

# ARHI 0150 - HISTORY OF ASIAN ART

## Catalog Description

Formerly known as ART 1D

Hours: 54 lecture

Description: Study of the painting, sculpture, architecture and other art forms of India, China, Japan, Korea, and Southeast Asia from prehistoric times to present. (C-ID ARTH 130) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Analyze a work of art or architecture in terms of function and how it reflects the religious, cultural, and political beliefs of the region.
- CSLO #2: Critique images and scholarship in terms of western cultural relativism, paying attention to the ways in which social class, gender, racism, and the history of western colonialism influences the study and interpretation of Asian art.
- CSLO #3: Demonstrate visual literacy by analyzing artworks using proper historical terminology and formal elements in both written and verbal form.
- CSLO #4: Identify and differentiate between the major materials and media used to create works of art in India, China, Japan, and South East Asia.
- CSLO #5: Identify and differentiate major monuments, works of art, artists, and styles from India, China, Japan, and South East Asia.

## Effective Term

Fall 2018

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Analyze the history of Western colonialism and its impact on scholarship, aesthetics, and terminology in the study of Asian Art.
2. Analyze the arts of the Indian subcontinent in terms of history and development, function of objects, major media and techniques, architecture, sculpture, painting, and diaspora and contemporary arts.
3. Analyze the arts of China in terms of history and development, function of objects, roll and status of artist, major media and techniques, architecture, painting, and diaspora and contemporary arts.
4. Analyze the arts of Japan and Korea in terms of history and development, function of objects, major media and techniques, architecture, painting, and diaspora and contemporary arts.

5. Analyze the arts of Southeast Asia in terms of history and development, function of objects, major media and techniques, architecture, and diaspora and contemporary arts.
6. Compare and contrast major works of art and architecture from India, China, Japan, Korea, and Southeast Asia in terms of similarities and differences in function, context, and style.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Fine Arts
  - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C1 Arts
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 3A Arts

## Articulation Information

## Methods of Evaluation

- Classroom Discussions
  - Example: Class discussions can be used as continual assessments of students' abilities to verbally analyze artworks and use proper terminology. For example, students may be asked to discuss how a work of art on the screen is typical of a specific cultural style (such as Jain painting)--course objective #2. This will help instructor gauge where current student understanding and mastery exists, and identify any areas of confusion or lack of understanding.
- Essay Examinations
  - Example: Essays exams may test students on application of knowledge and comparison of style, content, function, and context of works. Such as, an in class timed essay where the student is given two monuments or sculptures to compare in terms of style, content, function, and historical context. Students would be assessed in terms of ability to make connections between works, both in terms of similarities and differences, tying those similarities and differences to media, technique, and historical context. They would also have to demonstrate ability to use required terms and correctly identify style, media, and techniques in the images.
- Objective Examinations
  - Example: Objective exams may test students on basics of terminology and recognition of major artists and artworks/monuments. Such as, a fill in the blank quiz where students must identify major elements in floor plans, and image identifications (title, culture, and date). Example: with an image of a Shiva Nataraja sculpture on the screen, ask the students to identify it.
- Reports
  - Example: Reports in the form of assigned formal papers can be used to address specific themes in the course, such as asking each student to choose one major contemporary artist to research and in a paper analyze their connections to the past, involvement in international art scene, and ways in which they challenge colonial western bias. The final paper would be assessed for research methods and citing, ability to clearly organize and state information, and application of historical and aesthetic approaches to an artist and their products.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor presents A. Visually oriented lectures, such as PowerPoint presentations, about artworks and their historical contexts. For example, a lecture on the production of ritual bronze vessels during the Shang dynasty, their political and religious functions relating to kingship and ancestor worship, and common stylistic elements. Students will build their ability to identify major representative works of art (CSLO 5), use proper terminology for elements (CSLO 3), as well as discuss historical context and cultural values (CSLO 1), and distinguish the techniques used to create bronzes in China (CSLO 4).

Distance Learning

1. B. Class and small group discussions (online and on ground) such as:
2. Compare and contrast the floor plan of a provided Buddhist temple and Hindu temple. What elements do they have in common and what elements are different? What accounts for these similarities and differences?
3. Analyze a primary document relating to social and cultural context of art making (contracts, artistic biography, historical art criticism such as Xie He's Six Laws)
4. Work together to analyze an unknown object in terms of subject and style as if coming across an image in a museum or gallery setting. In these types of activities, students will actively apply their knowledge and skills to new situations, engaging with visual literacy and analysis skills, including CSLO 3 (Demonstrate visual literacy by analyzing artworks using proper historical terminology and formal elements) as well as CSLOs 1, 2, 4, and 5)

## Typical Out of Class Assignments

### Reading Assignments

1. Read provided primary document from instructor (such as reading on Postcolonial theory). Respond to the provided questions and post your response to the class discussion board and respond to at least three other student responses.
2. Read chapter in your text and select one object produced in Southeast Asia. In a two-page, typed double-spaced paper, thoroughly describe the object in terms of medium, process, style, function, and who the most likely patron of the object would be.

## Writing, Problem Solving or Performance

1. Selecting a Buddhist temple from a provided list, write a three-page, typed, and double-spaced paper, identify the significant architectural elements of the temple as well as its function and symbolism within the specific type of Buddhism.
2. You and your fellow classmates have been hired by a famous movie director as set consultants. An upcoming movie will feature a realistic recreation of a traditional Shinto Shrine. It is your task to prepare a detailed written and illustrated description of elements that must be included in the re-creation. The movie executive knows very little about Shinto so it is important to explain the significance of a temple for a person living in that period.

## Other (Term projects, research papers, portfolios, etc.)

1. After visiting the Crocker art museum, choose one object to research and write a one to two page catalog description of the object for the museum visiting public.
2. Choose one contemporary work made by an artist of Asian descent. In a 3-5 page paper, discuss the work in terms of how it reflects traditional cultural themes, as well as how those themes might be transformed within a contemporary context.

## Required Materials

- Asian Art
  - Author: Dorinda Neave, Lara Blanchard, and Marika Sardar
  - Publisher: Pearson
  - Publication Date: 2015
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Art History
  - Author: Stokstad, Marilyn
  - Publisher: Prentice-Hall
  - Publication Date: 2017
  - Text Edition: 6th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Art Beyond the West
  - Author: Kampen-O'Riley, Michael
  - Publisher: Prentice Hall
  - Publication Date: 2012
  - Text Edition: 3rd
  - Classic Textbook?:
  - OER Link:
  - OER:

## Other materials and-or supplies required of students that contribute to the cost of the course.