

2018 NAEA (National Art Education Association) Conference, Seattle Girls' Talks: International Perspectives on Visual Pop-Culture



(a postcard of **Power of Shoyo Manga** exhibition at Janet Turner Print Museum in 2005)

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The purpose of this symposium is to examine manga's soft power based on three research projects (plus an upcoming new art educational course): 1) a collaborative book of *International Perspectives on Shoyo (girls) and Shoyo Manga (girls' comics)*, published in 2015 by Routledge Publishing, 2) an upcoming collaborative publication *Manga and Beyond* possibly and hopefully published in 2019, 3) A new art educational course of *Manga and Beyond: Influences of Pop-culture in Art and Education* starting from Fall of 2018 at California State University Chico (CSUC) and 4) the ongoing world touring exhibition of "*World of Shoyo Manga: Mirrors of Girls' Desires* (2005-present)" based on a long-term examination of children's preferences and the influences of visual pop-culture such as anime and manga since 2000.

1) The 1st book provides an overview of the development and characteristics of shoyo manga and a discussion of shoyo manga's power and influence. It also includes current and new debates on how shoyo manga influences youth's minds in developing their aesthetics from local and global perspectives. As a result of the long-term research with the world touring exhibition of shoyo manga (girls' comics) since 2005, the publication "[International Perspectives on Shoyo and Shoyo Manga: the Influences of Girl Culture](https://www.taylorfrancis.com/books/e/9781317610762)" was successfully published in 2015. <Link to <https://www.taylorfrancis.com/books/e/9781317610762> >

2) The main theme of the upcoming 2nd book of *Manga and Beyond* (tentative title) is manga's influence on the visual cultural world, and its advantages and disadvantages for educational curricula including art and language education. The influences appear in youth and adolescent's pictorial worlds as mirrors of their minds and society. We, Prof. Dollase-Tsuchiya and I, have been discussing the power of manga as a communicative and pedagogical tool in diverse academic fields such as art, literature, and language education. We are now planning to create a book with the theme of manga from different points of view including possible educational curricula. (Please see Dollase's abstract as a possible chapter of the book.)

3) In response to the phenomenon of influences of visual pop-culture in youth mind and society, this class is designed as an art educational course to provide all students with a philosophical and practical basis for understanding the diversity and power of visual pop-culture, especially through the phenomenon of Japanese comics (manga). PPT lectures, discussions, readings, films, and creating & writing exercises will focus upon visual thinking strategy as a communicative tool. The final goal of this course is to help students (from beginners to those with advanced knowledge) understand the role and value of pop-culture that influences youth minds and society worldwide in the 21st century. (*Please see the attached syllabus of [Fall 2018: ArtE401: Manga and Beyond: Influences of Visual Pop-culture in Art and Education](#))

4) Additionally I might be able to discuss the ongoing world touring exhibition of "*World of Shojo Manga: Mirrors of Girls' Desires* (2005-present)" as the main resource for the above two publications. When I organized my first shojo manga exhibition in 2005, it was the first of its kind. Due to the popularity of manga, there had been many worldwide manga exhibitions; however, this was the first focusing on girl's manga. This exhibit has traveled in various forms to 26 sites in 6 countries (Canada, Hungary, Japan, Mexico, US, and Vietnam) over the past decade, as of 2016. This popular project, initiated at California State University-Chico, has been ongoing since 2005 and will continue to enlighten audiences to the value and the power of visual popular culture and how it influences youth minds and society worldwide.

It is also a timely and worthwhile publication that discusses the value of J-pop's soft power from the point of view of art and art education. We appreciate audiences' feedbacks for this upcoming new art educational course and a publication.

Tentative Syllabus
ARTE401: Manga and Beyond:
Influences of Visual Pop-Culture in Art and Education
 Fall 2018

Instructor: Dr. Masami Toku

Class hours: a hybrid course of on-line (1-2 hours per week) and on-site (Monday, 5-6:50 PM at a new Art Education classroom of 208 in a new HFA building).

Unit: 3 units

This class is designed to provide all students with a philosophical and practical basis for understanding the diversity and power of visual pop-culture, especially through the phenomenon of Japanese comics (manga). PPT lectures, discussions, readings, films, and creating & writing exercises will focus upon visual thinking strategy as a communicative tool.

Course Objectives:

The final goal of this course is to help students (from beginners to those with advanced knowledge) understand the role and value of Japanese pop-culture that influences youth minds and society worldwide in the 21st century. The topics include:

1. Psychological and Cognitive Issues:

- Universality vs. Cultural Specificity: Children's Artistic development in their pictorial world
- Visual Pop-culture's Influences on Children's Drawings and their Aesthetics

2. Historical Issues: Traditional Concept of Manga in Japan vs. Modern Manga:

- Origin of Manga and Development of Modern Manga with the Influence of Other Comics
- Semiotic Signs in Manga: Development of Manga Literacy

3. Censorship and Gender Studies in Manga:

- Censorship in traditional and modern manga (and comic code in American comics)
- Boy's vs. Girl's (including Gekiga vs. Lady's Comics)
- Boy's Love in Shojo Manga (Why has boy's love become a worldwide phenomenon?)

4. Cultural Issues: Manga vs. Anime and Other Comics:

- Diversity in Comics: Manga vs. American Comics vs. B.D. ("bande dessinée")
- Is "Manga" Japanese comics in general or a style of comics?

5. Social Issues: Manga and Its Influences in the Visual Art World:

- Worldwide Comic Markets: Dojinshi and Cosplay (costume play)
- Influences of Anime & Manga in other media: Figures, Game Characters and Films

6. Pedagogical Issues: Development of Visual Literacy by Implementing Visual Pop-culture in Education

- 4-panel Art Project: What's Going on in the Youth World?
- Comic Book Project: Find and Express Your Identify

7. Manga and Beyond:

- Influences on Youth Mind, Society, and Culture (e.g. Ani-song, Karaoke, Avata, Persona, and so on)

Required Textbook:

(NAEA Journal, 2001 Spring Issue)

International Perspectives on Shojo and Shojo Manga: The Influence of Girl Culture (by Toku, published in June 2015, Routledge Research in Cultural and Media Studies):

The Kindle version (eBook: \$54.95 published in January, 2016): <http://www.amazon.com/International-Perspectives-Shojo-Manga-Influence/dp/1138809489>

*The Book ***Manga and Beyond*** will be also developed in conjunction with the course content and published by InSEA (International Society for Education through Art) publication hopefully in 2019.

Main Assignments (Tentative): *the details will be announced and updated on Blackboard Portal!*

Weekly reading and writing assignments along with chapter readings from the textbook & others, and bi-weekly & monthly art-making projects below, plus one art historical research paper.

Chapter review writings and exercises:

Selected chapter review exercises and writings along with the readings will be assigned. (Please make sure to access the readings including PPT lectures and submit on time.)

Midterm Paper (Art Historical Research Paper) along with 4-panel Manga Art:

The details will be introduced and discussed in class.

Related studio projects (Tentative):

(3/23/16 at Comic Expo in Chicago)

- C1: Emotional Face (Collage)
- C2: Traditional Hokusai Manga: Scroll drawing OR Illustration Book (Sumi-ink Drawing)
- C3: Modern Manga (story manga): Manga with senri signs (Drawing and/or Painting)
- C4 & 5: Local Characters (Yuru-Chara): Imaginative creatures, hero or heroine to represent your cultural background and/or identity(3D Dry clay)
- C6 (Midterm Project): 4-panel Art MANGA (Mix-media) along with art historical research paper
- C7 (Final Project): Cosplay (Costume Play: <https://en.wikipedia.org/wiki/Cosplay>) Mask and/or Cost (Papier-mâché and/or Fabric – midterm project)

(Option for 4 units): Creation of Characters/Persona (e.g. Hatsune Miku: https://en.wikipedia.org/wiki/Hatsune_Miku)

TENTATIVE SCHEDULE

*All contents are synchronized to the required chapter readings (eBook) and PPT lectures on BB Portal!
The details about each assignment will be explained and directly linked from "Assignments" on Portal!*