

# GE1121: THE JAPANESE WAY OF TEA: HISTORY, ARTS, ARCHITECTURE AND PHILOSOPHY

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

The Japanese Way of Tea: History, Arts, Architecture and Philosophy

### Subject Code

GE - Gateway Education

### Course Number

1121

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### GE Area (Primary)

Area 1 - Arts and Humanities

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Chado or chanoyu, the way of tea, is known in English as the tea ceremony. As an art, it is an occasion to appreciate the tea room's design, the bowl and a simple moment of purity. As a discipline, it has roots in the twelfth century and intimate connections to different aspects of fine arts and Zen Buddhism[1]. Although tea is drunk by people every day around the world, nowhere has it contributed as much to the cultural milieu as in Japan, which had not only given a significant impact on Japanese civilization[2]; nowadays, its popularity has also spread over other Asian and Western societies. Apart from traditional classroom teaching, we will invite Japanese tea masters to perform the Japanese way of tea at the tea room[3], and all students taking the course will be given a chance to experience and practice the tea ceremony. In addition, other learning activities such as appreciation of different types of arts related to tea ceremony (i.e. kimono, calligraphy and flower arrangement), film appreciation, article reading and group discussions, and a group project and presentation are also included.

[1] Tanaka, Sen'o & Tanaka, Sendo. (1998). The Tea Ceremony. Tokyo: Kodansha International.

[2] The Urusebke Chado Tradition. (2005). Kyoto: Chado Urasenke Tankokai Inc.

[3] CityU tea room located at AC2 G505.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Describe early history of tea, the development of tea ceremony, and the establishment of different tea schools and the tea styles and etiquettes. (History)	20		x	x
2 Compare/contrast the designs of tea gardens and tea rooms between traditional and modern aspects, and how these designs were influenced by Zen-inspired aesthetic concepts. (Architecture)	20		x	x
3 Explain causes/development of the different types of tea equipment and utensils, and arts including calligraphy, flower arrangement, and attire (kimono), etc. related to tea ceremony. (Fine Arts)	20		x	x
4 Relate the concepts such as the aesthetic terms and Zen Buddhism to the philosophy behind the tea ceremony. (Philosophy)	20	x	x	x
5 Demonstrate the basic etiquettes of the tea ceremony	10		x	x
6 Demonstrate writing and presentation skills	10	x	x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture  Lecture will introduce the historical background, traditional and modern tea gardens and tea rooms, the fine arts and philosophy of the tea ceremony. Students will learn how to apply the concepts to explain the spiritual development of tea ceremony, and develop a good knowledge of architecture, related arts, as well as the capacity to appreciate the total effect of the beauty inherent in every aspects of the tea ceremony. Audio materials such as movies, documentary pieces of tea ceremony will be used to enhance students' understanding on the general development and practices of the tea ceremony.	1, 2, 3, 4	2 hour
2	Tutorial  Tutorial will enhance students' understanding of the key concepts related to tea ceremony, i.e., help students in analyzing and evaluation of the texts/videos of Zen Buddhism, and related aesthetic terms on the tea ceremony. In addition, film appreciation will be included to enhance students' understanding on the abstract concepts of philosophy and spirit development in tea ceremony.	4	1 hour

3	Tutorial	Demonstration of the tea ceremony will involve students in active learning through interaction and reflection, and appreciation of the traditional culture. In addition, both in-class and out-of-class practices will be scheduled and the tea masters will be invited to assist the practicing sessions.	5	
4	Tutorial	Small-group analysis and evaluation of the texts of Zen Buddhism and philosophy and a movie about the Tea Master – Sen no Rikyu, as a means to sensitize students to enhance their understanding of the cultural exchanges in the contexts of China and Japan.	1, 4	
5	Tutorial	Group presentation and reading assignment as a means to improve their presentation and writing skills.	6	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Two quizzes are given to assess students' knowledge and ability in understanding the development and concepts of tea ceremony.	1, 2, 3, 4, 5, 6	30	The contents of tests will be comprehensive which will cover all lectures with a focus on four areas including history, architecture, arts and philosophy. The format of the questions will include multiple choice and short essay questions. Feedbacks will be given to students after the mid-term test.

2	A group project/ presentation is given to assess students' understanding on the developments of tea ceremony, its influences on Japan and other societies, and the four areas including history, architecture, arts and philosophy.	1, 2, 3, 4, 6	30	The group project will also prepare students' research skill and assess their overall learning potential and ability regarding the tea culture. Assessment will be based on: (1) detailed knowledge of key concepts related to tea ceremony; (2) strong evidence of critical thinking using different perspectives in explaining the formation of the tea culture; (3) application of the relevant examples and materials for the chosen/ assigned presentation topic; (4) cooperation as a team; (5) persuasive presentation skills; (6) overall structure of the presentation. Feedbacks such as leading contents, applied concepts, presentation skills, use of references, etc. will be provided to students in Week 13 in greater detail.
3	In-class discussions and practicing of tea ceremony are given to evaluate students' comprehensive ability.	1, 2, 3, 4, 5	20	Weekly in-class discussions, peer evaluation to the group projects and self-reflection system will be used to assess students' knowledge and participation to the course. Assessment will be based on: (1) application of the learned concepts in the evaluation of articles/films; (2) active engagement in in-class discussions; (3) active participation in experiencing sessions, (4) their performance of basic tea room etiquettes. Feedbacks on in-class discussion, and demonstration will be provided by both instructor and guest tea masters.

4	A short reading assignment is given to evaluate students' understanding on the covered topics.	1, 2, 3, 4, 6	20	Assessment will be based on: (1) application of the learned concepts; (2) strong evidence of critical thinking using different perspectives; (3) writing skills. Feedbacks on essay writing will be offered.
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**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Two quizzes

**Criterion**

Assessment will be based on: knowledge of the four taught topics including History, Architecture, Philosophy and Arts related to Japanese tea culture

**Excellent (A+, A, A-)**

Strong knowledge of the four taught topics including History, Architecture, Philosophy and Arts related to Japanese tea culture

**Good (B+, B, B-)**

Good knowledge of the four taught topics including History, Architecture, Philosophy and Arts related to Japanese tea culture

**Fair (C+, C, C-)**

Adequate knowledge of the four taught topics including History, Architecture, Philosophy and Arts related to Japanese tea culture

**Marginal (D)**

Little evident knowledge of the four taught topics including History, Architecture, Philosophy and Arts related to Japanese tea culture

**Failure (F)**

Inadequate knowledge of the four taught topics including History, Architecture, Philosophy and Arts related to Japanese tea culture

**Assessment Task**

2. A group project/ presentation

**Criterion**

Assessment will be based on: (1) Knowledge of key concepts on tea culture; (2) Evidence of critical thinking using cultural perspectives in explaining the formation of tea ceremony and related disciplines; (3) Cooperation as a team; (4) Persuasive presentation skills; (5) Overall structure of the presentation.

**Excellent (A+, A, A-)**

Excellent knowledge of key concepts on tea culture; Strong evidence of critical thinking using cultural perspectives in explaining the formation of tea ceremony and related disciplines; Excellent team spirit and presentation skills; Excellent structure

**Good (B+, B, B-)**

Good knowledge of key concepts on tea culture; Some evidence of critical thinking using cultural perspectives in explaining the formation of tea ceremony and related disciplines; Good team spirit and presentation skills; Good structure

**Fair (C+, C, C-)**

Adequate knowledge of key concepts on tea culture; Adequate evidence of critical thinking using cultural perspectives in explaining the formation of tea ceremony and related disciplines; Fair team spirit and presentation skills; Fair structure

**Marginal (D)**

Limited knowledge of key concepts on tea culture; Little evidence of critical thinking using cultural perspectives in explaining the formation of tea ceremony and related disciplines; Poor team spirit and marginal presentation skills; Poor structure

**Failure (F)**

Inadequate knowledge of key concepts on tea culture; No evidence of critical thinking using cultural perspectives in explaining the formation of tea ceremony and related disciplines; Poor team spirit and presentation skills; Poor structure

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**Assessment Task**

3. In-class discussions and practicing

**Criterion**

Assessment will be based on: (1) Active engagement in in-class discussions; (2) Active participation in experiencing tea room sessions, (3) Performance of basic tea room etiquettes.

**Excellent (A+, A, A-)**

Active engagement in in-class discussions and experiencing sessions; Excellent performance of basic tea room etiquettes.

**Good (B+, B, B-)**

Much effort putting in in-class discussions and experiencing sessions; Good performance of basic tea room etiquettes.

**Fair (C+, C, C-)**

Some effort putting in in-class discussions and experiencing sessions; Fair performance of basic tea room etiquettes.

**Marginal (D)**

Passive engagement in in-class discussions and experiencing sessions; Poor performance of basic tea room etiquettes.

**Failure (F)**

No effort putting in in-class discussions and experiencing sessions; Poor performance of basic tea room etiquettes.

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**Assessment Task**

4. A short reading assignment

**Criterion**

Assessment will be based on: (1) Understanding on the selected article; (2) Evidence of critical thinking using the knowledge of tea culture in answering the question; (3) Persuasive writing skills

**Excellent (A+, A, A-)**

Excellent understanding on the selected article; Strong evidence of critical thinking using the knowledge of tea culture in answering the question; Excellent writing skills

**Good (B+, B, B-)**

Good understanding on the selected article; Strong evidence of critical thinking using the knowledge of tea culture in answering the question; Good writing skills

**Fair (C+, C, C-)**

Adequate understanding on the selected article; Strong evidence of critical thinking using the knowledge of tea culture in answering the question; Fair writing skills

**Marginal (D)**

Little understanding on the selected article; Strong evidence of critical thinking using the knowledge of tea culture in answering the question; Marginal writing skills

**Failure (F)**

Inadequate understanding on the selected article; Strong evidence of critical thinking using the knowledge of tea culture in answering the question; Poor writing skills

## Part III Other Information

### Keyword Syllabus

Chado/Chanoyu (The Way of Tea); Tea as Ritual; Tea and China; Sen no Rikyu; Warriors and the Tea Ceremony; Tea and the Samurai; Tea-huts and Gardens; Contemporary Tea Architecture; The Ceremony (Temaie); Etiquette; Tea Equipment and Utensils; Calligraphy; Flower Arrangement (Chabana); Attire (Kimono); Daoism; Zen Buddhism; Wabi Sabi (Austere Beauty and Simplicity); The four principles: Harmony, Respect, Purity and Tranquillity (Wa Kei Sei Jaku ); The Japanese View of Death; The Japanese View of Time (Ichigoichie); Tea Ceremony in Modern Time.

### Reading List

#### Compulsory Readings

	Title
1	Murai, Y. (1988). A brief history of tea in Japan. In S. Sen. (Ed.). <i>Chanoyu : The Urasenke Tradition of Tea</i> , pp. 3-34. New York, NY : Weatherhill. (See also Chapter 1, ISBN. 0834802120) - Library - semi-closed section
2	Tanimura, R. (2003). Tea of the warrior in the late Tokugawa period. In P. Morgan (Ed.), <i>Japanese Tea Culture : Art, History, and Practice</i> , pp. 137-150. New York, NY : RoutledgeCurzon. (See also Chapter 6. ISBN. 0415296870) - Library - semi-closed section and Library E-book
3	Sen, S. (1998). <i>The Japanese Way of Tea</i> . Honolulu: University of Hawai'i Press. (See Chapter 9: Rikyu and the fruition of the way of tea, pp. 158-176) - Library E-book
4	Davies, R. & Ikeno, D. <i>The Japanese Mind: Understanding Contemporary Culture</i> . Tokyo: Tuttle. [Library E-book] see the chapters of (1) Japanese sense of beauty, (2) The Do spirit of Japan, (3) The Japanese sense of seasons
5	Koshiro, H. (1989). The Wabi Aesthetic through the Ages. In H.P. Varley & I. Kumakura (Eds.). <i>Tea In Japan: Essays on the History of Chanoyu</i> , pp. 195-230. Honolulu : University of Hawaii Press. [Library E-book] see Chapter 7
6	Fujimori, T. (2007). Introduction: The development of the tea room and its meaning in architecture. In A. Isozaki, T. Ando, and T. Fujimori (Eds.) <i>The Contemporary Tea House: Japan's Top Architects Redefine a Tradition</i> , pp. 7-25. Kyoto: Kodansha. (See Chapter 1)
7	Fujimori, T. (2007). The Tea Room: Architecture writ small. In A. Isozaki, T. Ando, and T. Fujimori (Eds.) <i>The Contemporary Tea House: Japan's Top Architects Redefine a Tradition</i> , pp. 78-105. Kyoto: Kodansha. (See Chapter 3, pp. 78-87 ONLY)
8	Nitschke, G. Williams K. trans. (1999). <i>Japanese Gardens</i> . Koln: Taschen. (See pp. 146-163)



9	Sen, G. & Sen S. (2004). <i>Urasenke Chado Textbook</i> . Kyoto: Tankosha. (See Chapters 1 and 2, pp. 134-153)
10	Nagayama, K. (2001). <i>Wagashi--Treats for all seasons</i> . <i>Japan Quarterly</i> , 48(2), 64-74. Can be found using the library e-resource
11	Tanaka, Seno & Tanaka, Sendo (1998). <i>The Tea Ceremony</i> . Tokyo ; New York, NY: Kodansha International. (see Chapter/Title of Temae, pp. 130-149, <i>Drinking Thin Tea</i> , pp. 167-169, and <i>The Tea Ceremony as a Whole &amp; The Tea Ceremony Today</i> , pp.178-190)

### Additional Readings

	Title
1	Genshitsu, Sen and Soshitsu Sen. Eds. (2004). <i>Urasenke Chado Textbook</i> . Japan: Tankosha.
2	Koehler, J. (2015). <i>Sip It Slowly, And Other Lessons From The Oldest Tea Book In The World</i> . (Website article). Available at: <a href="https://www.wbur.org/npr/409746944/sip-it-slow-and-other-lessons-from-the-oldest-tea-book-in-the-world.%20Retrieved%2031%20Dec%202015">https://www.wbur.org/npr/409746944/sip-it-slow-and-other-lessons-from-the-oldest-tea-book-in-the-world.%20Retrieved%2031%20Dec%202015</a> Retrieved 31 Dec 2020.
3	Murai, Y. (1988). <i>A brief history of tea in Japan</i> . Soshitsu Sen XV (Ed), translated by Alfred Birnbaum. Chanoyu: The Urasenke Tradition of Tea. NY: John Weatherhill.
4	Okakura, K. (1906). <i>The Book of Tea</i> . Available at: <a href="http://www.sacred-texts.com/bud/tea.htm">http://www.sacred-texts.com/bud/tea.htm</a> Retrieved 31 Dec 2020.
5	Tanaka, Seno and Tanaka, Sendo. (1998). <i>The Tea Ceremony</i> . Japan: Kodansha.
6	The Metropolitan Museum of Arts. <i>Muromachi Period</i> . Available at: <a href="http://www.metmuseum.org/toah/hd/muro/hd_muro.htm">http://www.metmuseum.org/toah/hd/muro/hd_muro.htm</a> . Retrieved 1 Jan 2020.
7	The Virtual Museum of Japanese Arts. <i>Japanese History</i> . Available at: <a href="http://web-japan.org/museum/historyofjp/histjp.html">http://web-japan.org/museum/historyofjp/histjp.html</a> . Retrieved 31 Dec 2020.
8	廖宝秀(1996) 『宋代吃茶法与茶器之研究』 台湾: 国立故宫博物院。(Liu, P. 1996. <i>The Study of Tea Culture and Utensils in Song Dynasty</i> , in Chinese).
9	Chen, D. 2018. <i>A Cluster Analysis Comparison of Selected Traditional Japanese Gardens, Classical Chinese Gardens and Modern Chinese Gardens</i> . Unpublished Master Thesis. Michigan State University. Available at the CityU Library catalog E-thesis
10	Fujimori, T. (2007). <i>Introduction: The development of the tea room and its meaning in architecture</i> . In A. Isozaki, T. Ando, and T. Fujimori (Eds.) <i>The Contemporary Tea House: Japan's Top Architects Redefine a Tradition</i> . Kyoto: Kodansha.
11	Isozaki, A., Ando, T., & Fujimori, T. (2007). (Eds.) <i>The Contemporary Tea House: Japan's Top Architects Redefine a Tradition</i> . Kyoto: Kodansha.
12	中村昌生，2002， <i>茶室を読む</i> ，淡交社。(Nakamura Masao)
13	Nitschke, G. Williams K. trans. (1999). <i>Japanese Gardens</i> . Koln: Taschen.
14	Sen, G. & Sen S. (2004). <i>Urasenke Chado Textbook</i> . Kyoto: Tankosha.
15	Walker, R. N. (2002). <i>SHOKO-KEN: A Late Medieval Daime Sukiya Style Japanese Tea-House</i> . NY: Routedge.
16	《茶席の菓子》，東京：世界文化社，1985。
17	Genshitsu, Sen and Soshitsu Sen. Eds. (2004). <i>Urasenke Chado Textbook</i> . Japan: Tankosha.
18	Jiao, Y. (2015). <i>The Sweet Tradition: The Culinary Symbolism of Wagashi in Japanese Culture</i> . Unpublished Mater Thesis. Binghamton University.
19	Nagayama, K. (2001). <i>Wagashi--Treats for all seasons</i> . <i>Japan Quarterly</i> , 48(2), 64-74.
20	Ozawa, S. (2010). <i>Kaiseki meal recipe for tea ceremony</i> . Kyoto: Tankosha. (お茶事ができる懐石レシピ / 小沢宗誠, 小沢宗香[著]. 京都：淡交社, 2010).
21	Sadler, A. L. (2001). <i>Cha-no-yu: The Japanese Tea Ceremony</i> . Tokyo: Tuttle.
22	Tanaka, Seno and Tanaka, Sendo. (1998). <i>The Tea Ceremony</i> . Japan: Kodansha.
23	Teng, J. (1992). <i>An Introduction to Japanese Tea culture</i> . China: Oriental Press. (日本茶道文化概論 / 千宗室審訂；滕軍著；東方出版社, 1992)

## **Annex (for GE courses only)**

**A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:**

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

**PILO 1: Demonstrate the capacity for self-directed learning**

1, 2, 3, 4, 6

**PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology**

1, 2, 3, 4, 5

**PILO 3: Demonstrate critical thinking skills**

1, 2, 3, 4

**PILO 4: Interpret information and numerical data**

1, 2, 3, 4

**PILO 5: Produce structured, well-organised and fluent text**

6

**PILO 6: Demonstrate effective oral communication skills**

6

**PILO 7: Demonstrate an ability to work effectively in a team**

1, 2, 3, 4, 5

**PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues**

1, 2, 3, 4

**PILO 9: Value ethical and socially responsible actions**

1, 2, 3, 4, 5

**PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation**

1, 2, 3, 4, 5

**B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.**

**Selected Assessment Task**

Term paper.