

# HISTORY 195 Premodern Japan

**Instructor:** Michael Hayata

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**Office:** Rush Rhees 459

**Office hours:** TR 12:30-1:30PM or by appointment

**Lecture Time:** TR 3:25-4:40 PM

**Lecture Location:** Morey 205

**Instruction Modality:** in-person



## Course Description

This course surveys the history of Japan from ancient times to the mid-nineteenth century. From the Genpei War to the Kenmu Restoration, Japanese society underwent significant transformation as emperors, aristocrats, Buddhist establishments, and warriors endeavored to recreate the archipelago in their own vision. Students will analyze a variety of primary and secondary sources – including literature, poetry, visual arts, and urban planning – to understand the cultural, social, and intellectual currents that shaped everyday life. The first part of the course examines the rise of the imperial system and creation of Buddhist and aristocratic cultures at the Nara and Heian courts. The second part examines the emergence of the warrior class and maritime trade under the Kamakura and Muromachi shogunates. Finally, the third part focuses on Japan's descent into civil war during the Warring States period and its unification by the Tokugawa shogunate.

# Course Learning Outcomes

By taking this course, students will be able to:

- Demonstrate a broad acquaintance with important historical, social, and cultural developments in premodern Japan.
- Analyze primary and secondary sources and construct original arguments regarding the history of premodern Japan.
- Evaluate such cultural works as literature, poetry, and the visual arts as historical sources.
- Situate historical moments and issues in local, regional, and global contexts.
- Write a clearly argued, formal academic paper using the appropriate style and bibliographic apparatus.

## Course Requirements

### Course Website

[https://learn.rochester.edu/ultra/courses/80822\\_1/cl/outline](https://learn.rochester.edu/ultra/courses/80822_1/cl/outline)

### Required Texts

All readings will be posted on the course website in PDF format.

## Course Policies

### Method of Instruction

This is an in-person course that meets on Tuesdays and Thursdays for lecture (3:25–4:40PM in Morey 205). I will engage in regular and substantive interaction with students through direct instruction, assessment and feedback on student work, and facilitation of group discussion.

### Grading

A. Attendance: Students are expected to complete the readings and attend lecture. You may miss up to two lectures without hurting this portion of the grade.

B. Primary Source Analysis: Students will be responsible for writing an essay (Times New Roman Font 12, double-spaced, 3-4 pages) on *The Tale of Genji*. You must construct your own thesis and defend it with an argument that synthesizes primary and secondary sources.

C. Midterm Exam: A take-home midterm exam will be uploaded to the course website. It will consist of short essay questions.

D. Historical Analysis: Students will be responsible for writing an essay (Times New Roman Font 12, double-spaced, 3-4 pages) that analyzes secondary sources on the Ashikaga shogunate.

E. Final Exam: A take-home final will be uploaded to the course website.

Attendance	20%
Primary Source Analysis	20%
Midterm Exam	20%
Historical Analysis	20%
Final Exam	20%

### **Grading Scale**

A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.9%
D	60–69.9%
F	Below 59.9%

### **Writing and Speaking Center**

The [Writing and Speaking Center](#) supports effective academic communication across all disciplines by offering free writing and speaking tutoring to all members of the University of Rochester community. The center is staffed by professional, graduate, and undergraduate writing and speaking tutors from the humanities, social sciences, and natural and applied sciences. These tutors provide individualized feedback and assistance on all types of academic writing and speaking. To work with a tutor, sign-up for an in-person or online appointment using their scheduling system or visit drop-in hours.

### **The Kelly Family History Book Fund**

In 2022, the History Department received an endowed fund to purchase class textbooks for undergraduate students enrolled in a history course. If you need help acquiring your books, you may apply for funds through this link <https://forms.gle/c2WArDa5g696oKeU6>. Preference will be given to history majors, but any student may apply.

## **University of Rochester Policies**

### **Academic Honesty**

Students and faculty at the University must agree to adhere to high standards of academic honesty in all the work that we do. You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another. To make appropriate help available for your essays, I encourage you to consult with me and with the [College Writing, Speaking, and Argument Program](#). The College Board on Academic Honesty website gives further information on our policies and procedures: [rochester.edu/college/honesty](https://rochester.edu/college/honesty).

### **Family Educational Rights and Privacy Act (FERPA)**

The University of Rochester complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Under FERPA students have, with certain limited exceptions, the right to inspect and review their educational records and to request the amendment of their records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Requests to inspect or review records should be addressed to the registrar, or to the appropriate administrator responsible for the record and will be honored within 45 days. Any student questioning the accuracy of any record may state his or her objection in writing to the University administrator responsible for the record, who will notify the student of his or her decision within 45 days of receiving the objection. A student dissatisfied with the administrator's decision may request a hearing pursuant to federal regulations at 34 C.F.R. Part 99. Students concerned with the University's compliance with FERPA have the right to file complaints with the U.S. Department of Education's Family Compliance Office.

### **Nondiscrimination Policy Statement**

The University of Rochester values [diversity](#) and is committed to equal opportunity for persons regardless of age, color, disability, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law. Further, the University complies with all applicable non-discrimination laws in the administration of its policies, admissions, employment, and access to and treatment in University programs and activities.

### **Inclusion Statement**

The University of Rochester, this course, and I are committed to inclusion, and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class or your full participation in this course.

Some resources that might be of use include:

- Office of Disability Resources [rochester.edu/college/disability](http://rochester.edu/college/disability)
- Undocumented/DACA Student Support Contacts  
[rochester.edu/college/ccas/undergraduate/daca/index.html](http://rochester.edu/college/ccas/undergraduate/daca/index.html)
- University of Rochester CARE Network [rochester.edu/care/](http://rochester.edu/care/)

### **Disability Resources**

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the [Office of Disability Resources](#). The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

# Reading and Lecture Schedule

## UNIT 1: ANCIENT JAPAN

### WEEK 1: INTRODUCTION

R (1/12) Introduction

### WEEK 2: YAMATO KINGDOM

Read: Conrad Schirokauer, Chapter 1

T (1/17) Early Agriculture

R (1/19) Yamato Kingdom

### WEEK 3: RISE OF THE IMPERIAL SYSTEM

Read: Conrad Schirokauer, Chapter 2

Charles Holcombe, “East Asia”

Hiroko Sekiguchi, “The Patriarchal Family Paradigm in Eighth-Century Japan”

T (1/24) Asuka Enlightenment

R (1/26) Nara State

### WEEK 4: HEIAN SOCIETY AND CULTURE

Read: Conrad Schirokauer, Chapter 3

Robert Borgen, “The Rise to High Office”

Charlotte von Verschuer, “Life of Commoners in the Provinces” (pp. 305, 310-325)

T (1/31) Heian Court

R (2/2) Fujiwara Regency

### WEEK 5: POLITICS OF IMPERIAL CULTURE

Read: Haruo Shirane, “The Aesthetics of Power”

*Tale of Genji* excerpt

T (2/7) Politics of Imperial Culture

R (2/9) Rise of the Warriors

### WEEK 6: GENPEI WAR

Read: *Tale of the Heike* excerpt

T (2/14) Genpei War

R (2/16) **PRIMARY SOURCE ANALYSIS DUE**

## **UNIT 2: MEDIEVAL JAPAN**

### **WEEK 7: KAMAKURA SOCIETY AND CULTURE**

Read: Conrad Schirokauer, Chapter 4

Eiko Ikegami, “Vassalage and Honor” and “The Rite of Honorable Death”

*Hojoki* excerpt

T (2/21) Kamakura Shogunate

R (2/23) Growth of Commerce and Maritime Trade

### **WEEK 8: KENMU RESTORATION**

Read: Andrew Goble, “Visions of an Emperor”

T (2/28) Kenmu Restoration

R (3/2) **MIDTERM**

### **WEEK 10: MUROMACHI SOCIETY AND CULTURE**

Read: Conrad Schirokauer, Chapters 5

Matthew Stavros, “Monuments and Mandalas in Medieval Kyoto”

T (3/14) Ashikaga Shogunate

R (3/16) World of Kitayama

### **WEEK 11: WARRING STATES PERIOD**

Read: Conrad Schirokauer, Chapter 6

Eiko Ikegami, “Social Reorganization in the Late Medieval Period” and “A Society Organized for War”

T (3/21) Decline of the Shoen System

R (3/23) Warring States

## **UNIT 3: EARLY MODERN JAPAN**

### **WEEK 12: UNIFICATION**

Read: Richard von Glahn, “The Maritime Trading World of East Asia from the Thirteenth to the Seventeenth Centuries”

T (3/28) Unification

R (3/30) **HISTORICAL ANALYSIS DUE**

### **WEEK 13: TOKUGAWA SOCIETY AND CULTURE**

Read: Conrad Schirokauer, Chapter 7

Eiko Ikegami, “Tokugawa State Formation” and “Proceduralization of Honor”

T (4/4) Tokugawa Shogunate

R (4/6) Social and Economic Change

**WEEK 14: FLOATING WORLD**

Read: Eiko Ikegami, "Categorical Protest from the Floating World" (pp. 245-257, 260-285)

T (4/11) Floating World

R (4/13) Film: TBD

**WEEK 15: MEIJI RESTORATION**

T (4/18) Tenpo Crisis

R (4/20) Meiji Restoration

**WEEK 16: CONCLUSION**

T (4/25) **FINAL EXAM**