

HIST 443

Age of Samurai:

Japan from Tokugawa to Meiji

Winter 2022
W/F 1:05-2:25 PM
Location: Leacock 109
McGill University

INSTRUCTOR

Dr. David Porter

Office: Ferrier 330

Office Hours: Tuesday 10:00 AM to 12:00 PM – available in person OR by Zoom

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OVERVIEW

This course explores the history of Japan from its post-Warring States Era unification in the late 16th Century to its period of political restructuring in the wake of the Meiji Restoration in 1868. This era, known as the Edo Period (Edo was the name at the time of Tokyo, the center of political authority) or as the Tokugawa Period (after the family name of the shoguns who ruled it), was as a time of peace and prosperity for the archipelago. Though we will begin and end our class by looking at two key moments of political transition, for most of the term we will take a thematic approach, attempting to understand politics, society, culture, and daily life in a place whose history has both clear parallels and key differences with the European and North American societies with which you may be more familiar.

READINGS

All readings will be available on MyCourses, either as links to an article or e-Book (in most cases) or as a pdf.

COURSE STRUCTURE

We will meet two days per week. The majority of class time will be in seminar format (discussion-based), with short lectures at the start of some sessions to provide necessary background and context. Students are expected to have completed the assigned readings for each class session in advance, in order to be well-prepared to talk about those readings during class. Note that, because it is a 400-level seminar, this course is reading intensive: expect readings to average 150 pages/week.

ASSESSMENT

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Attendance and Class Participation (10%)

You will be expected to make thoughtful contributions to class discussions that show clear evidence of having done the required readings. Your contributions should be responsive to your classmates' comments and should always be respectful to everyone else in the room. Quality is more important than quantity – of course, if you don't say anything, you aren't participating – but one or two excellent comments will impress me far more than dominating the conversation with ideas that suggest that you haven't actually done the reading. Attendance is not graded explicitly, but since it is impossible to participate without being present, you will receive no credit for participation if you are absent without a valid excuse.

Discussion Questions (15%)

Beginning in Week 3, you must submit two questions for potential class discussion each week to a discussion page on MyCourses. You will be divided into two groups: half the class will submit questions for Wednesday readings, half for Friday readings. Your questions are due by 9 AM on the day of class.

Questions should not be simple questions of fact with clear answers. Nor should they be requests for explanations by the instructor of difficult concepts or for more information of a topic of interest (you are, of course, welcome to raise such questions in class, in office hours, or by e-mail). Rather, the goal is to come up with questions that you think will produce interesting and productive class discussion. Questions can be focused on one or more specific readings, or on the entire set of readings for that class (questions that connect readings from one class back to readings from a previous class are also welcome).

Akō Incident Paper (25%)

You will write a paper based on the primary source readings on the Akō Incident, which we will be discussing in class on February 4. Details for the assignment will be distributed that day, but the paper will be a **MAXIMUM of 1500 words** and will be due on **February 19th at 5 PM**.

Final Project (total 50% for 2 components)

- 1. Proposed topic and preliminary biography (10%) – due March 12 at 5PM** via MyCourses
- 2. Final Project (40%) – due April 12 at 8PM** via MyCourses (MAXIMUM 4000 WORDS)

You will do a final project, **due on April 12**. Your project will consist of a prospectus for a research paper on a topic of your choice related to the history of Japan between the late 16th century and the late 19th century. Your prospectus should consist of three elements.

1. A historiographical survey of relevant scholarship (you only need to deal with work

- in English, but you are welcome to talk about scholarship in other languages that you read as well) on your topic (approximately 2500 words).
2. A description of a set of primary sources that would be sufficient to enable someone to produce a journal article-length piece of scholarship on your topic (approximately 750 words). These sources can be in any language and do not have to be sources that you are currently capable of accessing or reading. That is, you are welcome to (indeed, encouraged) to describe sources that are only available in an archive in Japan, even if you are unable to read Japanese.
 3. An analysis of a single primary source available in English (either originally or in translation) or in another language that you can read (approximately 500 words). You should not merely summarize the source, but use it to make an argument that would be relevant to include in your project.

To ensure that you are on track to complete this project, **you are required to submit a proposed topic and preliminary bibliography by March 12**. This proposal should consist of at least a one paragraph description of your topic, a bibliography of the scholarship you will discuss in part 1 of your project (minimum FIVE books or articles), the identity of the sources you will discuss in part 2 of your project (no need to describe them at this point), and the identity of the source you will analyze in part 3 of your project.

COURSE POLICIES

Absences and Late Work

You are expected to attend all class meetings and to submit all work on time. Missed class will result both in failing to learn the material covered (which can affect your success in other assignments) and in a failure to participate in discussion, directly lowering your participation grade. I recognize that there will be situations that make it impossible (or unwise) for you to attend class or to submit a paper on time, including illnesses (if you're sick, please rest and recover; don't come to class). I treat my students as responsible adults; if you are genuinely unable to come to class or submit a paper on time for a legitimate reason, I simply ask that you inform me IN ADVANCE (no extensions are offered if they are requested after an assignment's due date) and let me know the reason. Please tell me the length of extension that you believe you require; no indefinite extensions will be granted (though note that the actual length of extension you receive will depend on the nature of your excuse and is at my discretion). I reserve the right to request documentation of your excuse.

Unexcused late assignments will be marked down by 5% for each day late, though in no case will a paper that would otherwise receive a passing grade receive a failing grade (which is to say, you won't drop below a D), as long as it is submitted by the end of the semester. Note that I have a grading deadline – in no case will assignments be accepted for credit after April 29. Students with serious extenuating circumstances may contact me about arranging a grade of K (incomplete), but these will only be granted in very rare situations, and requests must be made as far in advance as possible.

Covid-19-Related Academic Accommodations

Per McGill policy, all students in need of academic considerations on account of Covid-19 are required to fill out the online form, available in the "Personal" tab of their Minerva account, titled "COVID-19 Academic Accommodations Request Form." You should contact me directly as well, but the university insists on maintaining centralized tracking and it is mandatory to use the official form.

Office Hours

I will hold regular office hours on Tuesdays from 10:00 AM to 12:00 PM in my office in Ferrier 330 (and will be simultaneously available over Zoom). I will also be available for appointments outside those times if they are incompatible with your schedule. In order to avoid lines outside my office, appointments should be made in advance for all office hour meetings; for meetings during my scheduled office hours, a sign-up link will be made available via MyCourses. I encourage you to come by early in the semester to chat so that I can get to know you a bit better, as well as to visit whenever you have questions about the course material or assignments or simply wish to talk about East Asian history or your academic goals.

Academic Integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#).” (See McGill’s [guide to academic honesty](#) for more information.)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)). »

Language of Submission

“In accord with McGill University’s [Charter of Student Rights](#), students in this course have the right to submit in English or in French any written work that is to be graded.”

« Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté. »

STUDENT FEEDBACK

I encourage you to complete a Mercury evaluation for this course upon its conclusion. Your experiences and observations will help me make this class, and all classes I teach, better for future students.

STUDENTS WITH DISABILITIES

If you are a student with a disability that requires accommodation, please register with the Office for Students with Disabilities (<https://www.mcgill.ca/osd/>) and inform me of the accommodations you require during the first week of class (or the first week after the disability arises). Anything you tell me will be kept confidential.

WEEKLY SCHEDULE

Week 1 – Introduction

January 5 – Course Introduction and the Sengoku Period

January 7 – The Unifiers: Oda Nobunaga and Toyotomi Hideyoshi

Reading:

1. Mary Elizabeth Berry, *Hideyoshi*, part of ch.2, “A World Without a Center,” and all of ch. 3, “The Terror,” and ch.4, “Conquest and Conciliation,” pp. 35-98
2. “Oda Nobunaga’s Road to Unification,” in *Japan: A Documentary History, Volume 1: The Dawn of History to the Late Eighteenth Century*, pp. 186-189.
3. “Unification by Toyotomi Hideyoshi,” in *Japan: A Documentary History, Volume 1: The Dawn of History to the Late Eighteenth Century*, pp. 189-197.

Week 2 – The Tokugawa Peace

January 12 – Tokugawa Ieyasu and the Formation of the Tokugawa Shogunate

Reading:

1. Morgan Pitelka, *Spectacular Accumulation: Material Culture, Tokugawa Ieyasu, and Samurai Sociability*, ch. 3, “The Politics of Sociability,” pp. 65-93.
2. Morgan Pitelka, *Spectacular Accumulation: Material Culture, Tokugawa Ieyasu, and Samurai Sociability*, ch.5, “Severed Heads and Salvaged Swords,” pp. 118-142.
3. “A Foreigner’s View of the Battle of Osaka,” in *Voices of Early Modern Japan: Contemporary Accounts of Daily Life during the Age of the Shoguns*, ch. 11, pp. 55-59.

January 14 – Bringing Peace to Japan

Reading:

1. Mary Berry, “Public Peace and Private Attachment: The Goals and Conduct of Power in Early Modern Japan,” *Journal of Japanese Studies* 12.2 (1986), pp. 237-271
2. “Methods of Rural Control” in *Japan: A Documentary History, Volume 1: The Dawn of History to the Late Eighteenth Century*, pp. 208-215.
3. “Weapons Control in Japanese Society” in *Voices of Early Modern Japan: Contemporary Accounts of Daily Life during the Age of the Shoguns*, ch. 14, pp. 70-74.

Week 3 – The Bakuhan System

January 19 – The Bakufu State

Reading:

1. Ronald P. Toby, "Rescuing the Nation from History: The State of the State in Early Modern Japan," *Monumenta Nipponica* 56.2 (2001), pp. 197-237.
2. "Forging Political Order," in *Voices of Early Modern Japan: Contemporary Accounts of Daily Life during the Age of the Shoguns*, ch. 12, pp. 60-65.
3. "The Emperor and the Kyoto Aristocracy," in *Voices of Early Modern Japan: Contemporary Accounts of Daily Life during the Age of the Shoguns*, ch. 13, pp. 66-69.

January 21 – Domains as Countries

Reading:

1. Luke S. Roberts, *Performing the Great Peace: Political Space and Open Secrets in Tokugawa Japan* (Hawai'i, 2012), "Introduction" and ch. 1 "The Geography of Politics," pp. 1-52 (if you find the opening anecdote in the introduction particularly interesting, you may, optionally, want to read ch. 3 as well);
2. Mark Ravina, *Land and Lordship in Early Modern Japan* (Stanford, 1999), ch. 5 "Markets and Mercantilism: Political Economy in Tokushima," pp. 154-186 (you can skip the final few pages of the chapter).

Be prepared to talk about today's readings in relation to the Toby reading from Wednesday, and perhaps to the Berry reading from last Friday

Week 4 – The Status System

January 26 – Status as Ordering Principle

Reading:

1. David L. Howell, *Geographies of Identity in Nineteenth Century Japan* (UC, 2005), ch. 2 "The Geography of Status" and ch.3 "Status and the Politics of the Quotidian," pp. 20-66 (you can skip the final section of ch. 3).
2. Herman Ooms, *Tokugawa Village Practice: Class, Status, Power, Law*, Appendix 3, "Goningumi Rules, 1662" and Appendix 5, "Regulations for Outcastes in Various Jurisdictions in Shinano," pp. 356-362 and 374-376

January 28 – Status in Practice

Reading:

1. Gerald Groemer, "The Creation of the Edo Outcaste Order." *Journal of Japanese Studies* 27:2 (Summer 2001), pp. 263-93.
2. Maren Ehlers, *Give and Take: Poverty and the Status Order in Early Modern Japan*, ch. 4, "The Guilds of the Blind," pp. 161-200.

Week 5 – Samurai

February 2 – Who Were the Samurai?

Reading:

1. Douglas Howland, “Samurai Status, Class, and Bureaucracy: A Historiographical Essay,” *The Journal of Asian Studies* 60.2 (May, 2001), pp. 353-380.
2. Constantine Nomikos Vaporis, *Tour of Duty: Samurai, Military Service in Edo, and the Culture of Early Modern Japan*, ch. 4, “Assignment: Edo,” pp. 102-127.
3. “Control of Vassals,” in *Japan: A Documentary History*, pp. 204-208.

February 4 – Honor and the Akō Incident

Reading:

1. Motoori Norinaga, “The Story of the Loyal Samurai of Akō,” trans. Federico Marcon, *Monumenta Nipponica* 58.4 (Winter, 2003), pp. 467-493
2. “The Way of the Warrior II,” ch. 31 of *Sources of Japanese Tradition, Volume 2: 1600-2000, Part One: 1600-1868*, pp. 437-480.

Week 6 – Urbanization, Edo, and Castle Towns

February 9 – Cities and the Political Order

Reading:

1. Katō Takashi, “Governing Edo,” in *Edo and Paris: Urban Life and the State in the Early Modern Era*, ch. 2, pp. 43-67.
2. James L. McClain, “Castle Towns and Daimyo Authority: Kanazawa in the Years 1583-1630,” *The Journal of Japanese Studies* 6.2 (Summer, 1980), pp. 267-299.
3. Daniel Botsman, *Punishment and Power in the Making of Modern Japan*, ch. 1, “Signs of Order: Punishment and Power in the Shogun’s Capital,” pp. 14-40.

February 11 – Urban Life

Reading:

1. David L. Howell, “Fecal Matters: Prolegomenon to a History of Shit in Japan,” in *Japan at Nature’s Edge: The Environmental Context of a Global Power*, ch. 7, pp. 137-151
2. Buyō Inshi, *Matters of the World: An Account of What I Have Seen and Heard*, published as Mark Teeuwen and Kate Wildman Nakai, eds., *Lust, Commerce, and Corruption: An Account of What I Have Seen and Heard, By an Edo Samurai*, ch. 5, pp. 232-308.

Week 7 – Religion

February 16 – Buddhism and Japanese Religion

Reading:

1. Fumio Tamamuro, “Local Society and the Temple-Parishioner Relationship within the

- Bakufu's Governance Structure," *Japanese Journal of Religious Studies* 28.3/4 (Fall, 2001), pp. 261-292.
2. Barbara Ambros, *Emplacing a Pilgrimage: The Ōyama Cult and Regional Religion in Early Modern Japan*, ch. 5, "The Emergence of a Regional Pilgrimage," pp. 143-174.
 3. "Control of Buddhist Temples" in *Japan: A Documentary History*, pp. 219-220.

February 18 – The Localization of Foreign Religion

Reading:

1. Wai-Ming Ng, "The Shintoization of Mazu in Tokugawa Japan," *Japanese Journal of Religious Studies* 47.2 (2020), pp. 225-246.
2. James Baskind, "'The Matter of the Zen School': Fukansai Habian's 'Myōtei Mondō' and His Christian Polemic on Buddhism," *Japanese Journal of Religious Studies* 39.2 (2012), pp. 307-331.
3. "Japan's Christian Century," in *Japan: A Documentary History*, pp. 197-201.

AKŌ INCIDENT PAPER DUE – February 19 at 5PM

Week 8 – Sakoku

February 23 – Closing off Japan

Reading:

1. Adam Clulow, "From Global Entrepôt to Early Modern Domain: Hirado, 1609-1641," *Monumenta Nipponica* 65.1 (Summer, 2010), pp. 1-35.
2. Reinier H. Hesselink, *Prisoners from Nambu: Reality and Make-Believe in Seventeenth-Century Japanese Diplomacy*, ch. 1, "Flying Dutchmen," ch. 2, "Ganji Garame," and ch. 5, "Unwitting Witnesses," pp. 18-48; 88-104.
3. "Regulating Foreign Relations," in *Voices of Early Modern Japan: Contemporary Accounts of Daily Life during the Age of the Shoguns*, ch. 17, pp. 87-92.

February 25 – The Closed Country?

Reading:

1. Ronald Toby, *State and Diplomacy in Early Modern Japan*, ch. 1, "Introduction," pp. 3-22.
2. Robert Hellyer, *Defining Engagement: Japan and Global Contexts, 1640-1868*, ch. 3, "Guarded Engagement," pp. 73-115.
3. Reinier H. Hesselink, *Prisoners from Nambu: Reality and Make-Believe in Seventeenth-Century Japanese Diplomacy*, ch. 8, "A Memorable Embassy," and Conclusion, pp. 142-170.

WINTER READING BREAK, February 28 – March 4

Week 9 – Gender

March 9 – Women, Marriage, and Families

Reading:

1. Anne Walthall, “The Life Cycle of Farm Women in Tokugawa Japan,” in *Recreating Japanese Women, 1600-1945*, ch. 2, pp. 42-70.
2. Marcia Yonemoto, *The Problem of Women in Early Modern Japan*, ch. 3, “Marriage,” pp. 92-123.
3. Ōgimachi Machiko, *In the Shelter of the Pine: A Memoir of Yanagisawa Yoshiyasu and Tokugawa Japan*, trans. G.G. Rowley, ch. 15, “Hills and Streams: Winter 1702 to Spring 1703,” pp. 95-101.

March 11 – Gender, Sex, and Sexuality and Law

Reading:

1. Amy Stanley, *Selling Women: Prostitution, Markets, and the Household in Early Modern Japan*, ch. 4, “From Household to Market: Child Sellers, ‘Widows,’ and Other Shameless People,” pp. 111-133.
2. Gregory Pflugfelder, *Cartographies of Desire: Male-Male Sexuality in Japanese Discourse, 1600-1950*, ch. 2, “Policing the Perisexual: Male-Male Sexuality in Edo-Period Legal Discourse,” pp. 97-145.
3. Ihara Saikaku, “Gengobei, the Mountain of Love,” in *Five Women Who Loved Love: Amorous Tales from 17th Century Japan*, ch. 5, pp. 197-229.

Proposed Paper Topic and Preliminary Bibliography due March 12 at 5 PM

Week 10 – Arts, Literature, and the Floating World

March 16 – Literature and Publishing

Reading:

1. Adam L. Kern, “The Rise and Fall and Spring of Haiku,” in *The Tokugawa World*, ch. 43, pp. 781-798.
2. Mary Elizabeth Berry, *Japan in Print: Information and Nation in the Early Modern Period*, ch. 2, “The Library of Public Information,” pp. 13-53.

March 18 – Performance Arts

Reading:

1. Frank Chance, “Ukiyo asobi: Urban Arts and Entertainments in Early Modern Japan,” in *Japan Emerging: Premodern History to 1850*, ch. 34, pp. 366-377.
2. Keller Kimbrough, “Staging Senseless Violence: Early Jōruri Puppet Theater and the Culture of Performance,” in *The Tokugawa World*, ch. 32, pp. 578-593
3. William Fleming, “Rural Kabuki and the Imagination of Japanese Identity in the Late Tokugawa Period,” in *The Tokugawa World*, ch. 33, pp. 594-610.

Week 11 – Environments

March 23 – Plants

Reading:

1. Conrad Totman, *The Green Archipelago: Forestry in Pre-Industrial Japan*, ch. 5, “Silviculture: Its Principles and Practice,” and ch. 6, “Plantation Forestry: Economic Aspects of Its Emergence,” pp. 116-148.
2. John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World*, ch. 5, “Ecological Strategies in Tokugawa Japan,” pp. 148-192.

March 25 – Animals

Reading:

1. Brett L. Walker, *The Lost Wolves of Japan*, ch. 3, “The Conflicts Between Wolf Hunters and Rabid Man-Killers in Early Modern Japan,” pp. 96-128.
2. Jakobina K. Arch, *Bringing Whales Ashore: Oceans and the Environment of Early Modern Japan*, ch. 2, “Bringing Whales Ashore, Whalers Offshore: Coastal Networks and the History of Whaling,” pp. 72-101

Week 12 – The Foreign Challenge

March 30 – Understanding the West

Reading:

1. Bob Tadashi Wakabayashi, *Anti-Foreignism and Western Learning in Early-Modern Japan*, ch. 3, “Knowledge and Hatred of the West,” pp. 58-99
2. Marius Jansen, “Rangaku and Westernization,” *Modern Asian Studies* 18 (1984), pp. 541-553
3. Fuyuko Matsukata and Adam Clulow, “King Willem II’s 1844 Letter to the Shogun: ‘Recommendation to Open the Country,’” *Monumenta Nipponica* 66.1 (2011), pp. 99-120.
4. “Sizing Up the Foreign Threat,” in *Voices of Early Modern Japan: Contemporary Accounts of Daily Life during the Age of the Shoguns*, ch. 21, pp. 105-107.
5. “Knowledge of the West,” in *Japan: A Documentary History, Volume 1: The Dawn of History to the Late Eighteenth Century*, pp. 263-266.

April 1 – Japan Re-Opened

Reading:

1. Michael R. Auslin, *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy*, Introduction and ch. 2, “Negotiating Space: The Meaning of Yokohama,” pp. 1-10 and 34-60.
2. D. Colin Jaundrill, *Samurai to Soldier: Remaking Military Service in Nineteenth-Century Japan*, ch. 2, “Rising Tensions and Renewed Reform, 1860-1866,” pp. 47-72.
3. “Fukuzawa Yukichi: Pioneer of Westernization” in *Sources of Japanese Tradition*,

Volume 2: 1600-2000, Part One: 1600-1868, pp. 558-562.

Week 13 – The Meiji Restoration

April 6 – Rebellion

Reading:

1. Anne Walthall, “Off With Their Heads: The Hirata Disciples and the Ashikaga Shoguns,” *Monumenta Nipponica* 50.2 (1995), pp. 137-170.
2. Mark Ravina, *To Stand with the Nations of the World: Japan’s Meiji Restoration in World History*, ch. 3, “Reform and Revolution,” pp. 83-120.
3. “Reform Proposals of Sakamoto Ryōma, Saigō Takamori, and Ōkubo Toshimichi,” in *Sources of Japanese Tradition, Volume 2: 1600-2000, Part One: 1600-1868*, pp. 563-565.

April 8 – Creating the Meiji State

Reading:

1. Mark Ravina, *To Stand with the Nations of the World: Japan’s Meiji Restoration in World History*, ch. 4, “A Newly Ancient Japan,” pp. 121-135.
2. D. Colin Jaundrill, *Samurai to Soldier: Remaking Military Service in Nineteenth-Century Japan*, ch. 5, “Dress Rehearsal: The Satsuma Rebellion, 1877,” pp. 131-155.
3. Richard Devine, “The Way of the King: An Early Meiji Essay on Government,” *Monumenta Nipponica* 34.1 (Spring, 1979), pp. 49-72.
4. “The Charter Oath,” “The Constitution of 1868,” “Memorial on the Proposal to Return the Registers,” and “Imperial Rescript on the Abolition of the han.” In *Sources of Japanese Tradition, Volume II: 1600 to 2000, Part Two: 1868-2000*, pp. 671-676.

FINAL PROJECT DUE – April 12, 8:00 PM