

# Syllabus (2022-Summer)

Course Title	Korean Ceramics I	Course No.	
Credit	3 credits	Hours	45 Hours
Class Time Classroom	Mon to Thr Classroom TBA		
Instructor	Name Yu Jung Kim	Department Ceramic Art	
	E-mail yjkim.ceramics@gmail.com	Phone	
Office Hours Office Location			

## I. Course Overview

### 1. Course Description

This course is designed to offer students an opportunity to understand the basic history of Korean ceramics in the Silla (57 BC~935 AD), Goryeo (918~1392), and Joseon (1392~1910) periods. The distinctive decorative techniques of each era will be taught in this course, and it will allow students to fully explore clay.

### 2. Prerequisites

This is an introductory-level course. No prerequisites for the class.

### 3. Course Format

Lecture	Discussion/Presentation	Experiment/Practicum	Field Study	Other
30%	10%	50%	0%	10%

\* Studio-based class

\* Demonstrations are given for students to follow

### 4. Course Objectives

The purpose of this class is to introduce the student to the rich Korean Ceramic tradition and possibilities of clay as an artistic medium through practical studio work. Students will be provided the information of Korean ceramics which is renowned for its long history and rich artistic heritage. Students will learn the basic skills in ceramic making and will be encouraged to acquire the traditional Korean decorative techniques such as incising and inlaying techniques of the Goryeo Celadon and slip brushing technique of Joseon Buncheong, etc.

### 5. Evaluation Systems

Relative evaluation  Absolute evaluation (for Ewha International Summer College students only)  Others

\* Attendance 30% ( 3 late attendance = 1 absence / 3 absence = C / 5 absences = F )

\* Work completion 40%

\* Participation and Assignments 30%

Attendance	Presentation	Projects	Assignments	Participation	Other
30%	5%	40%	5%	20%	0%

\* Students will be provided with hand tools and studio equipment along with clay and glaze for the studio work. You are expected to clean up your work area at the completion of each class. Work in progress must be placed on your shelf. Reuse all clay that is suitably plastic to work or return it into a clay bin.

\* Syllabus may change during the course to accommodate school schedule.

\* Check your body temperature (at the ART-B 3rd floor hall) prior to attendance and wear a mask.

## II. Course Materials and Additional Readings

### 1. Required Materials

Handout

### 2. Supplementary Materials

Articles and videos about traditional Korean ceramics

### 3. Optional Additional Readings

- Youngsook Park & Roderick Whitefield, *Handbook of Korean Art: Earthenware and Celadon*, Yekyong Publishing Co., 2002
- Jaeyeol Kim, *Handbook of Korean Art: White Porcelain and Punchong ware*, Yekyong Publishing Co., 2002
- Kyoungsook Kang, *Korean Ceramics*, Korea Foundation, 2008
- Youngwon Kim & Daekyu Kang, *Rediscovering of Korean Beauty: Ceramic Arts*, Sol Publishing Co., 2005
- Youngju Lim, *Korean traditional patterns*, Daewonsa, 2011

## III. Course Schedule

Day	Date	Topics & Class Materials, Assignments
<b>Day 1</b>	(6/30)	1) Introduction & Orientation 2) Studio work begins. Learning Pinching technique. Making Pinch-bowls. - Applying surface decorations to the bowl with tools.  *Assignment: Carry out research on Silla pottery and bring a rough sketch of what you want to create for Week 2.

Day	Date	Topics & Class Materials, Assignments
<b>Day 2</b>	(7/4)	<b>Project 1 – Silla pottery: Figurine vessel</b> Learning Coiling technique. Making vessels and applying surface decoration.
<b>Day 3</b>	(7/5)	Continue making vessels and applying surface decoration on the vessel. *Assignment: Carry out research on Silla pottery and bring a rough sketch of what you want to create for Week 4.
<b>Day 4</b>	(7/6)	<b>Project 2 - Silla Pottery: Animal-shaped candle holder</b> Learning Open cut. Making a candle holder and applying surface decoration. Continue making a candle holder and applying surface decoration.
<b>Day 5</b>	(7/7)	Make 1 piece of slab (about 30x30cm) for Week 6. (Put the finished work in the kiln for bisque fire.) *Assignment: Carry out research on Goryeo celadon and bring a rough sketch of what you want to create for Week 6.
<b>Day 6</b>	(7/11)	<b>Project 3 - Goryeo celadon: Coasters or Tiles with Korean traditional patterns</b> Learning Incising and Inlaying decoration of Goryeo Celadon.
<b>Day 7</b>	(7/12)	Continue making coasters or tiles and applying surface decoration. Make 3 pieces of slabs (about 30x30cm) for Weeks 8. <b>(First Glazing)</b> *Assignment: Carry out research on Goryeo celadon and bring a rough sketch of what you want to create for Week 8.
<b>Day 8</b>	(7/13)	<b>Project 4 – Goryeo celadon: Jewel box or Traditional Korean House</b> Learning Slab-building technique. Making a box and applying surface decoration.
<b>Day 9</b>	(7/14)	Continue making a jewel box or a traditional Korean house and applying surface decoration. *Assignment: Carry out research on Joseon Buncheong and bring a rough sketch of what you want to create for Week 10.
<b>Day 10</b>	(7/18)	<b>Project 5 - Joseon Buncheong: Bowl or Dish or Vase or Free form</b> Learning Wheel Throwing technique.
<b>Day 11</b>	(7/19)	Continue making bowls or free forms and applying surface decoration. Learning Wheel Throwing technique 2 and sgraffito decoration of Joseon Buncheong.
<b>Day 12</b>	(7/20)	Finish making all work and put works in the kiln for bisque fire.
<b>Day 13</b>	(7/21)	<b>Second Glazing</b>
<b>Day 14</b>	(7/25)	<b>Final Glazing</b>
<b>Day 15</b>	(7/26)	<b>Display Works &amp; Final Presentation</b>

Day	Date	Topics & Class Materials, Assignments
Makeup Classes 1	(mm/dd)	
Makeup Classes 2	(mm/dd)	

#### IV. Special Accommodations

\* According to the University regulation section #57-3, students with disabilities can request for special accommodations related to attendance, lectures, assignments, or tests by contacting the course professor at the beginning of semester. Based on the nature of the students' request, students can receive support for such accommodations from the course professor or from the Support Center for Students with Disabilities (SCSD). Please refer to the below examples of the types of support available in the lectures, assignments, and evaluations.

Lecture	Assignments	Evaluation
<ul style="list-style-type: none"> <li>. Visual impairment: braille, enlarged reading materials</li> <li>. Hearing impairment: note-taking assistant</li> <li>. Physical impairment : access to classroom, note-taking assistant</li> </ul>	<ul style="list-style-type: none"> <li>Extra days for submission, alternative assignments</li> </ul>	<ul style="list-style-type: none"> <li>. Visual impairment: braille examination paper, examination with voice support, longer examination hours, note-taking assistant</li> <li>. Hearing impairment: written examination instead of oral examination</li> <li>. Physical impairment: longer examination hours, note-taking assistant</li> </ul>

-Actual support may vary depending on the course.

\* The contents of this syllabus are not final—they may be updated.