posted in the “Book Critique Questions” section of SacCT. You are to write book critiques on any two of the three books listed. It is your choice as to which books to write on. If you fail to hand a book critique in on the designated day I will take that as a sign that you are not writing on that particular book. Hence, I will not accept any late papers. You must hand in a rough draft stapled to the back of you final draft for both papers. Papers without an accompanying rough draft will not be graded. Book critiques are due on the dates listed below. These deadlines are absolute. Moreover, you DO NOT have the option of writing three papers and taking the best two. I will only grade you on the first two papers you hand in.

Book critiques will be evaluated using the University’s Writing Across the Curriculum’s writing rubric. This rubric is posted in the “Book Critique Questions” section of SacCT.

### ***Book Quizzes***

There will be one book quiz worth fifty points on *Silence*. It will be given at the beginning of class on the date listed below. The quiz is designed to see how well you have read the book. We will discuss *Silence* following the quiz. If upon completion of the quiz you leave class early without a valid reason, you will receive a zero on the quiz.

If you miss the book quiz, or show up too late to take it, then you must write a 1000 word essay on a topic of my choosing. The paper will be due one week following the quiz date. Consequently, you must get the question from me as soon after you missed the quiz as possible. Failure to hand in the make up essay within one week will result in you receiving a zero on the quiz.

### ***Exams***

The exams will consist of matching, IDs, and one essay question. They will cover the assigned portions of the text, the assigned readings, my lectures, and everything we discuss in class. About two weeks prior to the examination date I will post on SacCT a study guide of all the terms and essay questions that you will need to know for the exam.

Make up exams are allowed only under the following conditions. A student must contact me before the exam or during the exam day. Next, the student will confer with me in my office to determine whether a make up exam is warranted. If a student

contacts me after the exam, he/she must provide extensive documentation explaining the failure to take the exam before I decide whether a make up will be given.

**SacCT:** I will be using SacCT to post my lecture outlines, the syllabus, the book critique questions, and to keep track of your grades.

Technology requirements: Students must have a SacLink account. Students must also have computer access to the Web. All CSUS students enrolled in one or more units can create a SacLink account for electronic mail and Internet services. Although a home computer with a high speed modem running Firefox, Safari, Internet Explorer, AOL, or any other browser would be beneficial, students can access the Web from one of the campus student labs.

If you do not already have a SacLink account, you can get one at any of the computer labs on campus. It takes about fifteen minutes.

Logging onto SacCT:

1. Connect to the Web
2. go to the following address: <http://online.csus.edu>
3. click on the Login logo
4. Your user ID is you SacLink account number
5. Your password is your SacLink password.
6. Once you have logged on you should arrive at a page called My SacCT that lists all of the course you are enrolled in that are using SacCT. Click on History 146A.

NOTE: before logging on, or if you are having trouble logging on, please click on the “System” and/or “Browser” information icon located on the SacCT homepage (<http://online.csus.edu>). These pages will tell you how to configure your computer to work with SacCT. There are also other resources linked to the SacCT homepage that will help you if you are having trouble.

**Readings** assigned from the text are expected to be done. They are assigned to help you understand the lectures which form the backbone of the course.

**Attendance** is expected at all class meetings. (How else can you learn?) Students should notify the instructor in the event of extended absence. Withdrawals will be permitted only up to the scheduled deadline.

No students may leave the classroom before the class hour ends unless I am informed before class of an unavoidable appointment.

All cellular telephones must be turned off. A disruption of class caused by your phone ringing will be held against you.

**Class Participation**, pertinent to the topic under discussion, is encouraged. Everyone is expected to be prepared and to participate. Active participation may be used to determine the final grade in borderline cases.

**Academic Honesty** This course follows the CSUS Academic Honesty policy. If you are not familiar with California State University, Sacramento's Policies and Procedures Regarding Academic Honesty, please read them. They can be found at:

<http://www.csus.edu/admbus/umannual/>

In short, CHEATING OR PLAGIARISM will not be tolerated and may result in failure of the course and possible referral for academic discipline. I expect your book critiques to be your own work. If it is not, beware!

### **Course Outline and Schedule**

Week	Date	Lectures	Readings
Week 1	Aug. 31	Course Introduction	
	Sept. 2	Geographic Setting and Mythological Origins The Archaeological Record: Racial Origins and Prehistoric Cultures—Jomon (ca. 8,000 - 300 B.C.)	Farris, <i>Japan to 1600</i> , pp. 1-26.
Week 2	Sept. 7	No Class: Labor Day	
	Sept. 9	The Archaeological Record: Racial Origins and Prehistoric Cultures—Jomon (ca. 8,000 - 300 B.C.) and Yayoi (ca. 300 B. C. - 300 A.D.); The Ainu; The Yamato Age (ca. 300-710); Kofun Tomb culture	Farris, <i>Japan to 1600</i> , pp. 1-26.
Week 3	Sept. 14	Shinto and Buddhism; Chinese and Korean Background to the Introduction of Buddhism	<i>The Gossamer Years</i>
	Sept. 16	Prince Shotoku and the Chinese Enlightenment	<i>The Gossamer Years</i>
Week 4	Sept. 21	Nara and the Age of Reform	Farris, <i>Japan to 1600</i> , pp. 27-52. <i>The Gossamer Years</i>

	Sept. 23	The Heian Period and the Rise of the Fujiwara	Farris, <i>Japan to 1600</i> , pp. 53-80. <i>The Gossamer Years</i>
Week 5	Sept. 28	Heian Culture	<i>The Gossamer Years</i>
	Sept. 30	Heian Religion	<i>The Gossamer Years</i>
Week 6	Oct. 5	<b>Book Critique # 1 on <i>The Gossamer Years</i> DUE</b>  Discussion of <i>The Gossamer Years</i>	
	Oct. 7	Shoen; Insei: Cloistered Government  Catch-up and Review	Farris, <i>Japan to 1600</i> , pp. 81-106. <i>The Tale of the Heike</i>
Week 7	Oct. 12	<b>Midterm</b>	
	Oct. 14	Marathon Monks and Ninja	<i>The Tale of the Heike</i>
Week 8	Oct. 19	The Rise of the Provincial Warrior Class  Founding of the Kamakura Shogunate & Kamakura Politics	Farris, <i>Japan to 1600</i> , pp. 107-135. <i>The Tale of the Heike</i>
	Oct. 21	Popularization of Buddhism  Kamakura Culture; Mongol Invasion	<i>The Tale of the Heike</i>
Week 9	Oct. 26	<b>Book Critique # 2 on <i>The Tale of the Heike</i> DUE</b>  Discussion of <i>The Tale of the Heike</i>	
	Oct. 28	Overthrow of the Kamakura Shogunate; Ashikaga/Muromachi	Farris, <i>Japan to 1600</i> , pp. 136-163.
Week 10	Nov. 2	Emergence of the Daimyo; Piracy and Trade with China; Onin Wars; Muromachi Politics	<i>Silence</i>
	Nov. 4	Muromachi Culture: The Tea Ceremony	<i>Silence</i>

Week 11	Nov. 9	Muromachi Culture: Noh and Renga; Sengoku: Oda Nobunaga and Toyotomi Hideyoshi	Farris, <i>Japan to 1600</i> , pp. 164-194 <i>Silence</i>
	Nov. 11	No Class: Veteran's Day	
Week 12	Nov. 16	<b>Book Quiz on Silence</b>  Discussion of <i>Silence</i> Europeans and Christianity in Japan	
	Nov. 18	<b>Tea Ceremony:</b> Meet in the Sacramento State Tea Room in the basement of the Library	<i>This Scheming World</i>
Week 13	Nov. 23	NO CLASS: Furlough Day	Farris, <i>Japan to 1600</i> , pp. 195-200. <i>This Scheming World</i>
	Nov. 25	NO CLASS: Furlough Day	<i>This Scheming World</i>
Week 14	Nov. 30	Ieyasu's Consolidation: The Bakuhan System Chonin Culture: Kabuki, Bunraku, and Woodblock Prints	<i>This Scheming World</i>
	Dec. 2	<b>Book Critique # 3 This Scheming World DUE</b>  Discussion of <i>This Scheming World</i>	
Week 15	Dec. 7	Tokugawa Material Culture	
	Dec. 9	Catch-up and review	

**Final Exam: Friday, December 18, 10:15-12:15**