Acadia University acknowledges our region’s indigenous people, the Mi’kmaq, and their un-ceded land upon which we teach and learn. They are the traditional stewards and protectors of the territory. In performing land acknowledgment, we make what was invisible visible, and invite the land, the First Nations people, and the Truth and Reconciliation Commission into our conversations. This act of naming – of inviting something into language – is an underlying principle of advocacy and lies at the heart of higher education. Advocacy compels us to acknowledge a diversity of thoughts and opinions as a starting point rather than as an ideal outcome. In institutions of higher learning, we have a responsibility to honour spaces for emerging and established voices to engage in productive, respectful, and sometimes even uncomfortable conversations where individuals are safe to speak truth to power, explore and challenge dominant ideologies, and call out injustices and inequalities in order to imagine new ways of existing. Despite its reputation as a homogenous island nation, Japan’s history is also one of cultural erasure. Indeed, Japan’s treatment of its indigenous peoples, the Ainu, represents one of the most complete and tragic attacks on indigeneity anywhere in the world.
Identity Policy
Acadia University both aspires, and commits, to principles of equity, diversity, and inclusion. The University believes that the learning, teaching and research environment should be accessible and affirming to the individuals that comprise it. As an individual’s identity is at the very core of their personal experience, Acadia affirms that a person’s preferred identity will be used whenever possible to ensure a welcoming, inclusive, academic and living environment.

Course Description
From the Acadia University Calendar: “This course details the history of Japan from the rise of the Yamato State through to the Sengoku period of the 16th century. Topics to be covered: Shinto and the national mythology; development of Japanese Buddhism; aristocratic ages of Heian and Nara; Kamakura and Ashikaga Shogunates; and the emergence of a "feudal" state in medieval Japan.”

Course Objectives
This second-year survey course reviews the history of Feudal Japan from the first mythical kami and the Neolithic Jōmon culture to the demise of the Tokugawa Shogunate in the late nineteenth century. Students will explore multiple perspectives of Japan’s history, from grand-scale forces to on-the-ground considerations. In addition to building understanding of religious, cultural, and intellectual dynamics, students will also learn to appreciate and analyse the personal, environmental, and social contingencies of the feudal Japanese experience.

The course’s reading load is reasonably demanding – usually 40 to 60 pages each week from the textbook; in addition to a separate book reviewed for an assignment, and supplemental material posted on ACORN or explored in class. This is not an easy elective, nor a GPA booster. However, committed students will hone skills in historical research, discourse, and analysis while gaining regional insight seen in few other courses at Acadia.

Course Textbook
Required Reading
James L. Huffman, Japan in World History. Oxford University Press, 2010

***Other readings will be available online, provided as handouts, or posted to the ACORN site

Assignment Texts (select one for book analysis)
Royall Tyler (Trans.), Murasaki Shikibu, The Tale of Genji (abridged version), Penguin 2006 (or any version, the more abridged the better – the unabridged is over 1000 pages!)
Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Weight</th>
<th>Your Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (Japan In-Focus Session &amp; Activities)</td>
<td>Weekly in class and/or on ACORN</td>
<td>20%</td>
<td></td>
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<tr>
<td>Map &amp; Timeline Test</td>
<td>February 1</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Book Analysis (select one “Assignment Texts”)</td>
<td>Any time in term Before February 28</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Film Response (on Silence)</td>
<td>Before March 23</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>EXAM</td>
<td>TBA</td>
<td>30%</td>
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</tbody>
</table>

**THE LATE PENALTY FOR ALL WORK IS 5% PER CALENDAR DAY OVERDUE WITHOUT AUTHENTICATED OR DOCUMENTED PERSONAL OR MEDICAL CIRCUMSTANCES. ASSIGNMENTS WILL NOT BE ACCEPTED IF MORE THAN SEVEN DAYS LATE**

Assignments

This course has multiple assignments, each designed help students develop different skill sets.

i. **Participation (20%)** – Every week includes a “Japan In-Focus” class. These sessions focus on a particular dimension of Japanese society, culture, and history. We may watch a documentary, do group work, work on research methods, etc. To do well in this participation grade you should do the following: read the related primary document/historical source posted on ACORN, engage fully with whatever the activity ends up being, and submit whatever ‘mini’ assignments may be asked. You must attend these “In-Focus” sessions to get credit for participating in them.

ii. **Map & Timeline Test (10%)** – The test will have two components. 1) On a blank map of Japan, students will be asked to label, circle, and/or draw a selection of regions, geographical features (rivers, mountain ranges, islands, seas, etc.), as well as political and infrastructural sites (cities, roads, castles, capitals, prefectures, daimyo territories, temple complexes, etc.). 2) A series of short answer questions (i.e. multiple-choice, true-false, fill-in-the-blank, matching, etc.) about the chronology of Japanese history. This will include reign dates, periods of disorder, dynastic order, conflicts, cultural moments, religious advents, etc.

  ➢ Due: February 1

iii. **Book Analysis (20%)** Pick one book from the list of “Assignment Texts” on page 2 of this syllabus. For each book, write a 1500-word (max.) analysis based on the following guidelines: Read the entire book. Pick a big theme or analytical lens (e.g. gender, sexuality, ritual, class, power, politics, etc.). Develop a thesis statement/argument regarding what the book you selected tells us about the theme you selected in Feudal Japanese history. You should make
specific references to events, people, moments, passages, messages, etc. from your chosen book. The best papers will bring in additional academic research and historical sources to contextualise and bolster their contentions. Remember, you should express a clear opinion and create an organised, argumentative essay. Do more than simply summarise the content!

➢ Due: **before** February 28 (i.e. 11:59pm on February 27)

iv. **Film Response (20%)** – A 1500-word (max.) response to *Silence* (Martin Scorsese 2016) watched in class March 14, 19, 21. Specific assignment details will be listed on ACORN. Generally, students will be asked to read several primary sources, watch the film, and construct a response that incorporates knowledge from all sources and contextualises the film in history. You will be expected to write an argumentative essay, **not** review or summarise the film.

➢ Due: **before** March 23 (i.e. 11:59pm on March 22)

v. **Final Exam (30%)** An exam addressing broad course themes and content held during the normal examination period. Students will be responsible for all material covered in the course including lectures, readings, guest talks, films, and other in-class materials.

➢ TBA

**Communication**

Since we are now slaves to technology, this course will likely rely on online interactions. I will endeavour to answer emails promptly, but do **not** assume all-hours service. Expect delays over evenings, weekends, and holidays (i.e. I like to **pretend** to have a life). Instead, students are encouraged to pose questions in class or office hours. Assignment advice is best sought well in advance rather than at the last minute. You may not receive responses in time to beat deadlines.

**Accessibility Learning Services**

If you are a student with a documented disability who anticipates needing supports or accommodations, please contact Dr. Abu Kamara, Coordinator, Accessible Learning Services at 902-585-1291, abu.kamara@acadiau.ca or Marissa McIsaac, Accessibility Officer at 902-585-1520, disability.access@acadiau.ca. Accessible Learning Services is located in Rhodes Hall.

**Writing Help**

Successful writing starts with **knowing expectations**. It also involves practise, preparation, and help. The Writing Centre also offers **free** assistance to students wishing to improve writing skills. This service is not only for first-year students or for inexperienced essayists. **Everyone** can gain from writing advice. To book a one-on-one writing tutor appointment, visit: [http://writingcentre.acadiau.ca/writing-tutorials.html](http://writingcentre.acadiau.ca/writing-tutorials.html). For helpful presentations and workshops, see: [www.writingcentre.acadiau.ca/workshops-and-presentations.html](http://www.writingcentre.acadiau.ca/workshops-and-presentations.html).

**Academic Integrity and Dishonesty**

Be familiar with the *Acadia University Calendar*’s guidelines on “Academic Integrity” (p. 50-51). The History & Classics Department considers plagiarism a serious offence: departmental policy stipulates an assignment grade of F (zero) – with no appeal – for dishonest work. More severe penalties include a course grade of F (zero) and/or a recommendation for expulsion. Deliberate cheating is one thing. Most plagiarisers do it unconsciously in the age of cutting & pasting and digital learning. To avoid disaster: **Be meticulous** when you research, especially with electronic sources. Complete the Vaughan Library’s “You Quote it, You Note it!” tutorial. Consult their helpful site [http://library.acadiau.ca/guides/plagiarism/](http://library.acadiau.ca/guides/plagiarism/): **IF IN DOUBT, FOOTNOTE!!!**
Course Schedule

WEEK 1  Introduction
Lecture
Jan. 8  Course introduction, syllabus circulation
Jan. 10  Geography

WEEK 2  Jōmon & Yayoi Cultures (c.14500 BCE - c. 250CE)
Readings
•  Huffman, Chapter 1 (pg. 1-19)
•  Schirokauer et al., Chapter 1 (pg. 1-16)
Lecture
Jan. 15  Origin Stories: Material and Myths
Jan. 17  Japan In-Focus: Beliefs Systems

WEEK 3  Yamato Period (c. 250-710 CE)
Readings
•  Schirokauer et al., Chapter 2 (pg. 16-45)
Lecture
Jan. 22  Reform & Rule
Jan. 24  Japan In-Focus: Adopt & Adapt

WEEK 4  Nara & Heian Periods (710-1185 CE)
Readings
•  Huffman, Chapter 2 (pg. 19-37)
•  Schirokauer et al., Chapter 3 (pg. 45-70)
Lectures
Jan. 30  Age of Aristocracy
Feb. 1  Japan In-Focus: Noble Pursuits

WEEK 5  Kamakura Period (1185-1333 CE)
Readings
•  Huffman, Chapter 3 (pg. 37-55)
•  Schirokauer et al., Chapter 4 (pg. 70-91)
Lectures
Feb. 5  Rise of Samurai
Feb. 7  Japan In-Focus: Women

WEEK 6  Ashikaga/ Muromachi Period (1333-1568 CE)
Readings
•  Schirokauer et al., Chapter 5 (pg. 91-112)
Lectures
Feb. 12  Sengoku, Warring States
Feb. 14  Japan In-Focus: Instability & Insight
WEEK 7
Feb. 22  NO CLASS / WINTER STUDY BREAK

WEEK 8  Unification Period (1568-1600 CE)
Readings
• Schirokauer et al., Chapter 6 (pg. 112-129)
Lectures
Feb. 26  The Unifiers
Feb. 28  Japan In-Focus: State Building

WEEK 9  Tokugawa Period (1600-1868), Part I
Readings
• Schirokauer et al., Chapter 7 (pg. 129-151)
Lectures
Mar. 5  Tokugawa Polity and State
Mar. 7  Japan In-Focus: Edo Culture

WEEK 10  Tokugawa Period (1600-1868), Part II
Readings
• Huffman, Chapter 4 (pg. 55-72)
Lectures
Mar. 12  Tokugawa, Foreign Relations
Mar. 14  Film: Silence (Scorsese 2016)

WEEK 11  Tokugawa Period (1600-1868), Part III
Lectures
Mar. 19  Film: Silence (Scorsese 2016)
Mar. 21  Film: Silence (Scorsese 2016)

WEEK 12  Tokugawa Period (1600-1868), Part IV
Readings
• Schirokauer et al., Chapter 8 (pg. 151-196)
Lecture
Mar. 26  Tokugawa Collapse (1853-1868)
Mar. 28  Japan In-Focus: Erosion, Implosion

Week 13  Meiji Period (1868-1912)
Lecture
Apr. 2  Meiji 'Restored', Japan Transformed (1868-1890)
Apr. 4  Course Wrap Up & Exam Outline
STYLE & FORMATTING REQUIREMENTS

Unless otherwise indicated, all assignments must follow the guidelines below:

- Cover page (with title, course name, student name, submission date, professor name)
- Font (Times New Roman 12pt)
- Page numbers (bottom centre of page)
- Double-spacing
- Proper citations, including:
  - Footnotes & Bibliography (not in-text references, “works cited”, etc.)
  - Chicago/Turabian style and formatting
- Word count (within ~10% of requested length; penalties apply if over or under)
- File format (Submitted online content must be in Microsoft Word (DOC and DOCX); Corel WordPerfect; HTML; Adobe PostScript; Plain text (TXT); Rich Text Format (RTF); Portable Document Format (PDF); or OpenOffice (ODT) – online material in other formats will not be accepted and will be considered late)

***All assignments should be submitted on ACORN only***

GRADE GUIDE

- A = Clear and interesting thesis statement supported by well-crafted paragraph structure; no technical errors (i.e. spelling, grammar, style, expressing, citations, etc.); draws on rich source material and engages with the arguments of other historians; deeply and originally addresses assignment questions and objectives. Meets all style and formatting guidelines.
- B = Clear thesis statement supported by well-crafted paragraph structure; few technical errors; could be better researched and thought out but still engages well with secondary literature and sources; addresses assignment questions and objectives; Meets most style and formatting guidelines.
- C = A somewhat unclear thesis statement that also needs more support from the body paragraphs; multiple technical errors; needs more research and/or clearer indication that research has informed author’s thinking. Attempts to address assignment questions and objectives (but ultimately falls short). Fails to meet some style and formatting guidelines.
- D = Thesis statement either not present or needs substantial revision; pervasive technical errors; more research needed and/or research inadequately referenced and cited. Misunderstands or does not address assignment questions and objectives. Fails to meet most style and formatting guidelines.
- F = No thesis statement; major technical errors; minimal evidence of research and/or inappropriate scholarly practises. Unresponsive to assignment questions and objectives. Fundamentally ignores style and formatting guidelines.

Grades suffer because ideas are not expressed clearly. Think about your writing. Use short and direct sentences. Bind paragraphs around topic sentences. Follow a clear and logical essay structure. Rely on your own words and analysis. Avoid cutting-and-pasting. Research extensively and methodically. Pay attention to details. Follow instructions!