



El Camino College
COURSE OUTLINE OF RECORD – Official

I. GENERAL COURSE INFORMATION

Subject and Number: Art History 205B
Descriptive Title: History of Asian Art - China, Korea, and Japan
Course Disciplines: Art History
Division: Behavioral Sciences

Catalog Description:

This course surveys the arts of China, Japan, and Korea from the Neolithic period through the 21st century in relation to cultural, political, religious, and philosophical contexts. It traces the transmission of cultural ideas and art forms from one civilization to another and considers the effect of Western art's historical methodologies on the study and appreciation of Asian art and culture.

Conditions of Enrollment:

Recommended Preparation: eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 08/17/2020
Transfer UC: X Effective Date: Proposed

General Education:

El Camino College:

3 – Humanities

Term: Other: Approved

CSU GE:

C1 - Arts, Dance, Music, Theater

Term: Other: Approved

IGETC:

3A - Arts

Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

SLO #1 Analysis of Content: Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of Chinese, Korean, and Japanese art.

SLO #2 Comprehend and Critique: Students will be able to demonstrate the ability to comprehend and critique of Chinese, Korean, and Japanese art works in terms of form, medium, and style.

SLO #3 Communication: Students will be able to demonstrate the ability to effectively communicate ideas about of Chinese, Korean, and Japanese art verbally or by written methods.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify major art works of each era and culture by visual recognition, providing title, date, period, culture, location, medium, and other pertinent data.
 - Essay exams
2. Analyze and discuss major art works in terms of style, iconography, and historical importance in relation to Asian aesthetics.
 - Essay exams
3. Interpret and discuss major art works in relation to relevant social, cultural, political, philosophical, and religious factors.
 - Essay exams
4. Contrast and compare major art works from different periods and cultures.
 - Essay exams
5. Define technical terms and identify their application to major art works.
 - Multiple Choice
6. Analyze and evaluate examples of East Asian art in museum collections in terms of their style and iconography as well as their cultural, aesthetic, and historical significance.
 - Term or other papers
7. Critically evaluate the effect of Eurocentric approaches on the study of Asian art and culture.
 - Term or other papers

II. **OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	1.5	I	A. Introduction, chronologies, terminologies. Discussion of Eurocentrism as it pertains to the study of East Asian art.
Lecture	12	II	A. UNIT ONE: 5000 BCE-500 CE 1. Foundations of East Asian civilization including material culture, language, cosmogony, and empire 2. Ancestor worship, death and the afterlife; oracle bones and divination; a study of the iconography, media, and stylistic development in ritual and funerary objects 3. Yin/yang; the philosophical principles of Daoism, Confucianism, and Legalism 4. The Formation of Empire in China: The Great Wall; Tomb of the First Emperor and the Terra-Cotta Army 5. Major tombs in Korea and Japan: King Muryeong, Korea and Emperor Nintoku, Japan 6. Postmodern artists who redress similar issues (e.g. Fen-Ma Liuming Walking the Great Wall, 1998 performance by Ma Liuming)
Lecture	13.5	III	A. UNIT TWO: 500-1000 CE 1. Shinto: religious beliefs, deities, and practices; study of major Shinto temples 2. Buddhism: religious beliefs, deities, sects, and practices; trace the transmission of Buddhism and Buddhist art from India to East Asia 3. Buddhist art: study of major Buddhist grottoes, temples, and artworks; trace the transmission, development, and evolution of style; study the iconography, iconometry, canons, conventions, and symbolism of Buddhist art 4. Postmodern artists who redress religious ideals (e.g. Yukinori Yanagi, Hinomaru Illumination (Amaterasu and Haniwa), 1993; Wang Qingsong The Thinker, 1998 and Requesting Buddha #1, 1999; Nam June Paik, TV Buddha, 1974)
Lecture	13.5	IV	A. UNIT THREE: 1000-1500 CE 1. Landscape Painting: the rise of monumental landscape painting in China; a study of the literati school of painting as an expression of individualism and philosophical and political beliefs; the five categories of Song dynasty landscape painting; painting formats; materials, techniques, and theories. 2. Garden Design: Classical Chinese Garden Design (examples from Suzhou) are contrasted and compared with Japanese Dry Landscape Gardens (e.g. Ryoan-ji) noting the effects of patronage as well as cultural, political and philosophical symbolism on garden design 3. Ceramics: major production centers; study of the materials, processes, and technical developments; study of major

			types (celadon, porcelain, blue-and-white, raku) noting the effects of patronage and commerce, as well as political and philosophical affiliation on ceramic production 4. Postmodern artists who redress the landscape ideal (e.g. Hong Lei, Yun-Fei Ji, Liu Xiaodong)
Lecture	13.5	V	A. UNIT FOUR: 1500-2000 CE 1. The Visual Culture of the State of China: Imperial Palace, Forbidden City, Tiananmen Square; Cultural Revolution and Social Realism-- propaganda posters and Rent Collection Courtyard; 1989 student rebellion; 2. Bushido: The Visual Culture of the Warrior Class in Japan: Himeji and Nijo Castles; military armor and weaponry; a study of decorative paintings produced for shoguns and samurai by artists of the Kano and Rimpa schools; yamato-e scroll paintings are used to illustrate the feudal period 3. Ukiyo-e: The Visual Culture of the Merchant and Artisan Class of Japan; a study of the polychromatic woodblock technique and the meanings associated with the word "ukiyo;" a study of the purposes and uses of ukiyo-e during the Edo period as well as their government regulation; a study of major works by Utamaro, Hiroshige, Hokusai, Sharaku as a sign of social and class rupture in Tokugawa Japan; the influence of ukiyo-e on manga, anime and European modernism. 4. Postmodern artists who redress ukiyo-e (e.g. Masami Teraoka)
Total Lecture Hours			54
Total Laboratory Hours			0
Total Hours			54

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a two page typed essay, describe the location, design, and contents of an imaginary tomb, which takes into consideration ancient East Asian burial practices, beliefs, and symbolism but updates it to the 21st century and personalizes it as your own.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a three to five page typed essay, contrast and compare the five major categories of Song landscape painting with respect to iconography, media, format, size, style, and approach, using examples from our study to support your thesis.

2. In this field trip assignment, you are challenged to synthesize and apply what you have learned in Unit Two to an example not discussed in class. After visiting Hsi Lai Temple, write a minimum three page essay in which you discuss five aspects: the plan of the temple; the architectural elements found in the Gateway, Hall and Shrine; the iconography and style of the statues in the Main Shrine; the ritual of worship that takes place in the Main Shrine as well as the Courtyard; and Buddhist symbols (lotus, wheel, etc.) which may be found anywhere on the grounds of the temple.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Quizzes

Reading reports

Written homework

Homework Problems

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

Primary Methods of Evaluation: Essay Exams; Research papers

Presentation

V. INSTRUCTIONAL METHODS

Discussion

Field trips

Group Activities

Internet Presentation/Resources

Lecture

Multimedia presentations

Other (please specify)

Internet research

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Written work

Observation of or participation in an activity related to course content

Other (specify)

Museum Report

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Sherman E. Lee. A History of Far Eastern Art. Prentice Hall and Harry N. Abrams, 2005.
Michael Sullivan. Arts of China. 5th ed. University of California Press, 2009.
Jane Portal. Korea: Art and Archaeology. Thames & Hudson, 2000.
Penelope Mason. History of Japanese Art. 2nd ed. Prentice Hall, 2005.
Dorinda Naeve. Asian Art. Pearson-Prentice Hall, 2015.
Joan Stanley-Baker. Japanese Art. Thames & Hudson, 2014.
Kleiner, Fred S. . Gardner's Art Through the Ages: Non-Western Perspective.. 15 ed. Cengage, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	Students should have writing skills similar to those gained in English 1A in order to perform required, multi-page critical reading and writing assignments.

D. Recommended Skills

Recommended Skills
Skills recommended include ability to critically analyze researched texts and coherently write in essay format. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL 84 - Interpret a book-length work through discussion, journal writing, or composition writing. ENGL 84 - Compare and contrast college-level texts to evaluate content. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
ENGL A - Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.
ENGL 84 - Compare and contrast college-level texts to evaluate content.
ENGL A - Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Eda Colley/Lewis Hiigel on 10/11/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 08/17/2020

Last Reviewed and/or Revised 07/01/2020