

Term Information

Effective Term Autumn 2024
Previous Value Spring 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The CMRS is now proposing shift of Medieval Kyoto into the GEN Themes: Lived Environments category from its initial conversion into Foundations: Historical/Cultural Studies last Spring. A numbering shift to 3211 from 2211 is also requested in line with its future Themes-level status.

What is the rationale for the proposed change(s)?

Given the focus of this and other "cities" courses in the MEDREN curriculum, along with the depth of the exploration of medieval Kyoto's history and culture within both assigned readings and research, the course seems better positioned at the higher-level Themes GEN classification as opposed to the more foundational standing - this had always been the intention for final GEN conversion, but additional time was needed to generate supporting materials for the Themes classification.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

Programmatic implications are minimal in terms of impacting requirements, as the course will remain an elective option for both the MedRen major and minor. We hope, however, that the higher-level situation of the course within GEN Themes will attract a wider audience across the university and potentially interest more students in considering a MedRen major/minor instead of or in tandem with their current program declarations.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Medieval & Renaissance Studies
Fiscal Unit/Academic Org	Center-Medieval & Ren Studies - D0505
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3211
<i>Previous Value</i>	2211
Course Title	Medieval Kyoto: Portraits and Landscapes
Transcript Abbreviation	Medieval Kyoto
Course Description	Exploration of cultural, political and economic life in Kyoto, Japan from ca. 900-1467 with emphasis on role of imperial court and rising warrior class. Taught in English.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

COURSE CHANGE REQUEST
3211 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/27/2024

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 2211
<i>Previous Value</i>	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	30.1301
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Lived Environments
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies
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Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Interdisciplinary appreciation of history and culture of the medieval world. Critical thinking skills. Use of primary and secondary sources in reading and research. Self-expression and sharpened communication skills.
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Content Topic List

- Medieval studies
 - Politics
 - Economy
 - History
 - Culture
 - Literature
 - Art
 - Architecture
 - Religion
 - Military
 - Kyoto, Kamakura, Shogun, Japan
- No

Sought Concurrence

Attachments

- Medieval Kyoto_Lived Environments application.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)
- 2211SyllSP17.docx: original 2211 version
(Syllabus. Owner: Spitulski, Nicholas M)
- MEDREN3211 Medieval Kyoto_Syllabus_March2024.pdf: REVISED proposed syllabus
(Syllabus. Owner: Spitulski, Nicholas M)

Comments

- MEDREN 2211 syll attached for reference

Attached updated syllabus addressing 3/20/24 feedback plus new religious accommodations statement. NMS,
3/26/24 *(by Spitulski, Nicholas M on 03/26/2024 04:06 PM)*

- Please see feedback email sent to department 03-20-2024 RLS *(by Steele, Rachel Lea on 03/20/2024 07:58 PM)*
- Could you also please upload the version of the syllabus/course as it was taught at the 2000-level so that the reviewing committee can ascertain what is different & what makes the new version an upper-level course as opposed to the previous version? *(by Vankeerbergen, Bernadette Chantal on 12/01/2023 02:38 PM)*

COURSE CHANGE REQUEST
3211 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/27/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	11/28/2023 05:54 PM	Submitted for Approval
Approved	Combs-Schilling, Jonathan David	12/01/2023 02:22 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/01/2023 02:44 PM	College Approval
Submitted	Spitulski, Nicholas M	12/05/2023 10:37 AM	Submitted for Approval
Approved	Combs-Schilling, Jonathan David	02/05/2024 11:34 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/06/2024 05:00 PM	College Approval
Revision Requested	Steele, Rachel Lea	03/20/2024 07:58 PM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	03/26/2024 04:06 PM	Submitted for Approval
Approved	Combs-Schilling, Jonathan David	03/27/2024 01:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/27/2024 02:33 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/27/2024 02:33 PM	ASCCAO Approval

Medieval and Renaissance Studies 3211
Medieval Kyoto: Portraits and Landscapes
Spring 2025
Class No. xxxx
Tuesdays and Thursdays, 2:20-3:40
[Location]

Instructor: Professor Naomi Fukumori
E-mail: fukumori.1@osu.edu
Office phone: 614-247-7691
Office hour: [day x, time y]

Office: 354 Hagerty Hall
Department: East Asian Languages and
Literatures

COURSE OVERVIEW

Kyoto was the capital of Japan from the eighth to the nineteenth centuries. Today it continues to be the site of many temples, shrines, gardens, and other cultural monuments that bear witness to enduring cultural practices and values, with UNESCO collectively recognizing seventeen “Historic Monuments of Ancient Kyoto” as World Heritage. This course will concentrate on roughly 700 years in the life of the city, from around 900, when the imperial court flourished, up to the late 16th century. Such a time frame allows us first to explore the culture of the imperial court, whose vision for the capital fostered creative productivity on the part of writers and other artists that was to set standards that were emulated for generations. Next, it allows us to examine the crumbling of the old aristocratic order in the twelfth century, when a rising warrior class with its own ambitions, values, and aesthetic tastes acquired political and economic control of Japan. Cooperation between members of the court aristocracy and the new military elite led to many of the artistic and cultural achievements that are still widely considered to be at the heart of medieval culture, and of Japanese cultural identity in general. We will examine the shifts in the lay of Kyoto’s spaces in response to transformations in the natural environments and in changes to political, economic, and cultural interests. The efforts of citizens of Kyoto today to preserve the heritage of the city will also provide opportunities for us to reflect on practices of urban historical preservation and expansion.

COURSE OBJECTIVES

As a GE course, MEDREN3211 fulfills the learning outcomes associated with the New GE (GEN) “Lived Environments” theme. The Lived Environments theme aims “to enable students to explore issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural, and aesthetic space that individuals and groups occupy, and the relationship between humans and these environments.”

GEN Theme: “Lived Environments”		
Goals	Expected Learning Outcomes	Related Course Content
<p>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]</p>	<p>Successful students are able to ...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme</p>	<p>In this course, students will...</p> <p>1.1 The class will engage in diachronic analysis of the Kyoto environment, including individual responses to specific historical moments. On the other hand, small writing assignments will focus on close analysis of synchronic elements that shape community and individual responses to the lived environment.</p>
	<p>1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>1.2 Three of the required textbooks will provide three distinctly different scholarly perspectives on the lived environment of medieval Kyoto. Analysis of John Dougill’s book <i>Kyoto: A Cultural History</i> will provide a diachronic historical framework for understanding the life of Kyoto. Judith Clancy’s book <i>Kyoto: City of Zen</i> will provide additional context through her illustrated introduction of specific heritage sites in Kyoto. Matthew Stavros’s <i>Kyoto: An Urban History of Japan’s Premodern Capital</i>, through its tracing of transitions in public authority and private power in the shaping of Kyoto’s lived environments, will provide an additional point of view on how Kyoto arrived at its present state. Further analysis will come from a selection of literary and artistic works that will generate opportunities to apply knowledge from the above three texts.</p>
<p>GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1 Kyoto is a model of an urban heritage site, as designated by UNESCO. Students will explore Stavros’s and Clancy’s works from the perspective of Kyoto’s urban heritage preservation, and they will compare efforts in Kyoto to heritage preservation programs in other countries and cities that are familiar to them through class discussion, in their short assignments, and final project. An in-class “Map Exercise” at nearly every session will familiarize the students with the physical</p>

		layout of Kyoto and the significances of specific placement of sites in the city.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	2.2 This course is designed to build knowledge, analytical skills, and creative and critical writing skills through the course of the semester. Students will learn the medieval history of Kyoto, along with the shifts in Kyoto's lay of the land by forces of nature and by human design. They will analyze the factors contributing to these changes in class discussions and will synthesize their understanding through creative and critical writing and through self- and peer-assessment.
GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or most types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.	3.1 Engage with the complexity and uncertainty of human-environment interactions.	3.1 Read literary texts and scholarly studies and view material culture that reflect the complexity and precarity of human interaction with the environment of Kyoto from the city's founding as the imperial capital in 794 to the late 18 th century.
	3.2 Describe examples of human interactions with and impact on environmental change and transformation over time and across space.	3.2 Diachronically examine the environmental changes and transformations in Kyoto from its founding as the imperial capital in the late 8 th century to the peak of aristocratic power in the 9-11 th century to the rise of the military leadership in the 12 th century.
GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.	4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	4.1 Read texts, analyze material culture, and conduct research about humans' interactions with the environments of Kyoto, paying special attention to how those interactions shape cultural attitudes, beliefs, values, and behaviors.
	4.2 Describe how humans perceive and represent the environments with which they interact.	4.2 Describe how specific cultural groups in Kyoto have perceived and represented their communities through examining these groups' expressive and material culture.
	4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	4.3 Analyze and critique conventions, theories, and ideologies that influence discourses about and within cultural groups in medieval Kyoto and their communities.

Within the Legacy GE, MEDREN3211 fulfills the learning outcomes associated with the categories of “Cultures and Ideas” and “Diversity: Global Studies.”

Legacy GE (GEL) Categories: “Cultures and Ideas” and “Diversity: Global Studies”		
Goals	Expected Learning Outcomes	Related Course Content
GOAL “Cultures and Ideas”: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.	Successful students are able to ... 1. Students analyze and interpret major forms of human thought, culture, and expression.	In this course, students will ... 1. Analyze and interpret texts and other media that reflect major ideologies, cultural production, and various modes of human expression in medieval Kyoto.
	2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	2. Evaluate how ideas—both from the Asian continent and indigenous—influence beliefs, perception of reality, and the norms that guide human behavior in medieval Japanese society.
GOAL “Diversity: Global Studies”: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.	1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	1. Understand how the shifting political, economic, cultural, physical, social, and philosophical aspects of medieval Kyoto—such as the shift from imperial to shogunal military rule and the interests of Buddhist institutions and merchants—affected the city and its residents.
	2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens	2. Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens through analyzing the elements of Kyoto’s history within the framework of UNESCO’s World Heritage program.

With these general objectives in mind, MEDREN 3211 is designed both to foster an understanding of the cultural life of Kyoto in medieval times as shaped by the city’s environments, and to introduce certain values, practices, and artistic expressions from that period that have become part of a shared sense among

Japanese of their cultural heritage. What are some of the stories and lived environments that have most defined the cultural identity of Kyoto? How have they been reinvented over time as the environments have shifted? What does a selection of enduring monuments in the material culture of the city signify to the people who live among them? Readings and discussions will concentrate on the beliefs and worldviews of people in a very different temporal, spatial, and cultural setting than our own, but we will also explore what those voices have to say to us in our own contexts today and to Kyoto's 21st century residents.

REQUIRED MATERIALS

Below is the list of books that are required for this course. All are available at Barnes and Noble, The Ohio State University Bookstore, South Campus Gateway, 1598 N High St, Columbus, OH 43201; phone (614) 607-6200 (<https://ohiostate.bncollege.com/>). There are e-book versions of all of these through the Ohio State library catalogue.

1. Clancy, Judith. *Kyoto City of Zen: Visiting the Heritage Sites of Japan's Ancient Capital*. Tokyo and Rutland, Vermont: Tuttle, 2012. ISBN 9784805309780 or 4805309784.
2. Dougill, John. *Kyoto: A Cultural History*. New York: Oxford UP, 2006. ISBN 978-0-19-530138-0.
3. Keene, Donald, comp. and ed. *Anthology of Japanese Literature: From the Earliest Era to the Mid-Nineteenth Century*. New York: Grove Press, 1955. ISBN 978-0-8021-5058-5
4. Stavros, Matthew. *Kyoto: An Urban History of Japan's Premodern Capital*. Honolulu: University of Hawai'i Press, 2014. ISBN 978-0-8248-3879-9 or 871219699.

Additional required materials will be uploaded to MEDREN 3211's Carmen page each week.

CLASS FORMAT

Most classes will follow a lecture format, with time set aside for discussion (as a class and in smaller groups) as well. Along with your understanding of the assigned readings, you will be evaluated on your understanding of the content of these lectures, which will include a series of presentations in video and slide formats, so it is important to attend class if you wish to do well in this course. I expect that you will try to contribute to discussions when appropriate.

EVALUATION

Grade Scale:

A = 93%	A- = 90%	
B+ = 87 %	B = 83%	B- = 80%
C+ = 77%	C = 73%	C- = 70%
D+ = 67%	D = 63%	

The total number of points that can be earned is 100, plus two optional extra credit points added to your final cumulative average in the course (extra credits are capped at 2 points). The distribution of the 100 points is as follows:

1) Midterm Examination: 15 points

Your midterm is scheduled for Thursday of Week 8 (3/2) in class. It will have multiple choice and true/false questions. A review sheet will be distributed to help you prepare.

2) Final examination: 20 points

Your final is scheduled for [date x], in [location y]. A review sheet will be distributed beforehand. It too will consist of multiple choice and true/false questions.

****Please plan your travel arrangements for the end of the semester with this in mind. No makeups allowed unless you have an unavoidable reason that you bring to my attention well ahead of the exam date.****

3) Kyoto as a Lived Environment Final Project: 20 points

The goal is to explore an extant site in Kyoto or a Kyoto-based cultural practice that was developed in the medieval period to examine how it was conceived, created, and utilized to leverage the specific space/place for particular human needs. You will also assess the preservation efforts made for the site or practice. The project will be based on assigned readings and on research specifically conducted on your chosen site or Kyoto-based practice. You should introduce your site or practice in its historical context and carefully document your observations, with all sources clearly cited. Detailed guidelines are appended to this syllabus on pages 15-16.

4) Quiz: 5 points

You have two quizzes scheduled, in Week 4 (Thursday, 1/30) and Week 12 (Thursday, 3/27). They will include multiple choice and true/false questions, and they are intended to help you prepare for the Midterm and Final. Your lower quiz score will be dropped.

5) In-class Writing Assignments: 10 points

The goal of these assignments is to check your understanding of the assigned readings on two days: Tuesday of Week 3 (1/21) and Thursday of Week 5 (2/6).

6) Homework Assignment due Tuesday, Week 7 (2/18): 5 points

7) Participation in Class Discussions, Group Work in Class: 10 points

Your active participation in discussion is a very important component of your grade. **You are expected to attend every class prepared to answer questions about the assigned reading and to participate in discussion. In order to participate effectively, you will need to bring copies of the assigned texts to each class.** You are expected to take notes in class to accompany handouts and media presentations (PowerPoint, DVD, etc.). (PPT presentations will be posted to Carmen after the session in which each is presented.)

8) Other Review Assignments (in-class or posted to Carmen): 5 points

From time to time, the instructor will post assignments on the “Announcements” section on Carmen; these will also appear on the “Modules” section of Carmen. It is your responsibility to check each week for announcements and/or new assignments. **New information for the following week(s) will be posted by the end of the day each Friday.** Assignments may be in a variety of formats: critique, outline, discussion questions, etc. The content of assignments will be determined as we go along, depending on the instructor’s assessment of what is needed. Each homework assignment should take you approximately 20 minutes to do. You may expect a maximum of 5 homework assignments posted to Carmen in the course of the semester.

9) Attendance: 10 points

Your participation is very important for your success and for the success of this course. Attendance will be taken in each class, and your final attendance score will be derived on the basis of the percentage of classes you attended out of the total number counted.

COURSE POLICIES

1) Attendance Policy

There will be no make-ups for exams, quizzes, or homework assignments unless you have a valid written excuse. If there is some situation that makes an absence unavoidable, you should document the absence and contact the instructor about it ahead of time.

2) Carmen

At least once each week you are required to check the “Announcements” posted on Carmen for MEDREN 3211. Announcements for upcoming activities/homework assignments will be posted by the end of the day on Friday of each week.

3) Submission of Written Work

Electronic submissions in PDF to Carmen are required unless otherwise specified. All written work assignments should be in typeface and double-spaced. Each day that an assignment is late, partial points will be taken off.

4) Course Schedule

The schedule is subject to minor changes as needed. Every effort will be made to provide adequate lead time if the instructor judges that such an adjustment is needed.

5) Academic Integrity

I will adhere to the University policy on academic misconduct, which is as follows: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

6) Artificial Intelligence (AI) Tools

Forms of writing assistance that utilize artificial intelligence (AI) to proofread a student’s own written work (such as spellcheck or Grammarly) are acceptable. However, tools that rely on generative AI (such as GPT-3, ChatGPT, and Bard) that actually “write” (or generate) text from a prompt are not to be used to generate drafts or written work for any assignment in this course. If students are unsure which AI tools are acceptable, they should consult the instructor prior to using them.

7) Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately

discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

8) Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: Religious Holidays, Holy Days and Observances

9) Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

FINAL REMARKS

I look forward to working with you. If or when you do not understand something, ask about it. Questions are welcomed in class, as are contributions to the discussion. I also urge you to come in to office hours when you have questions or concerns, or just want to discuss the course material.

Course Schedule

(Also at MEDREN 3211 Carmen>Syllabus)

All reading assignments should be completed PRIOR to coming the session for which they are designated. You are required to bring a copy of the reading (hard copy or electronic) so that you can discuss it in class.

Week 1

1) January 7 (T) Introduction to the Course.

2) January 9 (R) The Founding of the Kyoto Capital (794 CE)

--Read John Dougill, *Kyoto: A Cultural History*, Chapter 1, pp. 1-19. Hereafter referred to as "*Cultural History*."

--Read Matthew Stavros, *Kyoto: An Urban History of Japan's Premodern Capital*, Chapter 1, pp. 1-27. Hereafter referred to as "*Urban History*."

--In-class slideshow on the topography and layout of ancient Kyoto.

--In-class Map Exercise: Identify topographical elements of the ideal capital.

Week 2 The Classical Age and Life at the Imperial Court, Part I

3) January 14 (T) Imperial politics and the exile of courtier Sugawara no Michizane (845-903CE)

--Read "Sugawara no Michizane: The Deity of Failures," in Ivan Morris, *The Nobility of Failure*, pp. 41-66. Posted to Carmen.

--As you read, locate Kitano Tenmangū Shrine on a map of Kyoto. Also take a look at:

<http://kitanotenmangu.or.jp/top_en.php>

--In-class viewing of selected scenes from scroll painting, "Kitano Tenjin emaki," 13th c.

--In-class Map Exercises: Plot the ideal Kyoto vs. the boundaries of lived Kyoto of the 9-10th century. Kyoto vis-à-vis Dazaifu (Michizane's place of exile).

4) January 16 (R) Controlling the elements and protecting the capital: Abe no Seimei (921-1005 CE) and yin-yang divination

--Read *Urban History*, Chapter 2, pp. 29-41.

--In-class viewing of video clips from feature film *Onmyōji*. The protagonist in this film is the "grand wizard" Abe no Seimei, who is introduced in *Cultural History*, pp. 17-19.

--In-class Map Exercise: The four guardian deities of the cardinal directions.

Week 3 The Classical Age and Life at the Imperial Court, Part II

5) January 21 (T) A Woman Writer and Her Life at the Imperial Court (ca. 996 CE)

--Read excerpts from *The Pillow Book of Sei Shōnagon*, in Donald Keene, ed., *Anthology of Japanese Literature*, pp. 137-144. Hereafter referred to as "Keene."

--Read additional excerpts and diagrams from *The Pillow Book*, trans. Meredith McKinney. Posted to Carmen. View the diagrams of (a) the structure of the imperial palace, (b) its grounds, and (c) the location of the imperial palace and its grounds within the capital.

--Read *Cultural History*, Chapter 2, "City of Genji," pp. 20-30.

--Also check out the website of the Costume Museum in Kyoto:

<<http://www.iz2.or.jp/english/index.htm>>. Based on information it provides, how would Sei Shōnagon have dressed?

--In-class Map Exercise: Kyoto's Imperial Palace and Its Grounds.

--In-class list writing assignment based on the assigned readings for today.

6) January 23 (R) Passion and Death in the "World's Oldest Novel": *Tale of Genji* (early 11th c. CE)

--Read *Tale of Genji*, "Yūgao" chapter, in Keene, p. 106 to the middle of p. 119.

- Read *Cultural History*, Chapter Two, "City of Genji," pp. 30-36.
- In-class Map Exercise: The Palace and *The Tale of Genji*'s characters' residences.

Week 4 Wrap-up of *Tale of Genji* /The Growing Influence of Buddhism in the Lives and Environments of Kyoto-ites

7) January 28 (T) *Tale of Genji* continued

- Read final part of the "Yūgao" chapter, in Keene, pp. 119-136.
- Visit some aristocratic 'digs': a palace and a villa. Read Clancy, *Kyoto, City of Zen*, pp. 30-35, and pp. 136-41. Hereafter referred to as "Clancy."
- In-class Map Exercise: The Palace and aristocratic residences.

8) January 30 (R) City of Buddhism

- Read *Cultural History*, Chapter 3, "City of Buddhism," pp. 37-59.
- Read Clancy, "Kyoto's Amazing Architectural Heritage," pp. 18-21, and "Mount Hiei and Enryaku-ji Temple," pp. 84-85.
- In-class Map Exercise: Key Buddhist temples in and on the outskirts of Kyoto.
- Quiz 1 is scheduled for this day. It will cover all the material introduced thus far.

Week 5 Hard Times in the Capital: Natural and Man-made Disasters

9) February 4 (T) The Decline of the Buddhist Law: The Voice of a Recluse Who Abandons the Capital (1212 CE)

- Read Kamo no Chōmei, "An Account of My Hut," in Keene, pp. 197-top of 206.
- Read *Cultural History*, Chapter 4, pp. 60-75.
- Read Clancy, "Shimogamo and Kamigamo Shrines," pp. 78-79.
- In-class Map Exercise: Chōmei's residences in and outside Kyoto.

10) February 6(R)

- Read "An Account of My Hut" to the end, in Keene, pp. 206-212.
- Read selections of poems featuring *utamakura* (poem-pillows, i.e., places with poetic associations) in Kyoto. Posted to Carmen.
- In-class Map Exercise: Locating Kyoto's *utamakura*.
- In-class writing exercise based on the readings of *utamakura* poems assigned for today.

Extra Credit Option (1 point added to cumulative score): (1) Write a *waka* poem in English that incorporates one of Kyoto's *utamakura*, and (2) write a commentary on your poem that assesses how your poem evokes the conventional association of the site. Be mindful of: (1) the conventional poetic associations of the site and bring your poem in conversation with the shared cultural memory regarding the site; and (2) the prosody of *waka* poetry (5 lines, 31-syllables; the syllable breakdown by line is 5 syllables (1st line), 7 syllables (2nd line), 5 syllables (3rd line), 7 syllables (4th line), and 7 syllables (5th line). You do not have to replicate the prosody of *waka* exactly but do consider the rhythm of short and long lines in your composition.

Week 6 Japan's Quintessential Tragic Hero: Minamoto no Yoshitsune (1159-1189) and His Formative Years in Kyoto's Far North

11) February 11 (T)

- Read "Victory through Defeat," pp. 67-86 from Ivan Morris, *The Nobility of Failure*, posted to Carmen.
- Read Clancy, "Kurama Village," pp. 86-89.
- In-class Map Exercise: Kurama and sites outside Kyoto associated with Yoshitsune.

12) February 13 (R)

--Read the remainder of "Victory through Defeat, pp. 87-105, posted to Carmen.

--View video clips from NHK Drama: Yoshitsune.

--In-class Map Exercise: Kyoto and the sites of Yoshitsune's exploits.

Week 7 The Great Warrior Epic and Kyoto as a Site of Political Contention: *Tale of the Heike* (events of 1180-1185 CE)

13) February 18 (T)

--Read the excerpts from the *Tale*, in Keene, pp. 179-191.

--Read *Cultural History*, pp. 60-67.

--In-class Map Exercise: Kyoto and Genpei War sites.

Homework assignment due today: Choose one of the UNESCO Heritage Sites in the Clancy text that is not assigned for class. Write 2-3 pages including the following:

a) The location

b) A brief historical background

c) Map out a day's itinerary of three stops that includes your chosen site. Imagine that you are a tour guide and explain how your chosen site dovetails with the other two sites on your itinerary.

Be sure to include a Reference list with at least 3 sources in addition to the Clancy. Hand in a hard copy and submit the file to Carmen. Be ready to comment on your findings in class.

14) February 20 (R) A Modern Treatment of *Heike* Material

--Wrap up discussion of *Tale of the Heike* reading from 2/21.

--Read *Urban History*, Chapter 3, pp. 43-74.

--View clips from the feature film *Gate of Hell*.

--In-class Map Exercise: Kyoto sites featured in *Gate of Hell*.

Week 8 Medieval Style and Engagements with the Environment

15) February 25 (T) Priest Kenkō (1280-1350): Arbiter of Medieval Taste

--Read excerpts from *Essays in Idleness* by Yoshida Kenkō, in Keene, pp. 231-241.

--Read *Cultural History*, pp. 73-75.

--In-class Map Exercise: Kenkō's Kyoto.

Extra Credit Option (1 point added to cumulative score): See if you can find any evidence that Kenkō's work, *Essays in Idleness*, has influenced popular culture and its engagements with the environment in Japan in modern times. Be ready to report on your findings in class. Hand in 1-2 typed, double-spaced pages identifying at least two examples of influence. Also send your work to Carmen. Be sure to document your findings in a bibliography listing at least three sources.

16) February 27 (R) Midterm Examination in class (multiple choice and true/false questions)

Week 9 Kyoto, City of Zen

17) March 4 (T) Zen Mind

--Read *Cultural History*, Chapter 5, pp. 76-80.

--Read Clancy, "Kennin-ji," pp. 56-57, and "Ryoan-ji," pp. 100-103.

--Read Shunryu SUZUKI, *Zen Mind, Beginner's Mind: Informal talks on Zen Meditation and Practice*, pp. 87-112. Posted to Carmen.

--In-class Map Exercise: Key Zen Buddhist temples in and on the outskirts of Kyoto.

- 18) March 6 (R) A Japanese Garden in Medieval Kyoto: Garden Landscapes at Daitokuji Temple.
--Read Clancy, "Daitoku-ji: Temple of Great Virtue," pp. 80-83
--Read *Urban History*, chapter 4, pp. 75-101.
--In-class Map Exercise: Daitokuji and other sites of Zen gardens in and around Kyoto.

Week 10 Spring Break

- March 11 (T) no class
March 13 (R) no class

Week 11 Noh and Kyōgen: Performing Arts to Entertain the Shoguns (15th c. CE)

If you would like me to critique a draft of your final project, you need to get it to me this week. Please send it to the Carmen Dropbox by Friday, March 24. It is not necessary to hand in a hard copy.

- 19) March 18 (T) Noh: From River Bed to Salon
--Read Keene, pp. 258-263, and the play "Atsumori," pp. 286-293.
--Read *Cultural History*, Chapter 6, p. 96 to top of p. 105.
--Read *Urban History*, Chapter 5, pp. 103-132.
--Map Exercise: The riverbeds and other Noh stages in Kyoto.

- 20) March 20 (R) Kyōgen: Classical Comedy
--Read "Fan of Felicity" (*Suehirogari*). Posted to Carmen.
--*Cultural History*, Chapter 6, p. 105 to the top of p. 107.
--Clancy, "Kinkaku-ji," pp. 96-99.
--Read *Urban History*, Chapter 6, pp. 133-150.
--In-class Map Exercise: The "Downtown" commercial district of medieval Kyoto.

Week 12: The Three Unifiers (Oda Nobunaga, 1534-1582; Toyotomi Hideyoshi, 1537-1598; and Tokugawa Ieyasu, 1543-1616) and their Shaping of Kyoto

- 21) March 25 (T) Screens of "Scenes in and around Kyoto" (*Rakuchū rakugai zu*)
--Read Matthew McKelway, *Capitalscapes: Folding Screens and Political Imagination in Late Medieval Kyoto*, Chapter 1 and Chapter 2, pp. 1-11, 12-45. E-book located at the Ohio State Libraries (search for title through WorldCat@OSU at library.osu.edu).
--In class Map Exercises: Navigating the sites illustrated in screens of "scenes in and around Kyoto."

- 22) March 27 (R) Age of Unification
--Read *Cultural History*, Chapter 7, pp. 109-117.
--Read *Urban History*, Chapter 7 and Epilogue, pp. 151-172, 173-184.
--In-class Map Exercise: Kyoto sites connected to Nobunaga, Hideyoshi, and Ieyasu.
--Quiz 2 is scheduled for class on this day

Week 13 The Way of Tea/Kyoto's Three Great Festivals (Matsuri): Aoi (Kamo) Festival, Gion Festival, and Festival of the Ages

- 23) April 1 (T) The Aesthetics of Tea ('Cha-no-yu')
--Read *Cultural History*, "City of Tea," pp. 124-142.
--View video clips related to Cha-no-yu.
--In-Class Map Exercise: The sites of famous tea ceremonies in Kyoto and Kyoto's tea fields.

24) April 3 (R) Kyoto's Three Great Festivals: Aoi (aka Kamo) Festival, Gion Festival, and Festival of the Ages

--Read *Cultural History*, pp. 122-123 (Gion Matsuri), p. 200 (Jidai Matsuri, aka Festival of the Ages), and read info at <<http://www.japan-guide.com/e/e3948.html>>, <<http://www.japan-guide.com/e/e3942.html>>, <<http://www.japan-guide.com/e/e3960.html>>.

--Read Clancy, "Kyoto's Imperial Palace," pp. 32-35; "Shimogamo and Kamigamo Shrines," pp. 78-79; "Gion District," p. 48; "Heian Shrine," pp. 38-41.

--In-class viewings of videos of recent Aoi and Gion Festivals.

--In-class Map Exercise: Sites associated with the Aoi Festival, Gion Festival, and the Festival of the Ages.

Week 14 The Spirits of Medieval Kyoto in the Modern Age

25) April 8 (T) Kyoto's Three Great Festivals, Part II

--In-class viewings of videos of a recent Gion Festival and Festival of the Ages.

--In-class Map Exercise: Sites associated with the Aoi Festival, Gion Festival, and the Festival of the Ages.

26) April 10 (R) Modern-day Yin-yang Masters: *Battle League Horumō* (2009)

--View clips from feature film: *Battle League Horumō* (*Kamogawa horumō*).

--In-class Map Exercise: Kyoto sites featured in *Battle League Horumō*.

Extra Credit Option (1 point added to cumulative score): *Battle League Horumō* incorporates various aspects of traditional Japanese beliefs and uses Kyoto itself as a central "character" in its storytelling. Give **two** other examples of modern-day retellings of the stories of medieval Kyoto, for example, in live action film, anime, manga, or videogames. Explain: (1) what aspect of medieval Kyoto your example incorporates; (2) how has this aspect of medieval Kyoto been interpreted in your example? Hand in 1-2 typed, double-spaced pages. Also send your work to Carmen. Be sure to document your findings in a bibliography listing at least three sources.

Week 15 Final Project Presentations

27) April 15 (T) --Student Presentations of Kyoto as a Lived Environment Final Projects, Day 1.

28) April 17 (R)

--Student Presentations of Kyoto as a Lived Environment Final Projects, Day 2.

--Review for Final Exam

--Final drafts of your Kyoto as a Lived Environment Final Projects due in class on Thursday, April 24. Submit file to Carmen.

****Your Final Examination is scheduled for [x date] at [y time], in [z location]. It will consist of multiple choice and true/false questions.**

Guidelines

Final project: Kyoto as a Lived Environment

Timetable for completion:

- 1) March 31 (M), 5pm: topic due (send by e-mail: fukumori.1@osu.edu)
- 2) April 7 (M): outline/rough draft (optional)
- 3) April 15 (T) and 17 (TH): 5 minute in-class presentations by everyone, plus reflections on others' presentations
- 4) April 24 (TH), 5pm: final submission

Goal:

The goal of this final project is to explore an extant site or practice (e.g., certain festivals, rituals, performances) in Kyoto that was developed in the medieval period to examine how it was conceived, created, and utilized to leverage the specific space/place in Kyoto for particular human needs. You will also assess the preservation efforts made for the site or practice. The project will be based on assigned readings and on research specifically conducted on your chosen site or practice. You should introduce your site in its historical context and carefully document your observations, with all sources clearly cited.

Guidelines:

- 1) Make sure to introduce your topic historically, with dates and periods. Concentrate on sites/practices that emerged in Kyoto in the premodern period (before the 19th c). The ideal topic will dovetail with the periods we have studied, i.e., Heian, medieval, and early modern periods (8th to 17th c.).
- 2) Show explicitly how the project is linked to the city of Kyoto and its heritage.
- 3) Summarize some of the key historical developments you can trace about your site/practice and assess efforts to preserve the site/practice in light of preserving Kyoto's cultural heritage. In other words, research the site's/practice's history and assess how it has been preserved as a living heritage today. For a definition of heritage, specifically world heritage, view the UNESCO World Heritage Commission's mission statement: <https://whc.unesco.org/en/about/>. On Kyoto's world heritage properties specifically, please see: <https://whc.unesco.org/en/list/688/>. You may write an expanded paper on a site included in your Kyoto Sightseeing Homework.
- 3) Your write-up should be **500-1000 words, 12-point font, double-spaced, 1-inch margins, or approximately 2-4 pages (calculated at 250 words/page)**. It should be clearly written and organized, and carefully checked for spelling errors. Images, video clips, and music clips are welcomed, but be sure they are clearly documented. If you make something yourself, then cite yourself, e.g., "photographed by author."
- 4) You should present the material objectively, but do provide your assessment of preservation efforts for your chosen site/practice. Your project should answer the questions: "What is the significance of this historical Kyoto site/practice as cultural heritage in past times and in contemporary times?"
- 5) Include a bibliography of all sources you found and used for your research. You should use a **minimum of six sources, at least 3 of which are scholarly** (the UNESCO World Heritage site counts as a scholarly source, as well as websites of academics (such as Matthew Stavros); travel blogs would be considered unscholarly). You can use the the OSU Libraries catalogue to identify books and articles related to your topic. You can, of course, cite our assigned texts.
- 6) Prepare a presentation of your project for the class (approximately five minutes). Sign up for the

presentations will take place during week 13.

7) Be sure to see the instructor for guidance as needed.

8) If multiple people select a single site/practice, I will consult with them to select different foci on the site/practice.

Suggestions for topics:

- Any site included as a Kyoto World Heritage Site (<https://whc.unesco.org/en/list/688/maps/>)
- Any other site included in Judith Clancy's *Kyoto: City of Zen*
- Any performances, festivals, or other practices that originated in Kyoto that are introduced by John Dougill in his *Kyoto: A Cultural History*
- A cultural phenomenon associated with premodern Kyoto (such as particular monsters/*yōkai*)
- For art history enthusiasts: OSU has a picture scroll showing the Night Parade of One Hundred Demons: <https://library.osu.edu/site/manga/2019/10/02/night-parade-of-one-hundred-demons-kyosais-hyakki-gadan-now-at-osu-libraries/>
- For those interested in the tea ceremony, you might be interested in the following information about rare pop-up tea houses, which is held in the Albrecht Library of Historical Architecture in OSU's Thompson Library: <https://library.osu.edu/site/japanese/2023/02/15/herman-j-albrecht-library-of-historical-architecture-rare-pop-up-teahouses-by-nobutatsu-tansai/>
- You can explore historical maps of Kyoto in the UC Berkley library collection to look at different ways of "picturing" Kyoto and its sites (maps dating from 1687): <https://digicoll.lib.berkeley.edu/record/56371#?xywh=-4744%2C-825%2C29035%2C16482>

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

