

NEW COURSE FORM

1. General Information.

- Submitted by the College of: Fine Arts Today's Date: Feb. 5, 2010
- b. Department/Division: Art
- c. Contact person name: Jane Peters or Ben Withers Email: jane.peters@uky.edu, bwithers@uky.edu Phone: 257-1716, 257-4013
- d. Requested Effective Date: Semester following approval Specific Term/Year¹: Fall 2011

2. Designation and Description of Proposed Course.

- a. Prefix and Number: A-H 311
- b. Full Title: The Arts as Soft Power: The Japanese Tea Ceremony
- c. Transcript Title (if full title is more than 40 characters): Arts as Soft Power
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | | |
|------------------|-------------------------------|-------------------------------|---------------------|--------------------|
| <u>2</u> Lecture | _____ Laboratory ¹ | _____ Recitation | <u>1</u> Discussion | _____ Indep. Study |
| _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| _____ Seminar | _____ Studio | 5 hrs Exams and presentations | Other – _____ | 2.5 Demonstrations |
- Please explain: _____
- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: The term "soft power" was coined by Joseph Nye, a U.S. scholar of international relations. It is used to describe forms of influence used as alternatives to "hard power" - coercive acts such as war, threats, or

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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economic sanctions. This course will investigate how soft power was used as a tool of diplomacy thousands of years before the term was invented, and explore examples of how it is used at the beginning of the 21st century. The course then will examine the Japanese tea ceremony (known as chanoyu or chadō) and its domestic use as soft power among Japanese warlords in the late sixteenth century, its adoption as a way to modernize Japanese women in the nineteenth century, and its role in shaping Japan's international image in twentieth century. Prereq: sophomore standing or permission of the instructor.

- j. Prerequisites, if any: Sophomore standing or permission of instructor
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 30
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: This course has been approved for General Studies; therefore student interest from throughout the university can be anticipated.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new _____

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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program:

9. Will this course be a new requirement⁵ for ANY program?

YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500?

YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: A-H 311

Proposal Contact Person Name: Andrew Maske Phone: 257-2344 Email: andrew.maske@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
<i>ART College of Fine Arts Curriculum Comm,</i>	<i>2/4/2010 4/6/11</i>	<i>Ben Weathers Jane Johnson</i>	<i>Ben Weathers Jane Johnson</i>
		<i>1-7-1709 shjohn@email.uky.edu</i>	
		<i>/ /</i>	
		<i>/ /</i>	
		<i>/ /</i>	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	7/13/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



August 24, 2010

MEMORANDUM

To: Andrew Maske
Art

From: Nichole Knutson
Office of Undergraduate Education

Re: Status of General Education Course Submission

Associate Provost for
Undergraduate Education
217 Funkhouser Building
Lexington, KY 40506-0054

859 257-3027
Fax 859 323-1932

www.uky.edu/ugs

I am pleased to inform you that your proposed General Education course,

***The Arts as Soft Power in International Relations: The
Japanese Tea Ceremony***

has been approved as meeting the General Education course template in the area of

Citizenship - Global

The vetting team found that the course met all five learning outcomes as outlined on the course template.

As a new submission, the Undergraduate Council must still evaluate this course for inclusion in the course catalog. If you have not yet submitted this course for permanent inclusion in the UK course catalog, please do submit it to your departmental committee with the appropriate forms as soon as possible. You will be notified through normal channels as to the final status of the course.

We look forward to the inclusion of this course in the new General Education curriculum. If you have questions, do not hesitate to contact me.

C: Dr. Bill Rayens, Chair, Interim General Education Oversight Committee

General Education Course Submission Form

Date of Submission: Feb. 5 2011

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: ART

Course Prefix and Number: A-H 311 Credit hours: 3

Course Title: The Arts as Soft Power: The Japanese Tea Ceremony

Expected Number of Students per Section: 30 Course Required for Majors in your Program? no

Prerequisite(s) for Course? none

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Andrew Maske Email: andrew.maske@uky.edu

Office Address: 307A Fine Arts Building Phone: 7-2344

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: _____ Date: _____

Dean: _____ Date: _____

College Deans: Submit all approved proposals electronically to:

Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

Proposed Course

A-H 311

The Arts As Soft Power In International Relations: The Japanese Tea Ceremony

submitted by

Andrew L. Maske

Assistant Professor of Art History

University of Kentucky School of Fine Arts

Course Overview

This is a redesigned existing course intended to fulfill the curricular requirements for Citizenship – Global Dynamics.

This course will address Global Dynamics through an exploration of the Japanese tea ceremony, referred to in Japan as *chanoyu* or *chadō*. Classes will meet for 2 ½ hours per week (3 credit hours). Other instructors in the School of Fine Arts could teach this course by selecting a different cultural or artistic manifestation as a sub-title and constructing a course around it, using the same basic matrix and survey of the workings of Soft Power for the first half of the course. However, the specialized nature of the second half of the course makes it unlikely that any other U.K. professors would be equipped to teach on short notice the course as proposed below.

By investigating Soft Power through the lens of the Japanese tea ceremony, students will be able to see how the institution changed along with society over the course of four hundred years, will be able to make comparisons between Japanese society in various stages and our own, and will explore how issues of power play out both on a personal level and internationally.

Addressing core competencies (Student Learning Outcomes)

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.

Through their final projects, students will demonstrate their understanding of the diverse considerations that motivate various human factions, including ethnic groups and nationalities, as well as the leaders who govern them.

2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Students' success in passing the midterm examination that covers Soft Power initiatives in countries such as Japan and China will reflect their ability to understand the need to actively engage in the world community.

3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Successful creation and presentation of viable Soft Power final projects and the ability to counter challenges presented by the class and instructor will demonstrate the extent of student sophistication in understanding the complexities of collective decisions and initiatives.

4. Demonstrate an awareness of major elements of at least one non-U.S. culture or society, and its relationship to the 21st century context.

By demonstrating competent understanding of the Japanese tea ceremony as it developed to support various private and public agendas during its history, students will prove their familiarity with an important background element of Japan's 21st-century cultural identity.

5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.

Students who successfully complete this course will have demonstrated how a national/ethnic cultural phenomenon, the Japanese tea ceremony, has international implications.

6. Demonstrate an understanding of societal, cultural and institutional change over time and cross-national and comparative issues.

Through their course papers, students will demonstrate their understanding of how the cultural manifestation known as the Japanese tea ceremony changed over time, and how it was used for different purposes in different periods. Most importantly, students will show in their course papers how their selected aspect of the tea ceremony was understood and accepted outside of Japan after the tea ceremony became internationalized in the second half of the 20th century.

About "Soft Power"

Soft power is the ability to influence another through co-option and attraction. It is in contradistinction to 'hard power', which is the use of coercion, punishment, and rewards for approved behavior. Soft Power can be wielded not just by countries, but by all actors in international politics, such as NGO's, or International Institutions. The idea of attraction as a form of power did not originate with Nye or Lukes, and can be dated back to such ancient Chinese philosophers as Laozi in the seventh century BCE, but the modern idea dates only from the late twentieth century.

The phrase "soft power" was coined by Joseph Nye of Harvard University in a 1990 book, *Bound to Lead: The Changing Nature of American Power*. He further developed the concept in his 2004 book, *Soft Power: The Means to Success in World Politics*. The term is now widely used in international affairs by analysts and statesmen. In 2007, Chinese President Hu Jintao told the 17th Communist Party Congress that China needed to increase its soft power, and the American Secretary of Defense Robert Gates

spoke of the need to enhance American soft power by "a dramatic increase in spending on the civilian instruments of national security -- diplomacy, strategic communications, foreign assistance, civic action and economic reconstruction and development."

About the Tea Ceremony

The Japanese tea ceremony began as a form of entertainment for Japan's warrior class in the thirteenth century, providing occasions for the performative use and display of expensive art objects from China. Over the coming centuries, the preparation and drinking of tea became more formalized, and a corps of trained specialists developed who eventually became known as *sadō*, or tea masters. In the late fifteenth and sixteenth centuries, a succession of these masters codified the forms of the tea discipline and created a complex system of philosophical and aesthetic underpinnings. In the seventeenth through mid-nineteenth centuries, tea ceremony continued to be a pastime of wealthy and powerful men, but contributed little to the development of Japanese culture. In the late nineteenth century, however, the practice was advocated as a way to promote sophistication and discipline in young Japanese women of all backgrounds. As a result, the number of practitioners expanded exponentially, and tea ceremony entered mainstream Japanese culture. Beginning in the 1960s, Sen Sōshitsu XV, the head of Japan's largest tea ceremony school, introduced the discipline to countries around the world, setting up numerous international branches of his school. Sen used his maxim, "Peace Through A Cup Of Tea" as a way to promote the peaceful side of Japanese culture in the aftermath of World War II. Today, practitioners of Japanese tea ceremony, some associated with Sen's school and some not, conduct demonstrations and other events throughout the United States to introduce Americans to unique aspects of Japanese culture.

Proposal for New Course

A-H 311

The Arts As Soft Power In International Relations: The Japanese Tea Ceremony

Professor Andrew Maske
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Email: andrew.maske@uky.edu
Art Department Office: FA 207
Art Department Tel.: 257-2727

SYLLABUS

Course Description

The term “soft power” was coined by Joseph Nye, a U.S. scholar of international relations. It is used to describe forms of influence used as alternatives to “hard power” - coercive acts such as war, threats, or economic sanctions. This course will investigate how soft power was used as a tool of diplomacy thousands of years before the term was invented, and explore examples of how it is used at the beginning of the 21st century. The course then will examine the Japanese tea ceremony (known as *chanoyu* or *chadō*) and its domestic use as soft power among Japanese warlords in the late sixteenth century, its adoption as a way to modernize Japanese women in the nineteenth century, and its role in shaping Japan’s international image in twentieth century.

Course Objectives

Students successfully completing this course will:

- Understand and be able to identify soft power in everyday human relationships
- Gain a basic understanding of the role soft power plays in contemporary international relations
- Understand the ways in which national cultural institutes promote the interests of their sponsoring countries
- Be familiar with the predominant forms of soft power currently used in international politics, particularly those involving the United States and East Asia
- Be able to identify ways soft power has been used historically in China and Japan.
- Understand the context and purpose of the Japanese Tea Ceremony and its role in human relations
- Be able to trace the ways in which the role of Tea Ceremony changed from the sixteenth century to the present, and draw parallels with aspects of Euro-American cultural experience.
- Understand universal motivating factors for both nation-states and individuals related to hard- and soft-power issues.

Forms of Assessment

Notebooks

Students will be required to keep notebooks that reflect the information acquired in readings and class lectures. The instructor will periodically collect and examine the notebooks to assess student note taking skills, reading of course assignments, engagement in class lectures, and overall understanding of course material. Students whose notebooks do not reflect active participation or completion of assignments, or who need guidance in effective note taking, will be contacted by

the instructor. The quality and consistency of note taking will be reflected in the student's grade for "Notebooks and Participation." For some readings, written summaries may also be required, to be handed in on the day for which the reading was assigned. These will count toward the "Notebooks" portion of the grade.

- Soft Power Exam

A midterm exam will be assigned to assess students' understanding of the reading material and class lectures covering concepts, examples, and implications of soft power that are covered in the first half of the course.

- Paper

Students will select and conduct research on an aspect of the Tea Ceremony, such as its architecture, tea utensils, the tea-making method, cuisine, the tea garden, philosophy, or etiquette. They will write a 5-7 page paper briefly covering the development of their sub-discipline over history, relating it to the Tea Ceremony as a whole, and explaining its implications for the use of Tea Ceremony as a form of soft power. Proper research paper form, with appropriate references and bibliography, must be followed.

- Final project

Using Sen Sōshitsu's Urasenke School of Tea as a model, students will research and develop a cultural program that could be used to promote favorable awareness of a region, state, ethnic group, or country vis à vis a specific "other." An example might involve promoting one's club, organization, school, town, or other entity. Students are encouraged to be think creatively about their group. Once an identity group has been selected or created, the instructor will create a potentially negative situation for each project, which the project members must work to overcome using soft power. The participants will be graded on their ability to develop a viable program of soft power designed with the purpose of encouraging cooperation, increasing communication, developing a sense of familiarity, and instilling generally positive feelings in those in the target group. Each group will present their project to the other class members, who, along with the instructor, will critique the viability of the projects and conjecture obstacles that could impact their effective implementation.

Grading

Attendance-10%; Notebooks-10%; Midterm-25%; Paper-30%; Final Project-25%

A – 90 – 100%

B – 80 – 89%

C – 70 – 79%

D – 60 – 69%

E – 59% and below

Course Incompletes

These are granted only under exceptional circumstances. The basic requirements for an incomplete are: 1) you must be passing the course; 2) there must be only one significant assignment outstanding; 3) you must have an insurmountable problem that prevents you from completing the course. If you believe this describes your case, you must request an incomplete from me.

Midterms

Students will be notified of their midterm grades based upon their score on the midterm exam, their attendance, and their maintenance of notebooks.

Absences

Every unexcused absence over one will result in a two-percent lowering of the final grade up to

10%. IF YOU ARE SICK, HOWEVER, DO NOT COME TO CLASS. You will be excused. Please give me a slip from the clinic or appropriate documentation in the case of other circumstances.

Make-ups

Students who have missed a class session can arrange to view visual material at a time that visual equipment is available. You should arrange to do this as soon as possible after your illness or excused absence. Notes from class discussions should be copied from another class member. Since notes count toward the final grade, please do not neglect to do this.

Academic Honesty and Plagiarism

Plagiarism is a serious offence that can result in a failing grade and punishment by the University. See "Plagiarism: What is it?" (<http://www.uky.edu/Ombud/Plagiarism.pdf>) to learn how to avoid plagiarism when writing papers.

Classroom Etiquette

Please turn off cell phones before class begins.

Beverages in class are fine; food is not, as it is messy and distracting to others.

Disabilities

Students with documented disabilities will be gladly accommodated. Please see the instructor as soon as possible about any necessary accommodations.

Required texts

Nye, Joseph S. *Soft Power: The Means to Success in World Politics*. NY: Perseus Books/PublicAffairs, 2004

Okakura, Kakuzo. *The Book of Tea*. Various publishers, first published in 1906.

Varley, Paul and Kumakura Isao, eds. *Tea in Japan: Essays on the History of Chanoyu*. Honolulu: University of Hawai'i Press, 1989.

Other course texts and readings:

Anderson, Jennifer L. *An Introduction to Japanese Tea Ritual*. Albany, NY: State University of New York Press, 1991.

Cross, Tim. *The Ideologies of Japanese Tea: Subjectivity, Transience, and National Identity*. Folkstone, Kent, U.K.: Global Oriental, 2009.

Ebrey, Patricia. *East Asia: A Cultural, Social, and Political History*. Boston: Houghton Mifflin, 2009.

Guth, Christine M.E. *Art, Tea, Industry: Masuda Takashi and the Mitsui Circle*. Princeton, NJ: Princeton University Press, 1993.

Kurlantzick, Joshua. *Charm Offensive: How China's Soft Power Is Transforming the World*. New Haven, CT: Yale University Press, 2008.

Kato, Etsuko. *The Tea Ceremony and Women's Empowerment in Modern Japan*. New York: RoutledgeCurzon, 2004.

McCormick, Seth, ed. *Communities of Sense: Rethinking Aesthetics and Politics*. Duke University Press, 2009.

Mori, Barbara L. R. *Americans Studying the Traditional Art of the Tea Ceremony: The Internationalizing of a Traditional Art*. San Francisco: Mellen Research University Press, 1992

Nye, Joseph. *Bound To Lead: The Changing Nature Of American Power*. New York: Basic Books, 1991.

Pitelka, Morgan, ed. *Japanese Tea Culture: Art, History, and Practice*. New York: RoutledgeCurzon, 2003.

Plutschow, Herbert. *Rediscovering Rikyu and the Beginnings of the Japanese Tea Ceremony*. Folkstone, Kent, England: GobaOriental, 2003.

Sadler, A.L. *Chanoyu: The Japanese Tea Ceremony*. Rutland, VT: Tuttle, 1962 (1933).

Sen, Soshitsu. *Tea Life, Tea Mind*. New York: Weatherhill, 1979.

Watanabe, Yasushi and David L. McConnell, eds., with Joseph P. Nye (Forward). *Soft Power Superpowers: Cultural and National Assets of Japan and the United States*. Armonk, NY: M.E. Sharpe, Inc., 2008.

Course Schedule

Week 1 - Course introduction.
Introduction and overview.

Week 2 - Understanding Soft Power. Readings: Nye 2004.
Reading for this class: Nye 2004, Preface and Chap. 1. Write 2-page summary and be ready to discuss.
Reading for this class: Nye 2004, Chap. 2. Write 2-page summary and be ready to discuss.

Week 3 - Understanding Soft Power.
Nye 2004, Chap. 3
America and Soft Power. Reading; Nye 2004, Chaps. 4, 5.

Week 4 - A Rising (Soft) Superpower Challenges the U.S.
Reading: Kurlantzick 2008, Chap. 1 (online reserve).
Reading: Kurlantzick 2008, Chap. 4 (online reserve).

Week 5 - Contemporary Soft Power in the U.S. and Japan.
Reading: Watanabe and McConnell, Introduction (online reserve).
Reading: Watanabe and McConnell, Chap. 8 (online reserve). Write 2-page summary and be ready to discuss.

Week 6 - Testing Soft Power.
Exam on Soft Power.
Reviewing exam results.

Week 7 - A History of Soft Power in East Asia and the Background of the Tea Ceremony.
China - Ebrey et al 2009, pp. 26-32 and p. 79 (online reserve). Write 2-page summary and be ready to discuss.

Japan - Ebrey et al 2009, Chap. 13, pp. 212-220 (online reserve). Write 2-page summary and be ready to discuss.

Week 8 - An Introduction to the Japanese Tea Ceremony.

Tea ceremony today - Kato 2004, Chap. 1 (online reserve). Write 2-page summary and be ready to discuss.

Varley and Kumakura 1989, Chap. 1. Write 2-page summary and be ready to discuss.

Week 9 - The Context of Codification: Tea Ceremony in the Late 16th Century.

Varley and Kumakura 1989, Chap. 2.

Varley and Kumakura 1989, Chap. 4.

Week 10 – **SPRING BREAK**

Week 11 - The Tea Ceremony as Soft Power in Momoyama Period Japan.

Varley and Kumakura 1989, Chap. 3. Write 2-page summary and be ready to discuss.

Pitelka 2003, Chap. 1 (online reserve).

Week 12 – Tea Ceremony's Function in Changing Women's Roles in Late 19th Century Japan

Later Developments in Tea Ceremony – Varley and Kumakura, Chap. 6. Write 2-page summary and be ready to discuss.

Kato 2004, Chap. 2 (online reserve). *Papers due.

Week 13 – Tea Ceremony Establishes a Global Presence

The Introduction of Tea Ceremony to the West - Okakura 1906.

The Establishment of Tea Ceremony in the United States and Its Implications – Sen 1979, pp. 17-26, Mori 1992, Chap. 1 (online reserve).

Week 14 – Exploring the Implications of the Tea Ceremony

Aesthetic implications - Varley and Kumakura 1989, Chap. 7. Write 2-page summary and be ready to discuss.

Cultural implications - Varley and Kumakura 1989, Chaps. 9, 10. Cross 2009, Chap. 10 (online reserve).. Write 2-page summary and be ready to discuss.

Week 15 - Experiencing the Tea Ceremony Through *Teamae*.

Demonstration of tea preparation and drinking.

Workshop with tea ceremony utensils.

Week 16

Presentations of Final Projects.

Presentations of Final Projects.

Finals Week