

**FALL 2022 SYLLABUS REVISED**

**HIST 498/598 MEDEVAL JAPAN**

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Dept. History, University of Oregon  
Fall 2022  
HIST 498/598, CRN 13494/13497.  
MWF 1100-1150, Condon 104.

**COURSE OVERVIEW (pp. 1-4)**

<b>Course Description</b>	<b>Course Outcomes</b>	<b>Course Objectives</b>
<b>Canvas</b>	<b>Assigned Texts</b>	<b>Additional Reading</b>
<b>Expected Workload</b>	<b>Evaluation</b>	<b>Grading Scale</b>
<b>Study Guides</b>	<b>Term Paper Guidelines</b>	

**CLASS SCHEDULE (pp. 5-9)**

**FURTHER MATTERS (p. 10-11)**

<b>Classroom Protocol</b>	<b>Absence Policy</b>	<b>Academic Misconduct</b>
<b>Accessibility</b>	<b>Reporting Obligations</b>	<b>Academic Disruption</b>

**Course Description**

Japan’s medieval period (roughly 1150s-1460s) is fun to study. It is distinguished by social and political fluidity, and the rise of the warrior class. It began with, was punctuated by, and ended with, systemic political collapse. This era witnessed such significant developments as the emergence of Zen culture, new religious understandings for the commoner population, enhanced knowledge of healing and medicine, marginalization of some social groups, significant changes in female property rights, warfare as a new phenomenon, extensive overseas contacts, and increasing commercialization.

HIST 498 melds a chronological and topical approach. The course makes extensive use of primary sources: lectures draw heavily on them; readings include translations of primary materials; and both lectures and readings make substantial use of visual primary sources (historical scroll paintings on such topics as hells, illnesses, Mongol invasions; portraits and sculptures of lay and religious figures; and images of such things as temples, Zen gardens).

The lectures for a given week will reflect a general theme important to the unfolding of medieval history. The themes are: General background; emergence of the warrior class as a national political force; the first warrior dynasty; civil disputes and female property rights; existential problems; new perspectives on the world; systemic political collapse; state of war; expansive world views; and profit and loss.

**Course Outcomes:**

By the end of the course, you will have had the opportunity to:

- Appreciate the broader social and historical evolution of medieval Japan.
- 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 seek to explain the unfolding of events, development of institutions, and aspects of social change.

Reflect upon the utility of explanatory models, such as inevitability (“something was bound to happen”), serendipity (“couldn’t have been predicted”), conjunction of factors (“perfect storm”), or even on occasion the inability to provide a satisfactory explanation (“while it is difficult to identify one particular cause”), and suchlike.

Develop your skills in analyzing and interpreting primary sources material.

Develop your skills in writing and presenting your own conclusions.

**Course Objectives.** This course meets Core Education requirements in Cultural Literacy (Global Perspectives)

*Global Perspectives (GP)*

This course fulfills the *Global Perspectives* category of the Cultural Literacy Core Education requirement. A Global Perspectives course aims to foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. Global Perspectives courses, students will do one or more of the following:

1. Engage texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;
2. Analyze power relations involving different nations, peoples, and identity groups or world regions;
3. Examine hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these).

and undertake one or more of the following:

1. Discuss possibly unfamiliar topics using critical vocabulary and concepts.
2. Practice respectful listening and civil dialogue around controversial issues.

**Canvas:**

For this course, the most important section of Canvas is “Modules.” In that section, you will find a number of modules (such as syllabus, study guides, term paper guidelines, Powerpoints) which contain pertinent course material. Powerpoints for lectures will be available in the Powerpoint module, and as far as possible prior to the lecture.

Another relevant section in Canvas is “grades.”

**Please note:** while there is much information generated, often automatically, in Canvas and found in various sections, *in principle, this syllabus (included in “Modules”) is the relevant and primary guide for course information.* Thus, should there be any disparity between information noted somewhere in Canvas (e.g. due dates and times for assignments) and what is noted on the syllabus (or, as appropriate, conveyed in class), the latter is the source of record.

## FALL 2022 SYLLABUS REVISED

## HIST 498/598 MEDEVAL JAPAN

**Assigned Texts:** Souyri, P. *The World Turned Upside Down*.

Berger, Goble, Harrington, Hurst: *Currents in Medieval Japanese History*.

**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 readings provide more detail beyond our textbooks.

Additional suggested readings are often noted on the last slide of a Powerpoint.

Other useful sources include Karl F. Friday ed. *Japan Emerging*; and Karl F. Friday ed. *The Routledge Handbook of Medieval Japan*.

Volume 3 of *The Cambridge History of Japan [CHJ]* is available online through the Knight Library catalog. Also, chapters have been uploaded to Canvas, in “Modules.”

### Expected workload.

While individual patterns will of course vary from week to week, in formal terms (the Student Engagement Inventory), time allocation for this ten-week course is: 30 hours lectures; 40 hours assigned readings; 30 hours preparation of the term paper; 20 hours (15 for graduate students) preparation for quizzes and the final exam; 05 hours graduate student book report.

### Evaluation

**A. Attendance:** 10% of course grade.

**B. Quiz One (October 21):** 15% of course grade.

**C. Quiz Two (November 14):** 20% of course grade.

**D. Term paper (3500-word; graduate students 4500-word) (due no later than November 30):** 30% of course grade. **Late submission without good reason may be penalized.** *Please discuss the topic of the paper with the instructor no later than November 18.*

**E. (Graduate Students only) Book review (1400-words) (due no later than December 02):** incorporated into final course grade.

**F. Final exam (12/06):** 25% of course grade (conducted remotely).

For the two quizzes and for the final exam there will be an “in-class section,” and a “take-home” essay (no less than 500 words) component. The possible essay topics are based on course readings, and will be noted on the study guides.

### Grading Scale.

A: excellent work. Gradations: A- is 90-93.33; A is 93.34-96.66; A+ is 96.67 and above.

B: good work: Gradations B- is 80-83.33; B is 83.34-86.66; B+ is 86.67-89.99.

C: satisfactory work. Gradations C- is 70-73.33; C is 73.34-76.66; C+ is 76.67-79.99.

D: unsatisfactory work. Gradations D- is 60-63.33; D is 63.34-66.66; D+ is 66.67-69.99.

F: inadequate and failing. Gradation: 59.99 and below.

### Study Guides:

Will be available in “Modules” in Canvas at least two weeks in advance of the quiz/exam.

1. The term paper is an opportunity for you to organize your thoughts in your own words on a topic in which you have an interest. For example, you might already have a general interest in a topic (e.g., material culture), and wish to explore that in the context of Japanese history. Or, as a result of engaging material in the course, you may have discovered a topic or theme more specifically related to Japanese history that you would like to explore.

2. Selecting topics can be challenging and at times frustrating. Please avail yourself of the opportunity to discuss a possible topic with the instructor.

3. The reader is interested in engaging a piece that is thoughtful, based on careful consideration of the material that forms the basis for the paper, and represents your thoughts in your words.

The instructor is not “looking for” a set interpretation, and your conclusions are your own based on the material you have engaged. That said, an exploration that comes to a conclusion that is the equivalent of something like “the earth is flat” will not be evaluated highly.

4. You need to be attentive to such things as:

a/ overall structure - a good introduction stating the goal, problem or question; a middle portion (which can be broken down into sub-sections); and a conclusion.

b/ developing your thoughts and arguments, rather than being apprised too directly of the thoughts of others. Thus, use direct quotation sparingly; and be sure to avoid the dreaded “P” (plagiarism) problem (double check that you have a firewall between your notes and summaries from sources and your final product).

5. Bibliography: as a general guide, you should use at least three substantial sources, not including textbook material. Avail yourselves of the readings noted on the syllabus, in Powerpoints, and in the assigned texts. Please feel free to consult with the instructor.

**6. Use of internet sources (except for such things as online journals), unless specifically permitted by the instructor, is not acceptable, and will be penalized.**

**In principle, use of internet sources not approved for the paper by the instructor is grounds for an automatic fail for the paper.**

LECTURE AND READING SCHEDULE.

WEEK I: GENERAL BACKGROUND

09/26 No class. No classes held: Rosh Hashanah.

09/28 Class 01 Course Introduction.  
Souyri, P. chapter 1.  
*Currents*: Conlan, "Traces of the Past."

09/30 Class 02 The Medieval Environment.  
\* Itō Keisuke. "Why Were There No Severe Famines in Fourteenth Century Japan? Social Change, Resilience, and Climatic Cooling."  
Wakabayashi, H. "Disaster in the Making: Taira no Kiyomori's Move of the Capital to Fukuhara."  
Farris, W. *Japan's Medieval Population: famine, fertility, and warfare in a transformative age.*

WEEK II EMERGENCE OF THE WARRIORS

10/03 Class 03 Twelfth Century Political Economy and the Warrior Class.  
Souyri, P. chapters 2, 3.  
*Currents*: Friday, "What A Difference a Bow Makes."  
*Currents*: Adolphson, "Benkei's Ancestors."

10/05 Class 04 Warriors Rise: Minamoto Yoritomo's War of the 1180s.  
Souyri, P. chapters 2, 3.  
Shinoda, M. trans. *The Founding of the Kamakura Shogunate 1180-1185: With Selected Translations from the Azuma Kagami.*  
Mass, J. P. *Yoritomo and the Founding of the First Bakufu.*

10/07 Class 05 The First Warrior Government: Kamakura Shogunate (Bakufu).  
Souyri, P. chapter 4.  
*Currents*: Nelson, "Creating Constabular Authority."  
Mass, "The Kamakura Bakufu." In *CHJ*, volume 3.

WEEK III THE FIRST WARRIOR DYNASTY

10/10 Class 06 The Hōjō, the First Warrior Dynasty.  
Souyri, P. chapter 4.

## FALL 2022 SYLLABUS REVISED

## HIST 498/598 MEDEVAL JAPAN

Varley, "The Hōjō Rise to Power," in Mass, J.P. ed. *Court and Bakufu in Japan*.  
McCullough, W.H. "The *Azuma Kagami* Account of the Shōkyū War."

10/12 Class 07 Warriors and Leadership: Hōjō Shigetoki's Reflections on Life.  
\* Steenstrup, C. "The Gokurakuji Letter."  
Steenstrup, C. *Hōjō Shigetoki (1198–1261) and his Role in the History of Political and Ethical Ideas in Japan*.  
Steenstrup, C. "The Imagawa Letter."

10/14 Class 08 Judging Warriors: Hōjō Yasutoki and the 1232 Goseibai Law Code.  
Souyri, P. chapter 4.  
\* Hall, "The Hōjō Code of Judicature."  
Mass, *The Development of Kamakura Rule*.

### WEEK IV CIVIL DISPUTES AND WOMEN'S PROPERTY RIGHTS

10/17 Class 09 Litigation and Arbitration: the Kamakura Legal System.  
\* Steenstrup, C. "The Legal System of Japan at the End of the Kamakura period."  
Steenstrup, C. "*Sata Mirensyo*: A Fourteenth Century Law Primer."  
\* Judicial documents: case from 1272.

10/19 Class 10 Women's Property Rights.  
Souyri, P. chapter 4.  
\* Tonomura, H. "Women and Inheritance."  
Atkins, P. "Nijō versus Reizei: Land Rights, Litigation, and Literary Authority in Medieval Japan."  
*Currents*: Tonomura, H. "Court and Bakufu in Her Flesh."  
\* Judicial documents: cases from 1279, 1320.

10/21 Class 11 **Quiz One.**

### WEEK V DEALING WITH SUFFERING

10/24 Class 12 Visualizing Illness.  
*Currents*: Goble, A. "Images of Illness."  
Yamamoto, Satomi. "Futanari, Between and Beyond: From Male Shamans to Hermaphrodites in "The Illustrated Scroll of Illnesses."

10/26 Class 13 Marginalization and Hospice.  
*Currents*: Keirstead, T. "Outcasts Before the Law."  
Goble, A. *Confluences of Medicine in Medieval Japan: Buddhist Healing, Chinese*

**FALL 2022 SYLLABUS REVISED**

**HIST 498/598 MEDEVAL JAPAN**

*Knowledge, Islamic Formulas, and Wounds of War.*

10/28 Class 14 Karma, Rebirth, Hell.

Souyri, P. chapter 5.

\* Hirasawa, C. "The Inflatible Collapsible Kingdom of Retribution."

Hirasawa, C. "Cracking Cauldrons and Babies on Blossoms: The Relocation of Salvation in Japanese Hell Painting."

Foxwell, C. "The Pulled Back View: The *Illustrated Life of Ippen* and the Visibility of Karma in Medieval Japan."

**WEEK VI NEW SOME NEW DYNAMICS**

10/31 Class 15 New Salvation Religions: Amidism, Nichiren's Lotus Sect.

Ōsumi, K. "Buddhism in the Kamakura Period." In *CHJ*, volume 3.

Bloom, A. "Shinran's Gospel of Pure Grace."

11/02 Class 16 The China Connection: The Technology of Zen.

\* Collcutt, M. "Lanxi Daolong at Kenchōji."

Souyri, P. chapters 8, 9.

Introduction, in *Tools of Culture*.

Collcutt, M. "Zen and the Gozan." In *CHJ*, volume 3.

11/04 Class 17 The China Connection: Mongol Invasions of 1274 and 1281.

Souyri, P. chapter 4.

Delgado, J. *Khubilai Khan's Lost Fleet*.

Conlan, T. *In Little Need of Divine Intervention*.

**WEEK VII SYSTEMIC POLITICAL COLLAPSE**

11/07 Class 18 Late Kamakura Systemic Disruption.

Souyri, P. chapter 4.

\* Garrett, P. "Crime on the Estates"

11/09 Class 19 Film *Warrior Graveyard: Samurai Back From the Dead*.

11/11 No class No classes held: Veteran's Day.

**WEEK VIII STATE OF WAR**

11/14 Class 20 **Quiz Two.**

## FALL 2022 SYLLABUS REVISED

## HIST 498/598 MEDEVAL JAPAN

11/16 Class 21 Emperor Go-Daigo's Revolution.

Souyri, P. chapters 5, 7.

Goble, A. "Visions of an Emperor."

Goble, A. *Kenmu: Go-Daigo's Revolution*.

11/18 Class 22 Fourteenth Century Warfare.

Souyri, P. chapter 7.

\* Goble, A. "War and Injury: The Emergence of Wound Medicine in Medieval Japan."

Conlan, T. "The Record of Nomoto Tomoyuki."

McCullough, H.C. and W.H., trans. *The Taiheiki*.

### WEEK IX SOME CULTURAL LANDSCAPES

11/21 Class 23 Yoshimitsu's Golden Pavilion.

Souyri, P. chapter 9.

Imatani, A. "Not For Lack of Will or While."

Varley, H.P. "Cultural Life in Medieval Japan." In *CHJ*, volume 3.

11/23 Class 24 Zen Vistas.

Souyri, P. chapters 5, 10.

Colclutt, M. "Zen and the Gozan." In *CHJ*, volume 3.

Parker, J. "Attaining Landscapes in the Mind."

11/25 No class. No classes held: Thanksgiving break.

### WEEK X PROFIT AND LOSS

11/28 Class 25 Warrior Pirates.

Souyri, P. chapters 8, 9.

*Currents*: Moon, H. "The Matsura Pirate-Warriors of Northwestern Kyushu in the Kamakura Age."

\* Shapinsky, P. "Predators, Protectors, and Purveyors."

11/30 Class 26 **TERM PAPER DUE**

Commerce and Money.

Souyri, P. chapter 9.

Gay, S. "The Lamp Oil Merchants of Iwashimizu Shrine."

*Currents*: Segal, E. "Awash With Coins."

Yamamura, K. "The Growth of Commerce in Medieval Japan." In *CHJ*, volume 3.

**FALL 2022 SYLLABUS REVISED**

**HIST 498/598 MEDEVAL JAPAN**

12/02 Class 27 Medieval End: The Ōnin War, 1467-1477.

Souyri, P. chapter 10.

Varley, H.P. *The Ōnin War*.

Conlan, T. "The 'Ōnin War' as the Fulfillment of Prophecy."

FINAL EXAM 12/06 1015. Will be conducted remotely.

**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. Please refrain from eating meals or snacks during class. Non-alcoholic liquids are OK.

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

**Absence Policy.**

Attendance counts as part of the course grade, and attendance is expected. Absences may be excused (and thus are counted as “present”) at the discretion of the instruction team, provided timely notification is given. Examples of excused absences include attendance at a university-approved event (such as traveling as a member of an athletic team), personal medical situation, or significant family situations (deaths, illnesses).

**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>

In my experience, 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 notify the instructor in timely fashion; and/or have Accessible Education Center in 360 Oregon Hall communicate that information to the instructor.

For more information also see <https://aec.uoregon.edu/best-practices-faculty>.

Students requiring **specific accommodations**, and who have been in contact with the Accessible Education Center, please notify instructor in timely fashion.

**Reporting Obligations:**

*I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), or [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information via the UO website, [Mandatory Reporting of Child Abuse and Neglect](#).*

**Academic Disruption:**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email via Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.