

ARTS OF JAPAN

AH302

Fall 2020



Instructor

Prof. Sonja KELLEY (she/her)

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GTI: David Zhou

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Online locations for class materials and meetings

Canvas: <http://mica.instructure.com>

Zoom Class Meetings: Wednesdays 9:00 – 10:30 am EST

Zoom Room for class meetings:

<https://mica-edu.zoom.us/j/94197478965?pwd=SThhQUtpZmxkLzduSU0wMEhTd2lBQT09>

Prof. Kelley's Office hours

- Mondays 9:00-10:00 pm EST and Thursdays 12:00 – 1:00 pm EST.
- Zoom room for office hours: <https://mica-edu.zoom.us/j/3987605797>
- You can simply drop into the Zoom room and wait in the “waiting room” or you can pick a specific time via Calendly: https://calendly.com/sonja_kelley/15min
- If the time blocks above don't work for you, please email me to set up a different time. Likewise, if Zoom is not convenient for you, we can use a different program.

BASIC COURSE INFORMATION

Arts of Japan Course Description:

This class will be an overview of Japanese art from the prehistoric period to modern times. We will discuss religious art, including that of Shinto and various schools of Buddhism. We will also examine Japan's secular art such as paintings commissioned by the shoguns, Edo-period woodblock prints produced for a wide audience, and modern and contemporary works that circulate in today's international art market.

Course Learning Outcomes

By the end of the term, students will be able to:

1. Utilize critical thinking, speaking, reading and writing skills.
2. Identify major styles of works of art in Japan from the Asuka period through Modern period.
3. Recognize important works of art and describe and analyze them in terms of form, content, context and general history of their creation.
4. Explain how political, social and religious ideas inform the art styles and images covered in the course.
5. Develop a proposal for a public education project.

Required Text



Joan Stanley-Baker. *Japanese Art*. 3rd ed. New York: Thames & Hudson, 2014. (Make sure you buy the correct edition.) It is available through MICA's [online bookstore](#) (new for \$23.18) and can also be found for less on [Amazon](#).

Other readings will be posted on the Canvas site for this class.

Other course details

- Type of class: 3-credit lecture/discussion
- Prerequisites: Art Matters (AH 100) and Modernism & After (AH 201)
- Grading system: The default is letter grading (A-F), but the school will give you the option to choose Pass/Fail grading about 6 weeks into the semester.
- Anticipated Costs: \$23.18 for the course textbook.

CLASSROOM ENVIRONMENT

Classroom Etiquette Expectations

In this class we are a community of scholars, and we are all responsible for creating a space that supports one another's intellectual growth. **Be respectful of your classmates and instructor**, be open to new ideas, and ask for clarification when you need it. Be prepared to change your mind and allow others to change theirs. We are also all still learning how to thrive in an online/remote learning environment, so please **be patient with yourself and one another**. MICA's Netiquette (Online Etiquette) Policy is [here](#).

Inclusive Learning Statement

Your success in this class is important to me. I acknowledge that we all learn differently. **If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible**. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the [Learning Resource Center \(LRC\)](#) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have those needs met. The LRC is the office that can provide a letter detailing the official accommodations you need.

Multiculturalism Statement

This class is a multilingual and multicultural space where we speak and write across languages and time zones. Although "standard US English" is the language of instruction, **all students have a right to their own language. All accents and pronunciation patterns are acceptable and respected**, and all voices are heard. While class meetings are scheduled in MICA's local time, I am aware that students are living in different time zones. Technology allows us to bridge physical distance, but it will sometimes fail. Our class will be realistic and flexible when issues of bandwidth and connectivity inevitably complicate communication between each other.

COURSE EXPECTATIONS

Attendance

Synchronous class meetings will take place on Zoom, and will be largely discussion-based. Keep in mind, however, that you can participate by raising your hand (which you can do virtually in Zoom) and speaking or by typing your comment in the Zoom chat. I expect students to attend these meetings. In order to be successful in this class, it is important that you log into Canvas each week and keep up with the assignments. Additionally, there will be several small group meetings through Zoom, and 1 one-on-one meeting with me. Points will be deducted from your participation grade (see “Participation” below) for each unexcused missed class period. **More than 3 unexcused absences will result in failure of the course.**

Connectivity Problems

You should strive to attend each Zoom class meeting (as stated above), but I understand that this may be difficult due to connectivity issues or time zone differences. **If you must miss a class, please contact me as soon as possible to explain what the difficulty is, and we can discuss ways for you to make up the work.**

Communication

The best way to reach me outside of our class time is by email (skelley@mica.edu) or by sending me a message through Canvas. I will get back to you within 48 hours. I prefer that you use email or Canvas because those programs help me keep all my communications organized. However, if email and Canvas aren't working for you, you can also reach me via WeChat (WeChat ID: sonjakelley). If you contact me via WeChat, make sure your identity is clear.

I will sometimes send announcements to the class via Canvas. These are automatically sent to your MICA email address. If you prefer to use a different email, please remember to have all your MICA email forwarded to that address.

Technology

This class is entirely online. We will be using Canvas and Zoom. To **download Zoom**, go to <https://zoom.us/download>

ACADEMIC SUPPORT

Tech Support

If you are having general technical difficulties, contact MICA's Help Desk: help@mica.edu

If you are having difficulty with Canvas, contact MICA's Educational Technology office: acadtech@mica.edu (Please also note that there are some instructional modules about how to do various things in Canvas at the top of our class Canvas page.)

If you are having difficulty with Zoom, consult their online support: support.zoom.us



Library and Writing Support

MICA's library is [Decker Library](#), and they have numerous online resources available for you, including e-books and databases for finding articles and images. We will have a library instruction session during class this semester which will help you use all the resources available through the library, but you do not need to wait until then to start using the library. They are providing various online [services to students](#), including research consultations, document delivery, and interlibrary loan of digital materials.

MiCA has a [Writing Studio](#) with tutors that can help you during any stage of the writing process. You can make an appointment to meet with a tutor online. Please do not hesitate to reach out to them. The Writing Studio's website also has lots of information that you can view on your own (click on the pink text on the left side of their home page).

ASSIGNMENTS AND GRADING

Weekly Responses on Canvas Discussion Board

Each week a reading is assigned, students will post a written response on Canvas. Depending on the nature of the reading, the prompts for these responses will ask you to post different kinds of things – you may be asked to submit notes you take about the reading, answer factual questions about the content of the reading, or comment on the argument the author is making – so it is important to **read the prompt before reading the text**. If you wish to expand your response beyond the prompt, please feel free to do so. Since these posts will be the starting point of our class discussions, **it is essential that you post your response each week before class starts**. There will be about 12 reading responses over the whole semester; **you must complete at least 10 of them for full credit**.

Quizzes

There will be 4 quizzes throughout the semester. They will be done on Canvas, open-book, but you should work alone. Each quiz will be based on material from the previous few weeks. They will NOT be cumulative. You will only be quizzed on material that we have already read about and had the chance to discuss in class. **Your lowest grade of the 4 quizzes will be dropped**.

Research Project: Proposal for a Public Education Event/Activity

Instead of writing a research paper, you will develop a proposal for an **event or activity that would educate the public about some aspect of Japanese art**. This project could be an exhibition proposal or something else – perhaps you could produce a guidebook for a particular temple or physical space. The main goal will be teaching others about a topic. **Your project should be guided by a central thesis statement – what is the main idea you would want to convey to your audience?** We will focus on the research process and describing what you want to do; you will not actually produce the final project.

This project will include these stages:

- 1. Initial concept proposal with preliminary bibliography*
- 2. Draft of the developing proposal with expanded bibliography*
- 3. Final written proposal with final bibliography*
- 4. Peer feedback and reflection wrap-up activity*

As part of the research and writing process for this assignment, we will:

- Practice using the library and its digital resources
- Discuss the reliability and usefulness of sources
- Reflect on what information you can find and what you have difficulty finding; reflect on how the unpredictability of the research process affects your final product
- Review when and how to cite sources
- Review proper formatting for bibliographies and footnotes
- Review how to develop a thesis statement
- Consider the needs and expectations of your audience
- Revise the proposal for maximum organizational effectiveness

Each written part of this project (initial proposal, developing proposal, and final proposal) should be **uploaded onto Canvas during the week that it is due. This means that you can upload your work to Canvas anytime Monday-Friday of the week the assignment is due.** Papers will be graded in the order I receive them.

These papers should be formatted in 12-point type and double-spaced with 1-inch margins. If you are not satisfied with your paper, you are invited to revise it based on my comments for a higher grade.

General Class Participation

Participation is an important part of the learning experience, and requires active engagement with the course materials and discussions, both through the discussion board and through Zoom meetings. Please let me know if you will not be able to attend our Zoom meetings and we can make alternate arrangements. **More than 3 unexcused absences will result in failure of the course.**

Breakdown of how final course grade will be calculated

- Reading Responses on the Discussion Board: 20% (You must complete at least 10 for full credit.)
- Quizzes: 25% (There will be 4 quizzes. Your lowest grade will be dropped.)
- Initial project proposal: 10%
- Draft of developing project proposal: 10%
- Final project proposal: 20%
- Peer feedback and reflection activity on last day of class: 5%
- General Class Participation: 10%

Submitting assignments

All work that you submit for a grade must be your own.

Please submit all work through Canvas – this helps me keep all student work well organized. If you have connectivity issues that prevent you from uploading something to Canvas, then you can send me your work via email or WeChat.

Late Assignments

- **Discussion board posts must be posted by the time our Zoom class meetings start.**
- For all other written assignments, they should be uploaded to Canvas during the week (M-F) that they are due.

If you will not be able to turn in an assignment on time, send me a message explaining why. I will give extensions if you are experiencing a crisis or emergency.

MICA COLLEGE-WIDE POLICIES

Students must comply with all of MICA's Academic Policies.

Academic Disability Accommodations: MICA makes reasonable academic accommodations for qualified students with disabilities. All academic accommodations must be approved through the Learning Resource Center (LRC). Students requesting accommodation should schedule an appointment at the LRC (410-225-2416 or e-mail LRC@mica.edu), located in Bunting 110. It is the student's responsibility to make an accommodation request in a timely manner. Academic accommodations are not retroactive.

Environmental Health and Safety (EHS): Students are responsible to follow health and safety guidelines relevant to their individual activities, processes, and to review MICA's Emergency Operations Plan and attend EHS training. Students are required to purchase personal protection equipment appropriate for their major or class. Those students who do not have the proper personal protection equipment will not be permitted to attend class until safe measures and personal protection are in place.

Plagiarism

Each discipline within the arts has specific and appropriate means for students to cite or acknowledge sources and the ideas and material of others used in their own work. Students have the responsibility to become familiar with such processes and to carefully follow their use in developing original work.

Policy

MICA will not tolerate plagiarism, which is defined as claiming authorship of, or using someone else's ideas or work without proper acknowledgement. Without proper attribution, a student may NOT replicate another's work, paraphrase another's ideas, or appropriate images in a manner that violates the specific rules against plagiarism in the student's department. In addition, students may not submit the same work for credit in more than one course without the explicit approval of all of the instructors of the courses involved.

Consequences

When an instructor has evidence that a student has plagiarized work submitted for course credit, the instructor will confront the student and impose penalties that may include failing the course. In the case of a serious violation or repeated infractions from the same student, the instructor will report the infractions to the department chair or program director. Depending on the circumstances of the case, the department chair or program director may then report the student to the appropriate dean or provost, who may choose to impose further penalties, including expulsion.

Appeal Process

Students who are penalized by an instructor or department for committing plagiarism have the right to appeal the charge and penalties that ensue. Within three weeks of institutional action, the student must submit a letter of appeal to the department chairperson or program director, or relevant dean or provost related to the course for which actions were taken. The academic officer will assign three members of the relevant department/division to serve on a review panel. The panel will meet with the student and the instructor of record and will review all relevant and available materials. The panel will determine whether or not to confirm the charge and penalties. The findings of the panel are final. The panel will notify the instructor, the chairperson, division, the student, and the Office of Academic Affairs of their findings and any recommendations for change in penalties.

Title IX Notification

Maryland Institute College of Art seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. There are multiple ways to report sexual harassment/misconduct/assault and reports are encouraged. Students requiring academic adjustments due to an incident involving sexual harassment or discrimination should contact Student Affairs at 410.225.2422 or Human Resources at 410.225.2363. Keeping with institutional commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of gender based discrimination made to them by students. However, nothing in this policy shall abridge academic freedom or MICA's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements, or written materials that are relevant and appropriately related to course subject matter or academic discussion.

Students with Extended Illness or Absence

In the case of extended illness or other absences that may keep the student from attending a class for more than three meetings, undergraduate students must contact the Student Development Specialist in the Division of Student Affairs or have an official disability accommodation letter issued by the Learning Resource Center that specifically addresses class absences. For students who have not been approved for academic disability accommodations, the Student Development Specialist will work with the student to determine the cause and appropriateness of the absences and subsequently notify instructors as necessary. Graduate students must contact the instructor, director, and Associate Dean of Graduate Studies. Students in professional studies programs must contact the Associate Dean for Open Studies. The appropriate administrator will facilitate a conversation with relevant faculty to determine whether the student can achieve satisfactory academic progress, which is ultimately at the sole discretion of the faculty member.

TENTATIVE CLASS SCHEDULE

Below is the plan for what we will do each week of the semester. All of this information will also be on our course Canvas page. It is possible (maybe even likely) that some things will need to be changed or rescheduled as the semester progresses. All changes will be noted on Canvas, so it is important that you check Canvas at least weekly to stay on top of things.

Week 1

September 2: Introduction to course on Zoom



Meet: Sept 2, Wednesday 9:00 – 10:30 am EST in this Zoom Room:
<https://mica-edu.zoom.us/j/94197478965?pwd=SThhQUtpZmxkLzduSU0wMEhTd2lBQT09>

During Zoom Class time	
Chat	Introductions
Discuss	Syllabus Review

To do right after our class meeting	
Complete student survey on Canvas	This is a survey I put together to gather information about all the students in this class. It will give me a sense of your varied backgrounds and will also let me know what time zones you are all in and if you might have any challenges with the technology needed to access the class. Please complete this survey before the second week of class.

What to expect for the remaining weeks of the semester

Most weeks you will need to prepare for class by:

- Completing some readings
- Watching a video (and maybe multiple short videos)
- Posting a response to those materials to the discussion board on Canvas (prompts for each reading response will be on Canvas)

Sometimes you will also be doing these things:

- Completing a quiz on Canvas
- Preparing a draft of your research/written work for peer review during our Zoom class meeting
- Uploading a written assignment for grading

I will make the specific expectations/activities for each week clear on Canvas. Links to all the materials you will need to access will also be on Canvas. The table below shows the topic, readings, and homework due each week. **More detailed instructions for everything will be on Canvas.**

Note: In the readings listed in the schedule below, JSB= our course textbook (*Japanese Art*, 3rd ed., by Joan Stanley-Baker).

Week 2

September 9: The Shinto religion and Ise Shrine

To Do Before Class
Watch lecture video and supplementary video about rebuilding of Ise Shrine
Read: JSB 24-27
Post response on Canvas discussion board (see prompt on Canvas)
During Zoom Class time
Class discussion of reading and lecture

Week 3

September 16: Buddhism and the Horyuji and Todaiji temple complexes

To Do Before Class
Watch lecture video and supplementary video on wooden pagodas
Read: <ul style="list-style-type: none">• JSB 27-50• “Horyuji Temple and Its Symbol the Pagoda,” from Nishi, <i>Japanese Architecture</i>, pp. 14-15• Look at Buddhist sculpture iconography diagrams• Look at Excerpt from <i>The Great Age of Japanese Buddhist Sculpture</i> (pp. 42-53) – reference resource on Buddhist Imagery and techniques for making sculptures
OPTIONAL: “Garan Buildings and their Relationship,” from Kidder, <i>The Lucky Seventh: Early Horyuji and Its Time</i> , pp. 295-316.
Post response on Canvas discussion board (see prompt on Canvas)
During Zoom Class time
Class discussion of reading and lecture
Introduce quizzes; briefly review for Quiz 1

Week 4

September 23: Shingon Buddhism and Pure Land Buddhism

To Do Before Class
QUIZ 1
Watch lecture video
Read: <ul style="list-style-type: none">• JSB 59-76• Look at Diagrams of Diamond World and Womb World mandalas
OPTIONAL: Yamasaki, Taikô. <i>Shingon: Japanese Esoteric Buddhism</i> . Translated by Richard and Cynthia Peterson. Edited by Yasuyoshi Morimoto and David Kidd. Boston: Random House, 1988. (Chapter 5) 106-122 and pp. 152-181 (Chapter 7).
Post response on Canvas discussion board (see prompt on Canvas)

During Zoom Class time

Introduce research project (proposal for educational event/activity)

Class discussion of reading and lecture

Week 5

September 30: The Tale of Genji and scroll paintings

To Do Before Class

Watch lecture video

Read:

- JSB 76-93, 96-98
- Excerpt from the novel *Tale of Genji* by Murasaki Shikibu

Look at Met Museum's [webpage](#) from their exhibition: *Tale of Genji: A Japanese Classic Illuminated*

Post response on Canvas discussion board (see prompt on Canvas)

During Zoom Class time

Go over Quiz 1

Class discussion of reading and lecture

Week 6

October 7: Samurai culture and Zen Buddhism (focus on painting)

To Do Before Class

Upload Initial concept proposal with preliminary bibliography (Due date range: Oct 5-9)

Watch lecture video and supplementary video on katana swords

Read: JSB 107-109, 114-115, 118-140

OPTIONAL: "Introduction" and "Chp. 5: The Making of a Japanese Sword" in *THE JAPANESE SWORD*

Post response on Canvas discussion board (see prompt on Canvas)

During Zoom Class time

Class discussion of reading and lecture

Briefly review for Quiz 2

Week 7

October 14: Library Instruction/Work session

To Do Before Class

QUIZ 2

Continue working on the research for your Project Proposal

During Zoom Class time

One of the librarians from Decker will give us a library instruction/work session in our Zoom room during class time. You will be working on expanding your research for your Project Proposal and building a larger bibliography.



Week 8

October 21: Zen – tea ceremony, ceramics, and gardens

To Do Before Class
Watch lecture video and supplementary videos about the tea ceremony and Japanese gardens; also visit some websites where you can virtually move around in some of these gardens (links to come)
Read: <ul style="list-style-type: none">• JSB 150-159• Hohenegger, Beatrice, “The Way of Tea in Japan,” in <i>Steeped in History: The Art of Tea</i>, pp. 60-73.
Post response on Canvas discussion board (see prompt on Canvas)
During Zoom Class time
Go over Quiz 2
Class discussion of reading and lecture

Week 9

October 28: Kano school painting, Sotatsu and Koetsu, and Rinpa

To Do Before Class
Upload Draft of the developing proposal with expanded bibliography (Due date range: Oct 26-30)
Watch lecture video and supplementary videos about the Waves of Matsushima and Ito Jakuchu
Read: JSB 141-150; 160-169, last paragraph of 180 to ending of paragraph at the top of 182 (part about Ito Jakuchu)
OPTIONAL: Shimizu, Yoshiaki, “Multiple Commemorations: The Vegetable Nehan of Ito Jakuchu”
Post response on Canvas discussion board (see prompt on Canvas)
During Zoom Class time
Class discussion of reading and lecture
Workshop on your project proposals

Happy Halloween!



Week 10

November 4: *The Edo period, ukiyo-e, and prints*

To Do Before Class

Watch lecture video and supplementary videos about the process for making Japanese woodcut prints as well as the method for making *washi* (handmade Japanese paper)

Read:

- JSB 184-193
- Excerpts from *Hotei Encyclopedia of Japanese Woodblock Prints*. Amsterdam: Hotei Publishing, 2005.

Post response on Canvas discussion board (see prompt on Canvas)

During Zoom Class time

Class discussion of reading and lecture

Briefly review for Quiz 3

NOTE: One-on-One meetings with Prof. Kelley

Because this class has many students, I'd like to spread these meetings out over three weeks (Nov. 2-20). We'll work out the schedule later in the semester.

Week 11

November 11: The Meiji period and “modernity”

To Do Before Class

QUIZ 3

Watch lecture video

Read:

- Mason, Penelope, *History of Japanese Art*, 2nd ed., 2004. – Chapter 7: 343-346, 355-379.
- Morris, Roderick Conway, “The Meiji Crisis in Japanese Art,” *New York Times*, March 27, 2013.

Post response on Canvas discussion board (see prompt on Canvas)

During Zoom Class time

Class discussion of reading and lecture

Workshop on your project proposals



Week 12

November 18: Postwar avant-garde art

To Do Before Meeting with Prof. Kelley
Watch lecture video and supplementary videos on Gutai and Yayoi Kusama
Read: <ul style="list-style-type: none">• SKIM: JSB Chapter 8 (pp. 209-225)• Yoshihara Jirō, "Gutai art manifesto," in <i>Gutai: Splendid Playground</i>. New York, New York: Guggenheim, 2013. AND Tiampo, Ming, "Introduction," in <i>Gutai: Decentering Modernism</i>, pp. 1-8. OR Dumbadze, Alexander, "Infinity and Nothingness," in <i>Yayoi Kusama Infinity Mirrors</i>, pp.118-127.
Post response on Canvas discussion board (see prompt on Canvas)
During Zoom Class time
Go over Quiz 3
Class discussion of reading and lecture
Briefly review for Quiz 4

November 25: Thanksgiving Holiday

NO CLASS MEETING

Week 13

December 2: Manga, anime, and Japanese pop culture

To Do Before Class
QUIZ 4
Watch lecture video and supplementary video clips
Read: Tsutsui, William. "Sources of the Japanese Pop Imagination," in <i>Japanese Popular Culture and Globalization</i> , pp. 23-34.
Post response on Canvas discussion board (see prompt on Canvas)

During Zoom Class time

Class discussion of reading and lecture

Workshop on project proposals

Week 14

December 9: Fashion – focus on Kimono

To Do Before Class

Upload final written project proposal with final bibliography (Due date range: Dec. 7-11)

Watch lecture video and supplementary videos from recent exhibitions of kimono

Read:

- Milhaupt, Terry Satsuki, “Everyday and Extraordinary, Then and Now,” in *Kimono: A Modern History*, pp. 229-247.
- Tatsuichi Horikiri, “The Meisen the Girl Could Not Wear,” in *The Stories Clothes Tell: Voices of Working-Class Japan*, pp. 47-50.

OPTIONAL: Look at the e-book (available online through Decker Library)
Cliffe, Sheila, and Joanne B Eicher. *The Social Life of Kimono: Japanese Fashion Past and Present. The Social Life of Kimono*. London: Bloomsbury, 2017. – The final chapter, “Returning Kimono to the Streets,” has several images of kimono incorporated into contemporary street fashion.

Post response on Canvas discussion board (see prompt on Canvas)

During Zoom Class time

Go over Quiz 4

Class discussion of reading and lecture

Workshop – Review what we will do during feedback/reflection activity next week

Week 15 – LAST DAY OF CLASS

December 16: Peer feedback and reflection on project proposals

To Do Before Class
Review classmates' project proposals (you will be assigned a small subset of the proposals to look over and give feedback on)
During Zoom Class time
Class activity in which small groups of students give each other feedback about their proposals and then each student writes final reflection on the research process

