

JPN306: Introduction to Japanese Culture, 1600-1950
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Extra Credit Option: Jordan Schnitzer Museum of Art Scavenger Hunt



Visual media is an important part of this class. Examining various kinds of artwork provides a more composite view of what it was like to live in Japan during different historical moments and a better sense of how literature influenced other aspects of Japanese culture. Hopefully, the Power Point slides have peaked your interest in woodblock prints, ceramics, textiles, painted screens, architecture, and other cultural forms. Now is your chance to learn even more about Japanese art and to explore an important University of Oregon resource. To earn a possible 10 points extra credit, please go on a scavenger hunt through the Jordan Schnitzer Museum of Art.

All objects in this hunt are located in three locations, the Japanese art room, John and Ethel MacKinnon Gallery and the "75 Years of Lasting Legacy" special exhibit room, all of which are on the second floor. Admission to the museum is free with a student ID card. You are only permitted to bring a piece of paper and a pencil into the galleries. No pens are allowed! There are lockers (you will get the quarter back) and a coatroom to store your bags and jackets.

Please print out the list of questions and then go to the museum (alone or with friends) to look for the answers. You can write the answers in pencil as you wander the galleries. When you enter the museum, you will receive a small badge at the reception desk. ****To get any extra credit, you need to have your answer sheet stamped and signed at the reception desk after completion. YOU WILL NOT GET CREDIT WITHOUT THIS STAMP and SIGNATURE!**

All extra credit work is due by April 24. Early submissions are encouraged! Please write your name and discussion section on the assignment.

Have fun and take time to look around the museum. You never know what you might discover!

Museum Hours: Tuesday 11 a.m. -5 a.m. Wednesday 11 a.m.-8 p.m. Thursday through Sunday 11 a.m.-5 p.m. **(The museum is closed on Mondays and major holidays).**
<http://uoma.uoregon.edu/>

First of all, please make your way to Fay Boyer Preble and Virginia Cooke Murphy Japanese Art Wing.

1. There are two objects on display in this gallery associated with warrior culture. What are they?
2. Please describe one object or image associated with travel.
3. There is a pair of six-fold *byobu* (folding screens) in display. Where did *byobu* originate from? What was its primary function in Japan? These painted screens also show us what people's daily lives might have been like. For example, the "Scenes of Various Occupations" screen depicts several kinds of craftsmen of Kyoto. Please describe at least 3 different jobs on the screen.
4. What is *netsuke*? What was it used for? What is its function in nowadays Japan? What are the most popular subjects depicted in *netsuke*? Which is your favorite? Why?
5. What is *urushi* (lacquer)? Urushi is not exclusively used in Japan. For example, it was also used in Imperial China. Are there any differences between the usage of *urushi* between China and Japan? Besides delicate pieces in this case, find at least two other lacquered objects in this gallery.

6. Please find a ceramic piece or object in the tea display that you particularly like. Why did you choose this piece? What makes it seem so special?

Then make your way to John and Ethel MacKinnon Gallery, in which several statues/objects of Buddhist art are on display.

7. There is one statue that is constructed in a very unusual way? Which statue is it? What makes it so unique?

Lastly, please make your way to the "75 Years of Lasting Legacy" special exhibit room.

8. Along with being a beautiful work of art, the *Rakuchu Rakugai* (Scenes in and around Kyoto) screen provides us with a glimpse of everyday life during this time period in Japan. Spend some time viewing the screen and list at least 6 different activities you observe.

9. Among six woodblock prints on display, which one is a direct reference to *Chushigura*? Describe what is happening in this print.

10. Please find one object in the display that dates from the Edo period. How was this object used in the Edo period? Who would have used it?