



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

# Global Seminar: Arts of Japan

## Course Details

**Course Designator & Number: ARTS 3490/5490**

**Language of Instruction: English**

**Contact Hours: TBD**

**Instructor: Tetsuya Yamada**

## Course Description

This course provides experiential learning through site visit and viewing the work (historical artifacts, sites, architecture, garden, theater, and examples of contemporary arts) in person, including some of the world renowned examples and ones that hold the status of the National Treasure in Japan. Through these experiences, the students are expected to learn the relationship between Art works and its influence (culture, religion, politics, etc.).

The history of Japan goes back to prehistoric times and is rich with its production of craft objects. Many natural materials were investigated to develop and produce various artifacts throughout history. Religious and cultural influence from the continent is significant, and the influence makes each period unique. Also, Japanese art has given strong inspiration to the western world. The result of WWII changed the course of Japanese history—monarchy to democracy. Influence of Western culture led to “Old and New” or “East and West” society and led to one of the economical leaders of the world. Through works of art/artifacts the student would not only learn technical aspects but also, gain knowledge of the historical/cultural/political context.

To facilitate the learning about the work, the students are asked to present a case study on each topic/example. Also, to facilitate process, periodical reflective conversation will cap each experience. Journals will be utilized. At the end of this course, the students are asked to present an artistic project as the final project, which will be the externalized reflection of the experience in visual form.

Through examining Japanese art would not only be inspirational, but also help to understand influences of some of the art works in Western world. The contemporary art examples may provide an accessible door for the students to enter to learn. These experiences would help the students to discover their own values, which contributes to their own artistic expression/work.

The goal of the course is to learn about students themselves by learning about other cultures and ultimately that would be beneficial to their artistic expression.

## Instructional Strategies

This class will meet in a seminar format within a continuous field trip program. We will be visiting sites (historical and contemporary), museums, galleries, studios, etc.

## Grading

### Grading Rubric

| Letter Grade | Score or Percentage | Description  |
|--------------|---------------------|--|
| A            | 93–100              | Achievement that is outstanding relative to the level necessary to meet course requirements.   |
| A-           | 90–92               | Achievement that is significantly above the level necessary to meet course requirements.   |
| B+           | 87–89               |  |
| B            | 83–86               |  |
| B-           | 80–82               | Achievement that meets the course requirements in every respect.   |
| C+           | 77–79               |  |
| C            | 73–76               |  |
| C-           | 70–72               | Achievement that is worthy of credit even though it fails to fully meet the course requirements.   |
| D+           | 67–69               |  |
| D            | 60–66               |  |
| F            | 0–59                | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

## Summary of How Grades Are Weighted

| Assignments                                 | Percentage of Grade |
|---|---------------------|
| Case study report                           | 20%                 |
| Journal participation                       | 20%                 |
| Participation in discussion                 | 30%                 |
| Final project (presentation of the concept) | 30%                 |
| Overall grade                               | 100%                |

### Assessment Details

Students are assigned for case study to give a short presentation on works, which will be a part of the discussion session at the site if permitted. The students are asked to address two parts to help understand the works of art: 1). technical and 2). motivation/idea/influence/inspiration for the case study. Journal and participation in discussion will be good elements to assess the depth of understanding. For the final project the students will be asked to present an idea of an artistic project using this course-learning experience as inspiration.

**Class participation:** It is critically important as the course is designed to provide an interactive environment. The instructor serves as a facilitator for discussion. It is important for the students to prepare to present their case study assignment at the site.

# Course Content

Below is a draft itinerary of possible program excursions and site/cultural visits.

## Plan A

### (Kyoto—10 days):

- A number of site visits, museum/gallery visits, studio visits, and guest speakers (TBD)
- Day trips: Tokoname, Arimatsu, Mino, Nara

### (Tokyo—10 days):

- A number of site visits, museum/gallery visits, theater visits, studio visits, and guest speakers (TBD)
- Day trip to Mashiko village, Hamada Museum

## Plan B

**Kyoto (7 days) – via Naoshima (5 days) – Tokyo (5 days)**

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials

without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

## **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

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