

HISTORY 490/590-II: Japan in the Age of the Shoguns, 1580s-1800s

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University of Oregon
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CRN 17254/17846, Condon 360.

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Overview of the Era:

This course covers the early modern Tokugawa (or, Edo) era (1600-1858) which has provided the foundations for many elements of what is today considered traditional Japanese culture. In this period Japan was presided over by a warrior (*samurai*) class which monopolized political power, gave attention to the creation of an ethos of the warrior (labelled as *bushidō*), saw its role as the prevention of warfare and the preservation of peace and stability, and shaped and regulated social structures.

The era is also characterized by such things as: economic growth; the emergence of an urban consumer culture; widespread literacy; artistic and literary innovation that reflected commoners and their interests; an open sexual culture; great attention to health and cuisine; the creation of a travel industry; new entertainment such as the *kabuki* theater and *sumo* wrestling.

In exploring parts of the Tokugawa world we will join Engelbert Kaempfer (1651-1716), a German physician, naturalist, and world traveler (Russia, Persia, Arabia, India, Siam, Java, Japan). He lived in Japan 1690-1692 as a doctor for the Batavia-based Dutch East India Company, and thus during the Genroku era (1688-1704), which is regarded as a highpoint of urban commoner culture defined by the hedonistic ethos of “the floating world” (*ukiyo*).

Kaempfer’s observations were of a society and culture not well known outside its borders. Yet even within Japan the Tokugawa peace was facilitating an unprecedented nation-wide dissemination of knowledge about Japan’s various regions, customs, sights, and social rhythms. As a result, a new Japanese sense of “Japanese culture” began to emerge. Thus, we may regard Kaempfer as one of the many contemporaneous “outside observers” who tell us much about the material culture, institutions, protocols, travel, food, and people of this time.

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Course Achievements (Outcomes): You will have had the opportunity to:

Appreciate the broader social and historical context of early modern Japanese society.

Gain a sense of various ways in which interactions of institutional frameworks, social morphology, and material culture shape a society.

Gain an in-depth familiarity with the workings of society and social groups in a culture distant in time and place.

Become familiar with how historians explain the dynamics of human interaction and historical change as contextual rather than as mechanistic phenomena.

Develop your skills in writing and presenting your own conclusions.

Course Structure: Lectures, Powerpoints, two films, and readings.

Assigned Texts: Totman, Conrad. *Early Modern Japan*.

Bodart-Bailey, Beatrice. *Kaempfer's Japan: Tokugawa Culture Observed*.

This is available digitally as an e-book through the catalog of the Knight Library.

Additional Reading: Articles or essays listed on the syllabus are available on Canvas (in the “Modules” section for the course). Asterisk * indicates an item that should be read. Examinable items are noted on the study guides. All provide more detail beyond our textbooks.

Berry and Yonemoto, *What is a Family? Answers From Early Modern Japan* (2019) is available as an e-book: in “Modules,” and at <https://doi.org/10.1525/luminos.77>

Further suggested readings are noted on the last slide of the Powerpoint for a lecture.

Guide to useful resources (articles, book chapters, web-sites etc) on the Edo period.

1/ Guest lecture by Mr. Kevin McDowell, September 29.

2/ www.ames.cam.ac.uk/japanese-studies-selected-online-resources. Scroll down to **FREE E-RESOURCES for undergraduates**, and then click on “Bibliography of Japanese History Up to 1912.” Then peruse the Tokugawa entries, and the “Foreign Relations 1200-1800” entry.

Expected Workload: In addition to lecture attendance, you should anticipate allocating at least nine hours per week to engage readings and to prepare for quizzes. Researching and writing the term paper might require additional time allocation or adjustment towards the end of the quarter.

Evaluation:

Attendance, (10% of course grade).

Quiz, on 10/18 (10% course grade).

Mid-term, on 11/08 (20% of course grade).

Film report, on the film **Redbeard** (*Akahige*), 1200 words, due on 11/22 (10% of course grade). (*Graduate students*: please see “Graduate students” section below).

Term paper, 3500 words, due no later than 12/03 (30% of course grade); the paper is to be substantively informed by Kaempfer, and/or build on themes and topics appearing in Kaempfer; late submission is liable to be penalized. *Also see Term Paper Guidelines below.*

Final exam on 12/10 (20% of course grade); open book, conducted remotely.

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Graduate students: 1/ Instead of a film report, graduate students are to submit a 1200-word book report, due **11/22**; book to be chosen in consultation with instructor. 2/ Term paper is to be no less than 4000 words.

Study Guides:

Will be available in “Modules” in Canvas. The study guides will be available well in advance of the quiz/exam.

Film Report.

There are several ways in which you can craft a film report. In this course, the emphasis is on your writing a report that demonstrates clear familiarity with the film; and that you have reflected on some of the social, political, and cultural themes that are presented.

Please remember that the film report is **NOT** a film review that deals with directors, cinema technique, and suchlike. If it reads like a film review rather than something written for this course, then you may easily achieve an “F” grade.

The report could emphasize a particular theme that comes through in the film, or even a couple of themes. You could also reflect upon the film and discuss issues that occurred to you. We will address some possibilities in class.

The **least desirable** film report, which being such is not to be submitted (and if so might well earn a grade of “F”) is one that provides a synopsis of the film – after all, we’ve all seen it.

Feel free to inform your report with ideas and general information that you may have encountered in the readings, although this is not required in order to write a successful report.

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TERM PAPER GUIDELINES

1. The term paper -- **worth 30% of the course grade and a major indicator of your engagement of themes in the course and in the early modern period** -- is an opportunity for you to organize your thoughts in your own words.
2. The reader is **NOT** “looking for” a set result or interpretation, but for a good, thoughtful, well-organized and well-written paper.

Overall structure - a good introduction stating the goal, problem or question; a middle portion (which can be broken down into sub-sections); a conclusion; citations are to be either foot-notes or end-notes (avoid citing in the body of the essay); bibliography.

3. As noted earlier, the paper is to be substantively informed by Kaempfer, and/or build on themes and topics appearing in Kaempfer.

That said, you should choose a topic or theme relating to the early modern period in which you have a great interest, rather than feel that your choices are restricted. Please touch base with instructor regarding choice of topic, and please feel free to use office hours for feedback and discussion.

4. Since Kaempfer’s observations are valuable, it is entirely possible that you might wish to cite him directly. However, direct quotations should not be lengthy. Quotations more than five or six lines are usually too much, and the information is better conveyed in summary form. Direct quotations, which can be well selected pieces of information and a sign of your good reading, nevertheless generally do not count as part of “word count,” so be careful of the “padding instinct.” The instructor is happy to provide more specific feedback in individual cases.

5. Material available on the internet varies widely in quality and in scholarly reputability. Scholarly journals and articles (and e-books and suchlike) are acceptable sources. Otherwise, in principle, only sites for which the instructor has given express prior permission will count as acceptable sources of information for the term paper. Please touch base with the instructor as necessary.

6. Under all circumstances avoid the “**P**” (plagiarism) problem. As a heads up, it is my experience that, irrespective of outcome, very few people (whether administrators, faculty, or students) who have gone through the process of addressing what is termed “suspected academic misconduct” remember it fondly. Double check that you have a fire-wall between your notes and summaries from sources and your final product, and that quotations and references are adequately attributed.

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ANTICIPATED LECTURE AND READING SCHEDULE.

WEEK ONE

- 09/27** Course Introduction; Overview of the Tokugawa (Edo) Period.
Totman, 1-35.
Kaempfer, 33-103.
Bodart Bailey, “Kaempfer Restored.”
- 09/29** Mr. Kevin McDowell, Knight Library Japan Bibliographer and History Subject Specialist: Sources and Resources.
Totman, 1-35.
Kaempfer, 33-103.
- 10/01** Ending Civil War 1: Road to Reunification 1560s-1590s.
Totman, 37-50.

WEEK TWO

- 10/04** Ending Civil War 2: The Final Battles, Sekigahara 1600, Ōsaka Castle 1615.
Totman: all index entries dealing with Tokugawa Ieyasu.
- 10/06** Building a New Order 1: Organizing the Tokugawa Dynasty.
Totman, 37-56, 80-99, 101-113.
Kaempfer, 355-368; index entries under “Tokugawa.”
Seigle, “The Shogun’s Consort.”
- 10/08** Building a New Order 2: Controlling Warriors.
Totman, 37-99.
Vaporis, “Tour of Duty.”
Roberts, “Governing the Samurai Family in the Late Edo Period.”

WEEK THREE

- 10/11** Building a New Order 3: Structuring Society.
Kaempfer, 229-235, 239-287.
Totman, 101-132.
* Shiveley, “Sumptuary Regulation and Status in Early Tokugawa Japan.”
* Stanley, “Fashioning the Family: A Temple, a Daughter, and a Wardrobe.”
Wright, “Female Crime and State Punishment in Early Modern Japan.”
Stanley, “Adultery, Punishment and Reconciliation in Late Tokugawa Japan.”
Groemer, “The Creation of the Edo Outcaste Order.”

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10/13 Building a New Order 4: Securing Borders: Nagasaki and elsewhere.

Kaempfer, 137-157, 158-178, 179-229.

Totman, 73-79, 113-117, 140-148, 482-503.

* Roberts, "Shipwrecks and Flotsam: The Foreign World in Edo-Period Tosa."

Cullen, "The Nagasaki Trade of the Tokugawa Era: Archives, Statistics, and Management."

10/15 Building a New Order 5: Creating New Population Centers.

Kaempfer, 137-178, 311-324, 351-368, 369-397, 398-411, 424-431.

Totman, 63-67, 151-159, 223-229; index entries under "fires," "castles," "Osaka," "Miyako," "Edo," "Edo castle."

* Botsman, "Recovering Japan's Urban Past."

Vaporis, "Post-stations and Assisting Villages."

McClain, "Castle Towns and Daimyo Authority: Kanazawa in the Years 1583-1630."

WEEK FOUR

10/18 **First Quiz.**

10/20 Urbanization 1: Ōsaka, the Merchant City.

Kaempfer, entries under "Ōsaka," "Sakai."

Totman, 63-67, 151-159, 223-229; index entries under "Osaka."

* Tsukada, "The Urban History of Ōsaka."

Morishita, "Stevedores and Stevedore Guilds."

Berry, 'Family Trouble: Views From the Stage and a Merchant Archive.'

Ehlers, "Outcastes and *Ie*: The Case of Two Beggar Boss Associations."

10/22 Urbanization 2: Edo, the Political Center.

Kaempfer, index entries under "Edo," "Edo castle," "Shinagawa,"

Totman, 63-67, 151-159, 223-229; index entries under "fires," "castles," "Edo."

Coaldrake, "Edo Architecture and Tokugawa Law."

WEEK FIVE

10/25 Urbanization 3: Edo Urban Life.

Kaempfer, index entries under "Edo."

Totman, 291-325.

* Yonemoto, "Nihonbashi: Edo's Contested Center."

Brecher, "Down and Out in Negishi."

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- 10/27** Travel 1: Tōkaidō, The Eastern Coastal [Sea] Road.
Guest Lecture: Mr. Kevin McDowell: Tōkaidō Prints in the Knight Library Special Collections. Class will meet at the main circulation desk in the Knight Library at 0855.
Kaempfer, 311-350, 369-385, 417-424.
Totman, 247-252, 316-328, 442-450.

Further reading suggestion:

Traganou, *The Tōkaidō Road: Travelling and Representation in Edo and Meiji Japan.*

- 10/29** Travel 2: “Famous Places and Products Along the Tokaidō in Print(s).”
Guest Lecture: Ms. Kumiko McDowell.
Kaempfer, 117-121, 239-246, 253-301, 385-390, 398-402, 431-438; entries under highways, ships, bridges, rivers, mountains.
* Vaporis, “Caveat Viator.”
Nenzi, “Cultured Travelers and Consumer Tourists in Edo Period Sagami.”
Shinno and Nenzi. “Journeys, Pilgrimages, Excursions: Religious Travels in the Early Modern Period.”

WEEK SIX

- 11/01** Travel 3: Official Travel: Alternate Attendance *Sankin kōtai*.
Kaempfer, 239-261, 271-273, 280-287; 369-370, 411-416; 417, index entry “journey to shogunal court.”
* Vaporis, “To Edo and Back: Alternate Attendance and Japanese Culture in the Early Modern Period.”

- 11/03** Film: *Samurai Hustle Mission Impossible (Chō Kōsoku Sankin Kōtai)* (119 mins.).
Access through Panopto Recordings in Canvas.

- 11/05** Film: *Samurai Hustle Mission Impossible (Chō Kōsoku Sankin Kōtai)* (119 mins.).

WEEK SEVEN

- 11/08** **Mid-Term Exam**

- 11/10** Film: *Redbeard (Akahige)* (access on Kanopy via Knight library catalog).
* Burns, “Nanayama Jundō at Work: A Village Doctor and Medical Knowledge in Nineteenth Century Japan.”

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11/12 Film: Redbeard (*Akahige*)

* Johnston, “A Genealogy of Tubercular Diseases in Japan.”

WEEK EIGHT

11/15 Health 1: Ailments and Medicine.

Totman, index under “medicine.”

Kaempfer, entries under “medicines.”

* Jannetta, Ann “Diseases of the Early Modern Period in Japan.”

* Amos, “Outcastes and Medical Practice.”

Kinski, “Materia Medica in Edo Period Japan.”

Groemer, “The Guild of the Blind in Tokugawa Japan.”

11/17 Health 2: Some Reproductive Matters.

* Yokota, “Childbirth in Japan circa 1700.”

Yasui, “Imagining the Spirits of Deceased Pregnant Women.”

11/19 Health 3: Edo STDs: The Ubiquity of Syphilis.

Kaempfer, 58, 79, 278, 291, entries under “prostitutes,” “hot springs.”

* Johnston, “Sexually Transmitted Diseases and Demographic Change in Early Modern Japan.”

WEEK NINE

11/22 Report on Redbeard (*Akahige*) due. Graduate students: book report due.

Popular Culture 1: Lust and Sexuality.

Totman, 195-222.

Kaempfer, entries under “prostitution,” “hot springs.”

* Bru, “The ‘Shunga’ Collection of the Tokugawa Mito.”

Sawada, “Sexual Relations as Religious Practice in the Late Tokugawa Period.”

Hayakawa and Gerstle, “Who Were the Audiences for Shunga?”

11/24 Popular Culture 2: Entertainment: Sumo, Kabuki.

Totman, 132-139, 195-222, 382-395.

* Shiveley, “Bakufu versus Kabuki.”

Markus, “The Carnival of Edo.”

Kanda, “The Traditional City of Ōsaka and Performers.”

Tan, “Disability, Text, and Performance: The Significance of One Blind Musician’s Career in Tokugawa Japan.”

11/26 Thanksgiving Break No Class.

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WEEK TEN

- 11/29** Popular Culture 3: Hygiene and Bathing.
Totman, 417-423.
Kaempfer, entries under “bath,” “hot springs,” “toilet.”
* Suzuki, “Hot Springs in the Edo Period.”
Walthall, “Village Networks: Sōdai and the Sale of Edo Nightsoil.”
- 12/01** Popular Culture 4: Foods and Cuisine.
Totman, 235-279.
Kaempfer, 64-83, 269-270, 282-28, 433-434, entries under “medicine,” “food,” “tea.”
* Kinski, “Admonitions Regarding Food Consumption.”
Yagi, “The People Connected With Vegetable Markets.”
Markus, “Celebrity Banquets of the Late Edo Period.”
- 12/03** **Term Paper Due.**
Wrap-up and review session.
- 12/10** **Final Exam** (formally scheduled in-class for 1015-1200).

FINAL EXAM WILL BE OPEN BOOK AND CONDUCTED REMOTELY.

EXAM WILL BE AVAILABLE ON CANVAS NO LATER THAN 0900 FRIDAY DECEMBER 10, AND MUST BE SUBMITTED DIRECTLY [as Word document email attachment(s)] TO INSTRUCTOR NO LATER THAN 1300 THAT DAY.

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Classroom Protocol:

We see the classroom as a collective learning environment, where you concentrate on the class content, and do not distract either yourself or anyone else.

Cell-phones, texting etc.: please refrain from any texting (sending or receiving) or use of cell phones during class. Life threatening emergencies (such as family health matters) that require you to leave the classroom immediately are excepted. If you use them in class otherwise you may be asked to conduct your business outside the classroom.

Lap-tops, tablets, iPads etc.: to be used for taking notes. If it appears that they are being used for non-class-related reasons, you may be asked to turn them off.

The classroom is not a casual forum such as a theater, restaurant, or residence. 1/ Please eat meals before or after class, not during class. 2/ If you have a food craving, odorless items are preferred, and we do not want to hear the sounds of opening packages or eating the food. 3/ Non-alcoholic liquids are OK.

Please arrive on time. Late arrivals are always disruptive. Late arrival for quizzes may prevent you from taking them.

Academic Misconduct.

Students are expected to be familiar with the provisions of academic misconduct, which is part of the student conduct code. See

<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

To reiterate an earlier comment: it is my experience that, irrespective of outcome, very few people (whether administrators, faculty, or students) who have gone through the process of addressing what is termed “suspected academic misconduct” remember it fondly.

Accessibility:

If you have a documented disability that needs accommodations in this class, please contact the instructor, and also request that the Counselor for Students with Disabilities send a letter outlining your approved accommodations. For more information, contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. (For more information also see <https://aec.uoregon.edu/best-practices-faculty>).