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COURSE DESCRIPTION

This course considers the early history of the Japanese archipelago from its origins until the early nineteenth century. Our concern will not only be history but historiography—that is, what modern Japanese and Western historians have written and why they wrote what they did about this “pre- and early modern” millennia.

The course is based on examining a variety of primary sources (in English translation) such as historical texts in translation, music, art, and films, as well as the secondary scholarship of historians. You are expected to engage with these “texts”—in whatever form they come—with an eye to criticism and analysis. In short, you are asked to approach the material as a historian. The instructor will provide some historical background and cultural context but each student will be expected to read, listen, and view these materials closely and be prepared to write about them and discuss them in a well-informed manner during each session of class.

Significant amounts of class time, especially most Fridays, will be devoted to discussions of these materials. Students will write and submit regular analyses of the primary sources and secondary work, and these analyses may serve as the foundations for a research paper, the capstone exercise of the course. Additionally, students will read two scholarly monographs and submit critical analyses of this scholarship, as well as take a final exam.

Your active participation is extremely important in this course. Each student should carefully read the assigned materials, taking copious notes, and come to class prepared to share insights, comments, and questions. Although I will regularly lecture, we will proceed with an open, informal format. Be prepared to be flexible and experimental. A tentative reading schedule is provided, but we will not be confined by it, rather, we will move at a pace and in directions and to depths that our interests and questions lead us.
Through this course you are expected to achieve a greater mastery of the department’s learning outcomes:

1. gain a historical consciousness by demonstrating a knowledge of major developments in American and world history, and understand key historical terms and theories.

2. acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

3. demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

4. skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

NOTE I: It is strongly recommended that history majors complete History 200 before taking this class.

NOTE II: History courses typically have heavy reading and writing loads. This class is no exception.

REQUIRED TEXTS


All other readings will be posted on Blackboard.
Requirements/Expectations

**Attendance and Participation**—Attendance and participation is strongly encouraged. Please consult the university calendar before scheduling vacations, weddings, or other extra-curricular events that may keep you from your responsibilities in this class. You are responsible for the material and any assignments regardless of whether you were present during a given class session or not. Any extended absence (two or more consecutive sessions) must be reported to me via e-mail or phone as soon as possible. [4% of total grade]

Every student is expected to be present and actively participate in the discussion of the assigned readings. You are also expected to attend the two movie viewings, or make time to watch them before we discuss them at the LRC.

The next two items go without saying but …

*Do not leave class early or arrive late.* If you have a scheduling conflict, please find another course that better suits your schedule. This course is offered nearly every year. Walking into class late or leaving early will count as an absence and will be factored into your grade.

*Please turn off all cell phones and pagers.* Don’t set them to vibrate, don’t leave them on for text messaging, just turn them off. E-mailing or web-surfing via your laptop is also not appropriate. They interfere with your participation in class, and such distractions will affect your participation grade. Similarly, do not read newspapers during class.

**Source analyses papers**—You are to prepare a source analysis on the readings for nine different weeks. To receive credit, these must be posted on Blackboard by midnight on Thursday of those designated weeks. Each SAP will be worth 2 points and lowest 2 scores will be thrown out. [14% of total grade]

I may offer questions to guide your reading, but regardless, the content of these papers should be as follows:

1. Summarize the content of the reading selection in one paragraph. This paragraph must include an informative topic sentence, two or three supporting statements, and a conclusion.

2. Answer the question “So what?” by intelligently discussing an implication (there will undoubtedly be more than one) or application of the concepts in the readings. In short, what does this reading selection tell us about the time, place, event, etc. under consideration?

3. Complete the sentence “I’m still not sure about…” or “I would like to discuss this/these question(s) and issue(s) in class ….”

4. What percent of the reading did you complete?

**Map and Periodization Quiz**—You will take a map and periodization quiz. [2% of total grade]
**Book dissections**—You will write a three-page book dissection on each of the two monographs (Friday, *Samurai, Warfare and the State in Early Medieval Japan*, and Walker, *Conquest of Ainu Lands*). Guidelines for how to craft these dissections will be handed out later. [20% of total grade]

**Final paper**—As the capstone project of this course, you will conduct research and write an 8-10 page paper putting at least one primary source in its historical context through your analysis and by incorporating and engaging with previous scholarship on your topic. [30% of your total grade]

Additional information will be distributed later about the research paper, but for now, here is a quick overview of the steps that must precede the submission of the final paper:

By 24 September: Visit with me during my office hours or another scheduled time about possible paper topics. [5% of paper grade]

By 8 October: Submit a paragraph describing your topic, which should be based on a single primary source or small group of primary sources [5%]

By 25 October: Submit a 3 page exploratory essay, which identifies and begins to analyze a primary source (or sources) and states your argument and outlines some of the evidence you have found to support your thesis. Please include an annotated bibliography of your primary source and secondary sources. Once your writing fellow has read your first draft, you are to meet with them and revise. [15%]

By 12 November: Submit three copies of a polished first draft, implementing feedback from the writing fellow on your exploratory essay, complete with footnotes and bibliography. One copy will go to a writing fellow, one to a peer, and the third to me. To earn full points, you must not only submit the draft, but meet with the writing fellow. [15%]

By 19 November: Complete an evaluation of a classmate’s paper, including citation style. [5%]

Sometime during the final several weeks: Give a short oral presentation on your research. [5%].

By 8 December: Revise paper and then turn in a final draft. Earlier drafts and feedback received should be submitted as well. [50% of paper grade]

You will receive extra credit on the paper, and more importantly can improve the paper, if you visit the college writing lab.

**Final exam**—You will take a cumulative final exam on the scheduled date, Wednesday, 15 December, from 11-2. [30% of grade]

**Extra Credit**—There will be opportunities to earn extra points. Extra credit will be capped at 5 percent of all points possible.

*You will primarily be evaluated on the “real world historian’s criteria” of your ideas and expression of those in both oral and written form.*
NOTE ON PRONUNCIATION

Vowels in Japanese are pronounced approximately as in Italian (they are pure vowels). Hence \textit{pasta}, \textit{pesto}, and \textit{tutti fruitti} should get you through most words. Alternatively:

\begin{itemize}
  \item \textit{a} as in father
  \item \textit{e} as in \textit{etcetera}
  \item \textit{i} as in magazine
  \item \textit{o} as in \textit{note}
  \item \textit{u} as in \textit{flute}
\end{itemize}

Vowels with macrons (ā, ē, ī, ō, ū) are held longer than those without, but their sound values remain unchanged. The distinction is important. For example: \textit{kōshō} means “negotiations,” while \textit{koshō} means “broken.”

Please try to follow these rules in your final paper if not in your weekly analysis papers (using macrons on the web and e-mail is tricky).

NOTE ON NAMES

You will find that most of the readings (except for those that are less academic) follow the Japanese convention of the family name or surname preceding the given or personal name (thus, for example, Prime Minister Yoshida’s full name is Yoshida Shigeru).

Please follow this convention in all your writings. Of necessity, this rule is reversed in two situations: where Japanese living outside the country have chose to follow the opposite (Western) order, and in identifying the authors of publications in English.

NOTE ON PLURALIZING JAPANESE WORDS

In a word, don’t. Don’t try to make Japanese words plural. It does not work. Japanese words can be both singular and plural, like deer in English. Like saying “deers” in English, saying “samurais’ or daimyos” is incorrect and sounds awful.
READING, RESEARCH, WRITING, AND REWRITING

Writing is central to the production of history. Whether texts are primary or secondary sources, the material that historians draw from and produce is most likely written. Historians increasingly use non-textual materials, such as images and material artifacts, as sources. Historians also produce history in non-textual forms such as films and exhibits but written words are indispensable to their creation, too. Writing will always remain essential to historical scholarship.

We judge historians (and many other professionals) by their ability to communicate ideas, both orally and more importantly through writing. The written word can reach a wide audience, is accessible, and has a long shelf-life and, increasingly, a long web-life. The study of history, therefore, primarily is conducted through “reading” documents, books, and articles, as well as non-textual sources, and writing about them. Classroom lectures and discussions, though valuable in their own right, ideally build off of reading and contribute to thoughtful and incisive writing.

Learning to read carefully, think critically, and communicate clearly in writing and orally are some of important abilities that historians seek to cultivate in students. The rigorous, vigorous, and repeated practice of reading, thinking, and expressing those ideas through the written, rewritten, and spoken word nourishes and refines analytical and communication skills. For these reasons, writing—as well as frequent discussion—functions as the principle pedagogical and assessment tool in all of my courses.

This class has been selected to take advantage of the university’s Writing Fellows Program this semester. The Writing Fellows Program is a peer tutoring, discipline-based program which encourages and supports the development of mature student writing across the disciplines and the curriculum. As trained and skilled undergraduate tutors, the Writing Fellows work with faculty and their students on two class-specific writing assignments. By reading, commenting and explicitly focusing on long-term writing development, Writing Fellows contribute to the development of careful student thinking and writing and, as a result, support the aims of an undergraduate education at BYU.

Your assigned Writing Fellow will be helping you with the short exploratory essay due early in the course and the classes’ capstone project, the research paper, which is due the final day of class. You are required to carefully prepare drafts of the papers and submit them to the writing fellow, who will then provide you with written comments pointing out strengths and areas for revision. You are then expected to revise your drafts after considering the fellow’s comments and participate in an individual tutorial to discuss strategies for further revision. In the tutorial, the fellow will help you improve the papers by teaching skills and strategies that can be used on future writing assignments. You are then asked to revise again and resubmit the papers with your marked-up earlier draft(s) for grading.

Not only will the final product be graded, but your level of participation in working with the writing fellow to improve your paper will figure into your grade. But more important than the grade, full participation in the writing and rewriting process will make you a better writer.
Citation Style
In this course, you are expected to use Chicago (sometimes called Turabian) as your style and citation guide. Abiding by these standards can be troublesome, but historians follow these styles for several reasons: 1) to acknowledge the origin of a borrowed idea; 2) to show the reliability of your facts; and 3) to help readers follow and extend your research.¹ For a brief on-line guide, see http://www.libs.uga.edu/ref/turabian.html. You will also likely need to consult a style guide, electronic or paper such as A Manual for Writers cited below. For an extremely useful Japan-specific style sheet, which modifies the Chicago citation guidelines, slightly, see http://monumenta.cc.sophia.ac.jp/MN_Style.html.

Some General Guidelines for Writing Assignments
For all your writing assignments, you should pay attention to the following areas:

1. Topic sentences – The sentence or sentences that begin a paragraph should state clearly the argument of the paragraph. Make sure your first sentences are strong, active-verb statements of argument, not fact.

2. Logical Flow of Sentences – Make sure that each sentence follows logically from the previous one. In other words, make it clear to the reader why you are moving from one topic to the next. If your sentences do not flow logically, we will write “Logical Gap” between the sentences.

3. Word Choice – Make sure to choose the words that best capture what you are trying to say. Use specific nouns, verbs, and adjectives. Don’t write, “Christopher Columbus went sailing to look for money.” Instead, write, “Christopher Columbus sailed out into the Atlantic Ocean in search of fame and fortune, both for himself and his patrons.” If all or part of your sentence is in need of better word choices, we will indicate so with the words “Word Choice.”

4. “So what?” – In your papers, always be sure to answer this question by discussing the implication(s) or application of the concepts. In short, what do the materials tell us about the time, place, and event under consideration, and even, why should we care in the present?

Other considerations: Space is limited so be concise in thought and precise in word to be compelling in argument. Entries that appear rushed, thoughtless, and/or “thrown together at the last minute” will not be graded favorably.

Is the paper thoughtful and well-written? Are the ideas clearly expressed, concise (there is no room in this assignment for rambling and off-topic comments)? Good ideas presented in poor English (i.e., grammatical and spelling errors, sentence fragments, bullet-point lists, heavy passive voice, poor word selection, etc.) will not receive good scores.

Additional Writing Help

FHSS Writing Lab
1051 JFSB
422-4454
fhss-writing@byu.edu
http://fhsswriting.byu.edu/

Writing tutors can help you organize your ideas or even teach you strategies to discover ideas to write about. They will brainstorm with you, free-write with you, question you—whatever it takes to help you discover and express what you really know and feel about your topic. Whether you are a beginner or an advanced specialist, the Writing Center tutors’ experience, training, and common sense will help make you a better writer.

I strongly suggest that, if possible, you meet with a writing tutor who is a history major.

The Standard Tutorial

A tutorial can take any form, but it usually resembles this outline:

1. The writer and tutor discuss the assignment along with any questions or concerns.
2. They review the paper via reading-through, skimming, or summarizing. (It is helpful to bring a hard copy in order to work directly with the writing.)
3. They identify and work on specific aspects of the writer’s work.

A typical tutorial lasts about 30 minutes. The tutor will focus mainly on improving organization, analysis, logic, use of evidence and detail, or other major aspects of writing. After working with these issues, the tutor can also help you find effective ways to say what you mean by examining sentence structure, word choice, grammar and mechanics, format, etc. This is, of course, one of the last things you review before you submit your paper: getting the ideas right should dominate your thinking in the early stages of writing.

Proofreading

Since the Writing Center emphasizes developing long-term writing skills rather than turning out edited papers, Writing Center tutors do not proofread. They can, however, give you tips on how to do it. If you have major concerns about your proofreading skills, you can make an appointment with the grammar tutor. He or she will not edit your paper, but will help you improve your grammar, usage, and mechanics.

Publishing and Presenting your Research

Those students who produce quality papers, are encouraged to submit them for publication to the Thetean, the History Department’s student journal for scholarly historical writing, or the Rice Papers, a student journal of Asian Studies overseen by the Department of Asian and Near Eastern Languages.

In addition, the College of Family Home and Social Sciences invites undergraduate students to participate in the annual Mentored Student Research Conference sponsored by the Mary
Lou Fulton Chair. The annual conference is scheduled for 7 April 2011. Students from all departments in the college of FHSS are encouraged to participate.

The requirement for participation is a mentored research project that culminates in a poster describing the project and its outcomes. The poster is displayed during the all day event, providing a forum for students to present their research.

**OTHER IMPORTANT MATTERS**

*Assistance:* Please take advantage of our office hours; we are there to help. If you have questions or concerns, please come see us during those hours or schedule another time to visit. There are other people besides the TA and I who are getting paid to help you succeed in this course. In addition to other writing centers on campus, the College of Family, Home, and Social Sciences in 1051 JFSB operates a writing lab where you can receive personal help on how to improve your prose and ability to craft an argument.

For questions about conducting research, in addition to me, you are strongly encouraged to seek out the assistance of BYU’s superb Asian Studies librarian, Gail King. You can find her at 4523 HBLL, 422-4061, or gail_king@byu.edu.

*Honor Code:* BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (Please see a complete version of the Academic Honesty Policy available at honorcode.byu.edu) Academic dishonesty and plagiarism will result in a failing (E) grade for the entire course.

*Preventing sexual harassment:* Sexual discrimination or harassment is prohibited both by Title IX of the Education Amendments of 1972 and Brigham Young University. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you believe you are being subjected to such behavior, bring your concerns to me. Alternatively, you may lodge a complaint with the Equal Employment Office at 422-5895 or 367-5689 (available 24 hours) or contact the Honor Code Office at 422-2847.

*Students with disabilities:* If you have a learning disability or physical limitations that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities, which can evaluate your disability and assist in arranging reasonable accommodations.

*Your responsibility:* Students are responsible for all information contained in this syllabus and schedule, as well as any amendments or changes announced by the professor or Teaching Assistant(s) in class or by e-mail. It is your responsibility to see that your e-mail account is current through Route Y/AIM and that your settings are properly configured to receive mail.
READING AND LECTURE SCHEDULE

I. Beginnings: Geography, Periodization, and the Field

Week One
August 30 (M) – Introductions

September 1 (W) – Geography, Periodization, and (Early) Japanese Studies
    *Brief History, Contents, Preface, Acknowledgements, About the Authors, Map, Periodization Table, and 1-6

For Friday’s discussion, read:
*Gluck, “House of Mirrors” (read “The Canonical Chronology” section, pages 434-48)

September 3 (F) – The History of History-Writing on Japan

Week Two
For Friday’s discussion, read:
* Brief History, 6-17
* Kojiki, 47-87
*“Japan in the Chinese Dynastic Histories” in Sources of Japanese Tradition, 5-13

September 6 (M) – Labor Day: No Class

September 8 (W) – When and Where Does Japan Begin?

*Post analysis 1 by midnight Thursday

September 10 (F) – From Yamatai to Yamato and Discussion

II. Yamato and Nara Japan: The Native and the Foreign

Week Three
September 13 (M) – Gendering the Polity I
    *Map and Periodization Quiz

For Friday’s discussion, read:
* Brief History, 18-46
*Prince Shōtoku and his Constitution, in Sources of Japanese Tradition, 40-55
*Selections from the Man’yōshū
*Miner, An Introduction to Japanese Court Poetry, 1-17.
September 15 (W) – Gendering the Polity II

*Post analysis 2 by midnight Thursday

September 17 (F) – Discussion

III. Heian Japan: The World of the Shining Prince

Week Four

By end of the week, visit with instructor during office hours or another scheduled time about possible paper topics.

September 20 (M) – Library Research Workshop by Asian Studies Librarian Gail King

(in room 2333 HBBLL; please be on time)

* Brief History, 48-77
* Excerpts from the Tale of Genji
* “The Lady Who Admired Vermin”

September 22 (W) – The World of the Shining Prince

September 24 (F) – Discussion

IV. Late Heian and Kamakura Japan: Samurai Ascendancy

Week Five

September 27 (M) – Enter the Samurai

* Read Friday’s Samurai, Warfare, and the State in Early Modern Japan
* Brief History, 78-86
* The Ten Foot Square Hut
* Tales of the Heike, pages 1-27, 83-100
* Lu, Japan: A Documentary History, 129-32

September 29 (W) – Feudalism in Japan?

*Post analysis 3 by midnight Thursday

October 1 (F) – Discussion

* Submit book dissection on Samurai, Warfare, and the State in Early Modern Japan

V. Medieval Japan: The Art of War and Religion

Week Six

October 4 (M) – The Stages of Japanese Buddhism

* Brief History, 86-99
* Sources of Japanese Tradition, 364-76
* “Atsunori,” Tyler's Japanese Noh Dramas
* Saigyō poems
* “Busu”
October 6 (W) – Medieval Culture—“Busu” and “Tied to a Stick”
Movie Viewing: One part of “Kwaidan” (1965)

*Post analysis 4 by midnight Thursday

October 8 (F) – Discussion led by Professor Jack Stoneman

Submit paragraph describing your paper topic

VI. Muromachi Japan: Warring States

Week Seven
October 11 (M) – “A World without a Center”—The Warring States Period
  * Brief History, 100-119

October 13 (W) – Discussion of Papers

October 15 (F) – No class

VII. Japan and the West: First Encounters

Week Eight
October 18 (M) – Japan’s “Christian Century” I
  * Fucan, “Deus Destroyed,” in Deus Destroyed, 259-291
  * Brief History, 121-141

October 20 (W) – Japan’s “Christian Century” II

*Post analysis 5 by midnight Thursday

October 22 (F) – Discussion

VIII. Tokugawa Japan: Creating a New Order

Week Nine

Submit a three (3) page exploratory essay by today, and meet with a writing fellow over the course of the next two weeks.

October 25 (M) – War to Peace I
  * Brief History, 142-150
  * Nakane, “Tokugawa Society,” in Tokugawa Japan, 213-31
  * “Code for the Warrior Households,” in Sources of Japanese Tradition, 12-14

October 27 (W) – War to Peace II
*Post analysis 6 by midnight Thursday
October 29 (F) – Discussion

IX. Tokugawa Japan: Political and Cultural Frontiers

Week Ten
November 1 (M) – State and Diplomacy I

November 3 (W) – State and Diplomacy II

November 5 (F) – Discussion
*Submit book dissection of *The Conquest of Ainu Lands*

X. Tokugawa Japan: Men and Women of Edo

Week Eleven
November 8 (M) – The Taming of the Samurai
* *Brief History*, 150-166
* Katsu, *Musui’s Story*, 1-8, 71-146
* Yamamoto, “Hagakure” in *Sources of Japanese Tradition*, 473-480
* Kaibara, “The Greater Learning for Women,” in *Sources of Japanese Tradition*, 33-46

November 10 (W) – Women in Tokugawa Society

*Post analysis 7 by midnight Thursday
November 12 (F) – Discussion
Submit three (3) polished first drafts with footnotes and bibliography

Week Twelve

XI. Tokugawa Japan: Thought and Action
November 15 (M) – Ideology and Practice
* *Brief History*, 168-182
* Walthall, *Peasant Uprisings in Japan* (“The Sakura Sōgorō Story”), 35-75

November 17 (W) – Student Research Presentations

*Post analysis 8 by midnight Thursday
November 19 (F) – Discussion
Check citation style of footnotes and submit two copies of evaluation of a peer’s paper

Week Thirteen
November 22-23 (M-T) – No class
THANKSGIVING HOLIDAY

XII. Endings: Early Modernity

Week Fourteen
November 29 (M) – Seeking “(Early) Modernity” in Tokugawa Japan
   * Smith, “Five Myths about Early Modern Japan,” in *Asia in World and Western History*, 514-22

   December 1 (W) – Student Research Presentations
   * Post analysis 9 by midnight Thursday

December 3 (F) – Discussion

Week Fifteen
December 6 (M) – Student Research Presentations

   December 8 (W) – Wrapping-up
   * Hand in Final Draft of Research Paper

Finals Week
December 15 (W) – *Final Exam, 11-2*