

## **ASIA 96: The Japanese Tea Gathering: An Introductory Seminar to the Way of *Chanoyu* and beyond**

Wednesdays: 4-6:50PM

### **Janet Hecsh**

Tahoe Hall 2130,

Office Hours: Wed 10am-12pm or by appointment

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**Course Description/Catalogue Description:** This course traces the development of a multifaceted cultural practice integrating architecture, garden design, art, painting, and calligraphy into a carefully constructed hospitality ritual. Students explore multiple aspects of Japanese *Chado* via hands-on learning including aesthetic, economic, scientific, socio-political and cultural dimensions associated with tea. The course is taught in the Lower Level of the Library in the Nakatani Tea Room and consists of weekly classroom lectures and discussions, demonstrations, on-line learning modules, a group project, and typically, a day field trip to the Sacramento foothills and/or San Francisco.

**Prerequisites:** None

**Expected Learning Outcomes:** Course learning activities and outcomes are consistent with each of the Sacramento State Baccalaureate Learning Outcomes generally and within these specifically, *intercultural knowledge and competence and integrative learning as defined in AAC&U's VALUE*

*Rubrics:* <http://www.aacu.org/value/rubrics>

1. Describe and explain new knowledge about Japanese arts and culture through experience with Japanese traditions and customs connected with the special rituals of tea
2. Research and apply Japanese aesthetics, theories, and philosophies to one's own disciplinary area
3. Research and apply Japanese socio-cultural, political and economic concepts in traditional and contemporary contexts in Japan and the United States
4. Provide evidence of developing intercultural competencies, perspectives and practices that support reflective thinking and self-understanding.

### **COURSE POLICIES and NORMS**

- **Regular and Constructive Attendance:** Please attend all course meetings, notifying instructor of absence, providing appropriate documentation and making use of office hours and email to address general and course specific matters. More than three undocumented absences may result in a lower overall grade
- **Diversity and Respect:** It is expected that class members will have different experiences and perspectives and that civil interchanges are the standard forms of interaction in class and on-line exchanges
- **Timely Submission of Assignments:** Student work submitted on time will be reviewed according to the rubrics or grading guidelines. Late work is subject to later review and a late penalty of up to 50%. Students are encouraged to leave plenty of time to submit work to prevent against last minute technical problems.
- **Academic Honesty:** Students are required to follow the guidelines regarding academic honesty [www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm)

## REASONABLE ACCOMODATION

For services or information, please consult with the instructor and Services to Students with Disabilities <http://www.csus.edu/SSWD/> no later than **end of the third week of semester** so to ensure provision of the necessary accommodation and assistance in a timely fashion. Students with other types of accommodation requirements, including language development, are invited to discuss them with the instructors to facilitate understanding and the best learning experience for all. All information will remain confidential.

**Evaluation/Grading System (Assessment):** *Course participants use SacCT Platform to submit assignments; assignment descriptions and grading criteria are provided in class and on the SacCT site for the course.*

*Students will collect, select and reflect on learning in the context of Expected Learning Outcomes 1-4 above using the myeFolio as repository and showcase. Student work will be evaluated as follows:*

Assignment	Percent of Grade	ELO(s) Addressed	Evaluation
Weekly Reading Logs	(20 %)	1, 4	Course Rubric
Attendance & Participation	(20 %)	All	Weekly Attendance records; Sac CT postings
2 short papers (claims of learning)	(10 %)	2, 3	Course rubric
Group Project	(30 %)	2, 4	Course rubric
Final eFolio and Presentation	(20%)	All	Course rubric
	100%		

*Instructor uses a standard grading scale and assigns + or – uniformly and at discretion*

**Texts and Course Resources:** Reading schedule will be posted weekly

### REQUIRED:

Pirsig, Robert, *Zen and the Art of Motorcycle Maintenance*.

*Other materials as assigned and/or provided by the instructor and guest speakers including some or all of the following:*

Anderson, J. (1987). "Japanese Tea Ritual: Religion in Practice." *Man, New Series* 22 (3), (Sep., 1987), 475-498

Dinwiddie, D. (2007). "New Zen: The tea ceremony room in modern Japanese architecture," by Michael Freeman. *World of Interiors*, 27(9), 46-91.

Geography of Tea. <http://geography.about.com/od/economic-geography/a/Geography-Of-Tea.htm>

Hioki, N. F. (2013). "Tea Ceremony as a Space for Interreligious Dialogue." *Exchange*, 42(2), 125-142. doi:10.1163/1572543X-12341260

- LAWRENCE, R. (2011). "Wabi-sabi." *Mother Earth News*, 50-53.
- Oshikiri, T. (2013). "Gathering for tea in late-Meiji Tokyo." *Japan Forum*, 25(1), 24-41.  
doi:10.1080/09555803.2012.737353
- Reider, N. (2012). "Chanoyu: Following ceremony to a tea." *Phi Kappa Phi Forum*, 92(3), 8-11.
- Soshitsu Sen XV (1979). *Tea Life, Tea Mind*.
- Surak, K. , & Kane, D. (2014). "Review of making tea, making Japan: Cultural nationalism in practice." *American Journal of Sociology*, 119(5), 1523-1525.
- The Urasenke Foundation San Francisco: <http://www.urasenke.org>
- Varley, P (1995). *Tea in Japan: Essays on the History of Chanoyu*.
- WATSKY, A. (2013). "Representation in the nonrepresentational arts: Poetry and pots in sixteenth-century Japan." *Impressions (10952136)*, 140-149.
- Yuan, J. (2013). "Cancer prevention by green tea: Evidence from epidemiologic studies." *American Journal of Clinical Nutrition*, 98(6, Suppl. S), 1676S-1681S.