

# Grading Contract Addendum

## Earning Higher than a B

### [Assignment Options]

You will earn higher than a B in the class (B+, A-, A) if you do all of what is required for a B and put in extra work/labor that benefits you *and the whole class*. You must complete three of the following according to the specifications and labor requirements of that assignment. Each one is worth a 1/3 of a letter grade (completing one = a B to a B+; two = B to an A-; three = B to an A).

The same logic applies to those who are contracting for a C or below. Finishing one of these assignments will bring you up 1/3 of a letter grade (e.g. C to a C+).

**In all cases, you should consult with the Professor if you want to pursue these options.** Each option needs to be completed fully in order to count. You should review the individual prompt and requirements carefully, and clarify with the Professor if anything is unclear.

When you are finished with your project, you should **post it to the public Course Stream** in our Google Classroom so that your peers can see and use the information that you've provided. **Your professor is not the only audience for this work** -- any of these forms of additional labor are meant to benefit all of us as a community. As such, peers and/or the professor can leave you comments on any of the work you produce. When your reflection is ready, you should be able to post it in the course stream and select the Professor as the intended audience.

#### Sharing to the Course Stream:

The screenshot shows a sharing interface with the following elements:

- A "For" label above two dropdown menus.
- The first dropdown menu is set to "Arts of Japa..." with a downward arrow.
- The second dropdown menu is set to "All students" with a downward arrow.
- A large grey rectangular area below the dropdowns with the text "Share with your class" in blue.
- A horizontal blue line separating the sharing area from the bottom controls.
- At the bottom left, a button with a paperclip icon and the text "Add".
- At the bottom right, the text "Cancel", a "Post" button, and a small downward arrow.

## Option 1: Three Reading Analyses

Almost every day of our class, there will be supplementary readings by professionals in the field that explore the specific topics of the day in more depth than your textbook can. Taking the time to give these a careful read will really benefit your learning! The analysis that you do will be useful to classmates as a resource. This task asks you to complete **three reading analyses** that outline the academic argument put forward by an author in the supplementary reading and apply it to works of art we are studying. These must be completed on the day the reading is due. You must complete all three for credit.

### Labor Requirements:

- Do the reading (I recommend marking it up as you go in your PDF reader or with a highlighter/pen).
- Think about what the author/text is doing: How would you describe the overall nature of this text? Is it an academic article? A museum catalog entry? A press release? In the fragment that you read, what kind of argument is the author putting forward? How do they justify that argument?
- Think about how this author's analysis applies to real works of art that we discuss in class or found in a museum collection online. An important part of demonstrating your understanding is applying their argument to a work not discussed specifically in their writing.
- Write an analysis of the supplementary reading that you just read/thought about. Your analysis should integrate relevant information where appropriate. You are welcome to integrate a couple of key quotes, but your analysis is NOT a list of important tidbits from the text. It is YOUR analysis of what the author is trying to do and YOUR application of that information. Nevertheless, the information used should be cited.
- You are required to hit the appropriate length for each of the three analyses, which is **1 page single-spaced**. Anything shorter than this is incomplete and will not be counted. Because these are a tool for others, good proofreading and writing are important to the success of this assignment. You also must complete three analyses in order to receive credit (no partial credit is given if you complete 2).
- After you finish all three reading analyses, you should write a 1 page reflection on what you learned by preparing them. How did this labor benefit your overall learning? How did it impact your comprehension of the texts and the course?
- When you feel good about your product, share your reading analysis with the class in the Course Stream (x3). Share your reflection with the Professor.

## Option 2: Creative Project

This course is NOT a studio art class. You will not learn how to paint or sculpt (although we will talk about techniques behind many different practices). However, that doesn't mean that you can't be inspired by what you are learning to do something creative as an interrogation of the material in the course. The goal of this assignment is to explore the Arts of Japan through **something creative** -- whether that is painting, sculpture, drawing, dance, music, poetry, or creative writing. To complete this project, the creative project must be something new and original to this class, not something that you are working on for another course.

### Labor Requirements:

- Whatever you choose to produce, it should be intimately linked to what you are learning in this course. Maybe you are interested in Jomon-period rope patterning and learning to integrate it into your own ceramic practice. Maybe the bright, flat flowers of Murakami Takashi has you investigating flatness in your own painting. Maybe you are a writer and you want to explore the story behind a work that captivated you? Or maybe, you have never done a creative project before and want to challenge yourself to create something with materials you have at home? Come up with an idea.
- Schedule a brief meeting to talk to the professor about your project. There is a lot that will be decided as you proceed, but we want to make sure that your project is sufficiently connected to this course. You should be prepared to talk about what aspects of the course are informing your approach.
- Do your creative project in whatever manner makes sense. Be sure to document the process!
- Once you are finished, you should write a 2-page reflection on what you set out to accomplish, what your final project actually accomplished, and how it connects to things that you are learning in this course. Sometimes, those connections are on a conceptual level and may not be readily visible -- this is where your writing comes in to help the class understand how you are applying this course to your own work.
- When you feel good about your project and reflection, share both of them with the class in the Course Stream.

## Option 3: Oral Presentation

Writing is not the only way that we communicate about art. One skill that you will build in this course is learning how to talk about it! A couple of years ago, the Metropolitan Museum of Art started a project called *82nd & 5th* where curators and art historians spoke about works of art in a fluid, conversational way. Your task is to do something similar with a Japanese work of art in the Minneapolis Institute of Art Collection in a **three-minute presentation**.

### Labor Requirements:

- Watch at least 3 examples of the videos on *82nd & 5th*: <https://82nd-and-fifth.metmuseum.org/>. I recommend “[Pensive](#)” by Soyoung Lee, “[Eternity](#)” by Maxwell Hearn, or “[Startled](#)” by John Carpenter. Take a note of the length, speech style, focus. Write down things that you like and want to emulate in your own presentation. There are so many great examples as you poke around the website!
- Look through [the collection of art at the Minneapolis Institute of Art](#) and select an example from Japan. It can be from ANY time period, as long as it is Japanese. Keep in mind that there are several Japanese objects with a digital 360-degree view, which could be really useful for collecting images for your project. Once you make a decision, please consult with the professor about your choice.
- Once you settle on an object, start drafting a script for yourself. Your presentation should not exceed 3 minutes, so you'll have to be choosy about what you choose to cover. Having a script to practice with is handy because you want to sound practiced and confident. If you speak fully ad-lib, then you will likely come across as more hesitant or unsure, or you might even go over time. Practice it a few times before you record!
- Construct a visual presentation to use with your script. This could be a formal Powerpoint or Google slides presentation. Alternatively, you might want to experiment with recording your engagement with the 360-degree view (if your object has one), rotating the object as you talk.
- Record your presentation for the class using [Screencastify](#) or another similar technology. When you finish, do check that your audio quality and timing are working! Your video should either have captions that are automatically generated or you should provide your script to the class to be as accessible as possible.
- After you finish your oral presentation, you should write a 1 page reflection on what you learned by preparing and conducting it. Think about the decisions you made, how you overcame challenges, and how you accomplished your goals.
- When you feel good about your product, share your video with the class in the Course Stream. Share your reflection with the Professor.

## Option 4: Annotated Bibliography

Since this course is a survey by design, there will be moments when you want to know more about a particular topic than we are realistically able to cover. This project asks you to do additional research beyond our class to create a **well-researched annotated bibliography**. These bibliographies are useful to the class because it not only provides a list of extra resources, but your annotations will also provide key summaries about the relevance and argument contained in each source. Annotated bibliographies are often a great first step to a larger research project.

### Labor Requirements:

- To do this project, you need to identify a topic that you want to dig further into beyond what we are covering in this course. You should consult with the professor before finally settling on a topic.
- Use the resources at the [St. Olaf College Library](#) to identify potential sources. Your sources should be academic in nature (scholarly publications, peer-reviewed articles, museum catalogs, etc). Make sure you have a blend of content that explores not only the topic/object, but also the historical context and/or material and/or artistic technique when appropriate. You should take this opportunity to connect with a [research librarian](#) to assist you with this search. The professor will also accept Japanese sources for this project if you have the desire/ability to conduct research in Japanese, but this is not a requirement or an expectation.
- Select **10 sources** that you want to review. Each citation should be formatted according to the "[Bibliography](#)" format of the **Chicago Manual of Style**, which is the citation style we use in Art History. Because this is a bibliography, the Professor will look for accuracy in your citations. Resources should be listed in alphabetical order.
- Below each citation, you will need to write your "annotation" in English. These annotations are meant to give the reader information about the value and relevance of the source. You'll describe the contents, including the type of source and the argument of the author. Be thorough in this analysis to demonstrate your understanding. Each annotation should be about a paragraph in length; anything less will be incomplete.
- After you finish your bibliography, you should write a 1-2 page reflection on what you learned by preparing and conducting it. Think about the decisions you made, how you overcame challenges, and how you accomplished your goals.
- When you feel good about your product, share your annotated bibliography with the class in the Course Stream. Share your reflection with the Professor.

## Option 5: Digital Humanities Project

Traditional academic assignments like papers, presentations, or annotated bibliographies are not the only way art historical information can be communicated. In the last 10 years, there has been a greater push to pursue art history through the digital humanities. While scholars who focus on this use the digital humanities as a method for analysis, your task here is to use a digital tool to present and explore art historical knowledge.

### Labor Requirements:

- To do this project, you need to identify either an artwork, an artist, or a period of time that you want to interrogate further. This will be the basis of your digital humanities project.
- You will use either the [Timeline JS](#) or [Storymap JS](#) by Northwestern University's Knightlab to create a public digital humanities project online. These tools are easy to use and good for the novice who wants to explore the digital humanities. (The professor will be open to you using alternate tools, but only if you have previous familiarity with them, since she might not be able to help you troubleshoot).

The tool you choose will be determined by the nature of your project. For example, if you want to deeply analyze an image like this example of [Kuniyoshi's print \*Takiyasha the Witch and the Skeleton Spectre\*](#) or this example of an [Ainu attush robe](#), then Storymap JS will make the most sense. If you want to think about art in geographic terms, like this project involving [Hiroshige's 53 Stations of the Tōkaidō Road](#), then Storymap JS can also be used in this way. Finally, if you want to make a timeline of a period or of a type of art or of an artist's life, such as this example of [Roger Shimomura](#) or [Miné Okubo](#), then Timeline JS will serve you well. Look through these examples to determine how you want to approach your topic.

- Get in touch with the professor with a project proposal that outlines what you want to accomplish with your project. Because each project is so unique, she will be able to provide you with some advice and technical support specific to your approach. If you need further assistance, you can also make use of the resources at DiSCO.
- Put together your project! Your finished product should not only consider the presentation of textual information, but media/color/images that help communicate.
- After you finish your project, you should write a 1-2 page reflection on what you learned by preparing it. Think about the decisions you made, how you overcame challenges, and how you accomplished your goals.
- When you feel good about your project, share the public link with the class in the Course Stream. Share your reflection with the Professor.

## Option 6: Study Guide

Our course does not have exams, but that doesn't mean that study guides are not helpful to processing and reviewing information as you learn. Craft a **detailed study guide** about a period of Japanese art (e.g. Edo period, Momoyama period, Meiji period) or a particular technique (woodblock printing, yosegi wooden carving, paper making), complete with a well-designed one-page graphic handout. Your goal is to make this study guide as useful as possible to your classmates who are learning this material alongside you.

### Labor Requirements:

- To do this project, you need to identify a time period or topic that you want to cover. To be as useful to the class as possible, you should consult with the professor so that we can prevent overlap of topics.
- Use resources online and at the [St. Olaf College Library](#) to identify sources beyond our textbook and class lectures. Your sources should be academic in nature (scholarly publications, peer-reviewed articles, museum catalogs, etc). Think about how you can provide knowledge that gives additional depth/breadth/information to the class.
- Construct a study guide for the class. This can take a variety/combo of formats (a google doc, a website, digital flashcards, etc). The goal is to be as useful as possible for your peers. Think about how you personally would best process this information if you had an upcoming exam.
- Produce a one-page graphic handout or infographic to accompany your study guide. You can do this in any program or by hand (organizing/drawing/collaging objects). Think about this as a one-page graphic cheat sheet of the most important information. The end result should be presented as a .PDF. No graphic experience? No problem! There are plenty of free infographic creators online that you can explore.
- After you finish your study guide, you should write a 1-page reflection on what you learned by preparing and conducting it. Think about the decisions you made and how you accomplished your teaching goals.
- When you feel good about your project, share your study guide and graphic handout with the class in the Course Stream. Share your reflection with the Professor.

## Option 7: 30-min Discussion Leader

If you are interested in pursuing teaching in any capacity, or simply like to talk over ideas, then this assignment might be for you. Alternatively, this is great for students who want to get outside their comfort zone to work on public speaking. This project can be done between Weeks 2 and 5. Let the first week serve as a model for how class discussion proceeds. After each day's material, we will always have 30 minutes of discussion from 1:30 to 2:00pm CST. It will be your goal to lead this discussion of your peers!

### Labor Requirements:

- To do this project, you need to identify a topic that interests you and let the professor know at least one week in advance of the class date when we are discussing it. Please refer to the course syllabus and schedule for topics/dates. Once you get the okay, you can go ahead and get planning.
- The key to facilitating a good discussion is asking good questions that allow others to think further and deeper on the content. Prepare some discussion questions in advance that you can draw upon (or use if things get quiet). Send these discussion questions to the professor at least 2 days before you lead the discussion. She might give you some tips and ideas on how to draw out the best in your peers.
- When you are leading this discussion, you want to draw the most out of your peers by asking follow up questions or connecting ideas that others are presenting to you. You will also be the first line of defense for questions on the content, so you will want to know it well. (Of course, the professor will be there to assist if you draw a blank).
- After you finish leading the 30-minute discussion, you should write a 2-page reflection on what you learned by preparing and conducting it that you will share with the class. At the end of this document, please include your original questions that you developed.
- When you feel good about this document, share your original questions with the class in the Course Stream. Share your reflection with the Professor.

## Option 8: Weekly Assignment Revision

A revision is not simply responding to professor/editorial feedback, but reworking ideas, reorganizing thoughts, and pushing yourself to take greater risks in your writing. Each weekly assignment is only two pages in length -- long enough to get a taste, but not long enough to fully explore any one idea. This revision asks you to take another look at one of your Weekly Assignments (1-4, since 5 is due on the last day of the course and thus not eligible). Your expansion should be at least double in length (at least four solid pages) and explore new avenues of interest.

### Labor Requirements:

- To do this project, you will need to choose one of your weekly assignments to revise. You can only choose from 1-4, since 5 is due on the last day of class).
- Read the professor's comments about your work carefully. Sometimes, she might have suggestions for stronger writing, deeper analysis, or interesting points. Use this as a jumping off point for your revision/expansion. If the professor noticed any issues of grammar/awkwardness in your writing, or issues with structure/organization, this is something that *must* be addressed in your submission. Feel free to meet with the professor to talk about your weekly assignment if you feel you need further guidance.
- Many of the weekly assignments will not require you to integrate outside sources. However, if you expand your paper, you may want to bring in some new ideas to bring variety to your writing. All sources must be cited according to the Chicago Manual of Style (the citation style used in Art History).
- Your final paper must at least be four pages in length (double the original assignment), however, you are free to go further. You are also free to go beyond the confines of the original assignment prompt to explore new avenues of ideas.
- After you finish your revision/expansion, you should write a 1 page reflection on what you learned by preparing and conducting it. Please add this to the end of your paper after a page break. Think about the new decisions you made and what your goals were with the revision/expansion.
- When you feel good about this document, share your revision/expansion in the Course Stream. Share y

## Option 9: Other Self-Directed Project

Do you have a *really* great idea for a project that doesn't quite fit the parameters of the above 8 options? Schedule a meeting with the professor to see if it might be feasible for this course.