Nature is no outside of ourselves; we are Nature. Culture is a mirror of who we are as a species, a society, a community; it is a barometer of health, an evolving canvas for life. Landscape is a human conception, constructed of our goals and aspirations, built from necessity, avarice, invention and imagination. This course will examine layers of the nature/human relationship; how conceptualizations of “the outside” impact ways we continue to shape the planet and be shaped by it intentionally and by default, and how art can play a role towards environmental conservation. These roles can range from increasing the set of skills of environmental professionals to improving performance and communication, ultimately to be able to shape human behaviour towards sustainable practices.

Environmental issues are becoming increasingly complex and addressing them requires bridging across the sciences, art and the humanities. We will examine how human attitudes, values and behaviors shape the world we live in today, and the directions we have yet to go. This course is intended to open dialogue and personal reflection on the state of the land and what it says about human beings. In it students will be asked to go beyond simply learning about the complex environmental issues we face today, to thinking critically and understanding what can be done to address them.

Course goals will be achieved through lectures, readings, documentaries, site visits, discussions, an essay, hands on individual and team projects, and presentations.

<table>
<thead>
<tr>
<th>Week One</th>
<th>Classes Begin</th>
<th>September 5</th>
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<tbody>
<tr>
<td><strong>Wednesday 5:</strong></td>
<td>Syllabus - Introduce Individual &amp; group projects</td>
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<tr>
<th>Week Two</th>
<th>September 10 &amp; 12</th>
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<tbody>
<tr>
<td><strong>Monday 10:</strong></td>
<td>From Cell to Self: A personal journey between the natural sciences and the arts. An introduction - Incorporating arts and humanities and environmental sciences.</td>
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</tbody>
</table>
Wednesday 12: An historical perspective on the evolution of the relationship between visual arts and nature in western culture. Representations of nature and what they say about human relations with the environment. Cave paintings to Earth making - Christo – Goldsworthy and beyond.

Readings:
- Explore
The Art Story  Modern Art Insight
http://guides.library.cmu.edu/artecology
Women Eco Artists Dialogue
https://directory.weadartists.org/science-art

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<tr>
<th>Week Three</th>
<th>September 17 &amp; 19</th>
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<tbody>
<tr>
<td>Monday 17:</td>
<td>Video - Performance with an environmental conservation goal - Mapping the River Video – interdisciplinary multimedia project by UM faculty and students.</td>
</tr>
<tr>
<td>Select your Power of Art Artist/Partner</td>
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Wednesday 19: The role of representations of nature, culture and landscapes in children’s picture books for environmental stewardship and education. Analyzing some of our favorite picture books. Invited lecture and discussion UM School of Education Carolyn Berge.

Readings:

Friday 21, Stanley Kubricks’ 2001: A space Odyssey. 8pm 2hrs 45 min

Week Four | September 24 & 26 |
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<tr>
<td>Monday 24</td>
<td>Field trip to North Campus to experience Land Art: Waving Fields a sculpture of earth and grass by Maya Lin. Discussion about the value of Land Art and Public Sculpture for the environment.</td>
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<tr>
<td>Alternative under inclement weather. The role of ephemeral visual art in environmental stewardship and conservation: A Video of Andy Goldsworthy work: Rivers &amp; Tides and Discussion.</td>
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</tbody>
</table>
Wednesday 26: World without ICE. Henry Pollack and Michael Gould. A conversation about a sound-photography installation: collaboration between a climate scientist and a musician to address climate change.

Readings

Week Five

Monday 1: Visual artist urges to rethinking approaches to controlling nature – UM Art & Design emeritus Professor Ted Ramsay.

Wednesday 3: Presentation of Self-portrait Individual Projects

Readings
  Explore [http://www.tedramsay.com](http://www.tedramsay.com)

Week Six

Monday 8: The role of poetry in environmental education and stewardship. Poet – UM LSA Emeritus Professor Keith Taylor.


Secret assignment due
Select you Children Book topic/partner

Readings:
- Arigo, C. Notes toward an Ecopoetics: Revising the Postmodern Sublime and Juliana Sparhs’s This Connection to Everyone with Lungs. How2 Journal vol 3 (2) 20pp. [https://www.asu.edu/pipercwcenter/how2journal/vol_3_no_2/ecopoetics/essays/arigo.html](https://www.asu.edu/pipercwcenter/how2journal/vol_3_no_2/ecopoetics/essays/arigo.html)
  [https://www.bobdylan.com/songs/](https://www.bobdylan.com/songs/)

Week Seven

Monday 15: Study Break
Wednesday 17: Environmental Art: Blind Spot—Obscure observations, incompatible images, ideas and actions in the landscape. A presentation by UM-Stamp School of Art & Design Professor Robert Platt.

****Friday 19
Actions in the landscape - University of Michigan Penny Stamp Graduate Studios North Campus – Robert Platt – Meeting place/ TBA.

Readings:
TBA
Explore [http://stamps.umich.edu/people/detail/robert_platt](http://stamps.umich.edu/people/detail/robert_platt)

Week Eight

<table>
<thead>
<tr>
<th>October 22 &amp; 24</th>
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<tr>
<td>Wednesday 24:</td>
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Wednesday 24: The Rite of Spring - Stravinsky. Performance by Yuja Wang and Martin Grubinger with Percussion Planet Ensemble - Hill Auditorium 7.30 p.m.

Readings:

Week Nine

<table>
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<th>October 29 &amp; 31</th>
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<tbody>
<tr>
<td>Monday 29:</td>
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Readings:
### Week Ten  
**November 5 & 7**

**Monday 5:** Conflicts with representation of nature and culture in a natural history museum. Visit to the UM Natural History Museum Native American dioramas - Tour guided by UMNHM Director of Education Kira Berman. – Meeting place TBA.

**Wednesday 7:** Chilean Arpilleras: representation of nature and resistance during the Pinochet dictatorship in Chile. Presentation by former UM Residential College Spanish Program Director, Professor Emerita Eliana Moya.

**Readings:**

### Week Eleven  
**November 12 & 14**

**Monday 12:** **Group Project Presentation**

**Wednesday 14:** Representation of Nature/Culture/Landscapes in an art museum. UM Museum of Art (UMMA) visit - Tour guided by Mellon Academic Coordinator David Choberka. Meet at UMMA main entrance.

**Readings:**

### Week Twelve  
**November 19 & 21**

**Monday 19** Using ceramics to communicate bio diversity- Scientific Illustration 3D. Video Conference with Chilean scientist-artist Fernanda Oyarzún.
Wednesday 21  Thanksgiving Recess

_Readings:_
_TBA_

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Week Thirteen  November 26 & 28

**Monday 26:**  **Scientific Illustration 2D -The Alliance of Art and Science:** Presentation by senior illustrator UM Museum of Natural History John Megahan.

**Wednesday 28:**  **Environmental Art:**  Art addressing Climate Change.

_Readings_

- Explore [www.johnmegahan.com](http://www.johnmegahan.com)
- Explore [http://artistsandclimatechange.com](http://artistsandclimatechange.com)

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Week Fourteen  December 3 & 5

**Monday 3:**  The role of photography and documentaries in environmental conservation. Ansel Adams, Ken Burns, Eliot Porter and others.

**Wednesday 5:**  **Children Book Project presentations**

_Readings._

- [http://www.visionsofthewild.com/about.html](http://www.visionsofthewild.com/about.html)

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Week Fifteen  December 10

**Monday 10:**  **Final discussion:** Reflecting on the course experience

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### Grading Breakdown & Projects

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Power of Art</td>
<td>20%</td>
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<tr>
<td>Self-portrait</td>
<td>20%</td>
</tr>
<tr>
<td>Children Book</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>70% Attendance</td>
<td>minimum requirement</td>
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</table>
**Research the work of an artist - Power of Art**

This project is for a critical analysis of the power of art. Two students choose a medium and an artist (or collective) working on environmental advocacy. The medium includes music/sound, film, painting, sculpture, photography, poetry, theater, dance, activism, digital, design, multimedia performance, public participation, storytelling, documentaries etc. The students analyze the intent of the art and provide their perspective on how effective is the medium and the artist work. Students submit a summary up to one page (single spaced) and present their work to the class (5 minutes).

**Individual Project - Self-portrait**

Each student conceives a piece to depict their personal relationship with nature. The project can be conceived as a self-portrait or an aspiration piece. Students can choose any medium. The students present their work to the class (5 minutes).

**Group Project Power of Art**

Three students identify: i) an environmental/cultural issue on campus they would like to address through elements of change or ii) a good example of stewardship they would like to celebrate. Students create an art intervention. They can choose any medium and think collaborative. The goal is to call attention on what goes on in our own backyard. The project content is presented in class and posted on social media or other ways of communications outside of the classroom (5 minutes).

**Children Book Project:**

Two students create a picture book to raise awareness about our local source of water: The Huron River. The content educates about the river and connections of our daily actions to the health of the ecosystem. It also can provide tips on how to minimize our impacts and give examples of local interventions and opportunities to conduct volunteer work. The goal is to highlight the importance of personal behavior for the health of the river and inspire children to care and make environmentally sound choices. The books will be read in class with attendance of K12 educators (5 minutes). Books could be made available for wider distribution through SEAS electronic library –University of Michigan Publishing Services.