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 behavior 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 are achieved through lectures, guest presentations, readings, documentaries, site visits, discussions, hands on individual and team projects, and student presentations.
Proposed Schedule—Lectures, Readings, Assignments

The proposed schedule may be modified according to university guidelines, to reflect the need for more work in certain areas, or as other opportunities arise.

<table>
<thead>
<tr>
<th>Week One</th>
<th>Classes Begin</th>
<th>January 4</th>
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<tr>
<td><strong>Wednesday 4:</strong></td>
<td>Syllabus - Introduce Individual &amp; group projects</td>
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<tr>
<th>Week Two</th>
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<th>January 9, 11</th>
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<tbody>
<tr>
<td><strong>Monday 9:</strong></td>
<td>From Cell to Self: An introduction - Integrating arts, humanities and environmental sciences. A personal journey between the natural sciences and the arts.</td>
<td></td>
</tr>
</tbody>
</table>

**Readings:**

**Places to explore**
- [https://youtu.be/sx5dsMwue0](https://youtu.be/sx5dsMwue0)
- [https://www.wsg-art.com/sara-adlersteinshowhome](https://www.wsg-art.com/sara-adlersteinshowhome)
- [https://www.facebook.com/bienalconcepcion/](https://www.facebook.com/bienalconcepcion/)
- [https://www.a2ru.org/](https://www.a2ru.org/)
- [https://artsengine.engin.umich.edu/](https://artsengine.engin.umich.edu/)

**Wednesday 11:** 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.

**Readings:**

**Places to explore**
- The Art Story Modern Art Insight
Week Three          January 16, 18

Monday 16:          MLK Day - No Class

Wednesday 18:      Visual art & performance. Whoop House- solar power sculpture, a conversation with University Musical Society artist in residence Ash Arder. Meet at Duderstadt Gallery, Pier Commons North Campus 4.15pm.

Readings

Select your Power of Art: artist & partner

Week Four         January 23, 25


Readings:
• Talk by Fernanda Oyarzún for Oregon Institute of Marine Biology - My intertidal: In between art and science. https://www.youtube.com/watch?v=iffdZvaC1Ro

Places to explore:
https://johnmegahan.com/
https://painterist.wordpress.com/

Wednesday 25:      Presentation of Self-portrait Individual Project

Week Five        January 30 – February 1

Monday 30:         Ecoart and community projects through the visual arts. A presentation by Pittsburg artist educator and author Ann Rosenthal.

Readings:

Places to explore
https://www.locusartstudio.org/
http://guides.library.cmu.edu/artecology Women Eco Artists Dialogue
Select your group project topic & partners - Secret assignment due

Wednesday 1: 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. Carolyn Berge, UM School of Education.

Readings

Places to explore:
https://quod.lib.umich.edu/s/seas

Select your Children Book partner

Week Six          February 6, 8

Monday 6: The role of photography in environmental conservation in the USA.

Readings:

Places to explore
https://www.jameystillings.com/PROJECTS-&-SERIES/CHANGING-PERSPECTIVES-%E2%80%A2-ATACAMA/46/thumbs

Wednesday 8: Representation of Nature/Culture/Landscapes in an art museum. UM Museum of Art (UMMA) visit – Presentation by Mellon outreach specialist David Choberka.

Places to explore:
https://umma.umich.edu/exhibitions/2020/curriculum-collection

Week Seven         February 13 - 15

Monday 13: Art cultural significance: curatorial work and textile art. Presentation by artist and MFA student Oksana Briukhovestka.

Group project proposal
**Wednesday 15:**  **Power of Art Artist Project Presentation**

### Week Eight  
February 20- 22

**Monday 20:**  **Environmental Art:** Art addressing Climate Change

**Readings:**

**Places to explore:**
- [https://www.florianschulz.org/home.html](https://www.florianschulz.org/home.html)
- Imagining the carbon cycle  [http://www.racheldlodge.com/](http://www.racheldlodge.com/)
- [https://www.youtube.com/watch?v=dOckPgOtQb8](https://www.youtube.com/watch?v=dOckPgOtQb8)
- [https://www.yaleclimateconnections.org/2019/05/four-scientists-make-creativity-a-key-to-communicating-their-research/](https://www.yaleclimateconnections.org/2019/05/four-scientists-make-creativity-a-key-to-communicating-their-research/)
- [https://mountainwestnews.org/creative-climate-communication-fb010e22ab51](https://mountainwestnews.org/creative-climate-communication-fb010e22ab51)
- [http://artistsandclimatechange.com](http://artistsandclimatechange.com)

**Wednesday 22:**  **The role of poetry in environmental education and stewardship.** Poet – UM LSA emeritus Professor **Keith Taylor**.

**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)

**Children book proposal**

### Week Nine  
February 27- March 1

**Monday 27:**  **Spring Break - Holiday**  
**Wednesday 1:**  **Spring Break - Holiday**

### Week Ten  
March 6, 8

**Monday 6:**  **The built environment: public gardens & political ideology.** Presentation by **David Michener** UM Associate curator Matthaei Botanical Gardens.

**Readings:**
**Wednesday 8:**  **Nature in a Natural History Museum.** Visit to UM museum natural history, view of Unseen Worlds an Installation by J. Cogswell. Meet at the main lobby.

**Readings:**

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**Week Eleven**  **March 13, 15**

**Monday 13:**  **Dance/Movement and nature.** Activity guided by UM School of Theater, Music and Dance, Dance Department Professor emerita Jessica Fogel.

**Places to explore**
- [http://jessicafogel.com/Press.html](http://jessicafogel.com/Press.html)

**Wednesday 15:**  **Group Project Presentation**

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**Week Twelve**  **March 20, 22**

**Monday 20:**  **Performance with an environmental conservation goal - Mapping the River Video** – interdisciplinary multimedia project by UM faculty and students.

**Readings:**

**Places to explore**
- [http://www.pbs.org/keepingscore/stravinsky-rite-of-spring.html](http://www.pbs.org/keepingscore/stravinsky-rite-of-spring.html)
- [https://www.theguardian.com/music/2013/feb/12/rite-of-spring-stravinsky](https://www.theguardian.com/music/2013/feb/12/rite-of-spring-stravinsky)
- Rite of Spring Original recreated version
- [https://www.youtube.com/watch?v=l8TQH-5Vrhk](https://www.youtube.com/watch?v=l8TQH-5Vrhk)
- Rite of Spring Pina Bausch
- [https://www.youtube.com/watch?v=NOTjyCM3Ou4](https://www.youtube.com/watch?v=NOTjyCM3Ou4)

*Children book draft*
**Wednesday 22:**  **Music and nature:** a presentation by School of Theater, Music and Dance, Music Department Professor, composer and musician **Evan Chambers.**

**Readings: TBA**

**Places to explore:**
https://www.bobdylan.com/songs/

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**Week Thirteen**

**Monday 27:**  **Conflicts with representation of nature and culture in a natural history museum.** Visit to the Natural History Museum **Native American** dioramas at the Campus Safety Services Building 1239 KIPKE DR. - Tour guided by Assistant Director of Education **Kira Berman.** Meeting place TBA.

**Readings:**

**Places to explore:**
Native American dioramas in transition video
http://fcmdsc.wordpress.com/tag/native-american-dioramas-in-transition/
https://newsmaven.io/indiancountrytoday/archive/museum-to-remove-controversial-native-american-dioramas-MidODY_kzkuOJAh1bbbhLQ/?full=1

**Wednesday 29:**  **Experience Wave field: a sculpture of earth and grass by Maya Lin located in North Campus:** Meting place TBA.

**Alternative activity depending on weather Exquisite Corpse:** collaborative composition on perspectives on nature-culture interactions.

**Readings**
- https://www.moma.org/collection/terms/exquisite-corpse

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**Week Fourteen**

**Monday 27:**

**Conflicts with representation of nature and culture in a natural history museum.** Visit to the Natural History Museum **Native American** dioramas at the Campus Safety Services Building 1239 KIPKE DR. - Tour guided by Assistant Director of Education **Kira Berman.** Meeting place TBA.

**Readings:**

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Native American dioramas in transition video
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**Wednesday 29:**  **Experience Wave field: a sculpture of earth and grass by Maya Lin located in North Campus:** Meting place TBA.

**Alternative activity depending on weather Exquisite Corpse:** collaborative composition on perspectives on nature-culture interactions.

**Readings**
- https://www.moma.org/collection/terms/exquisite-corpse
Monday 3: Andy Goldsworthy: Rivers and Tides

Readings:

Wednesday 5: Creating art “a la Goldsworthy “at the Arb. Be prepared to take pictures. Meet at the Arb entrance by the Readers’ Center at 4.10pm.

Week Fifteen

Monday 10: Representation of nature at local art gallery WSG and conversation with gallery artists. Meet at the WSG gallery 111 East Ann.

Wednesday 12: Reflecting on the course experience: Final discussion.

Week Sixteen

Monday 17: Children Book Project presentation
If a class is offered remotely, attendance means to be “virtually” present. In times of remote instruction, for this class you are asked to have your camera on during the whole period. Please contact me before class if you have difficulties beyond your control.

Research the work of an artist - Power of Art
This project is for a critical analysis of the power of art. Two students choose an artist (or collective) working on environmental advocacy. The medium includes music/sound, film, painting, sculpture, photography, poetry, theater, dance, digital, quilting, ceramics, embroidery, beading, knitting, multimedia performance, public participation, storytelling, documentaries etc. Students analyze the intent of the art and provide their perspective on effectiveness of the medium and artist work.

- Students prepare a presentation and submit on CANVAS. They share their work to the class (5 minutes).

Individual Project: Self-portrait
Student conceive 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 (see list in the previous assignment).

- Students submit the piece on CANVAS and share the work with the class (5 minutes).

Group Project: Humanities + Arts + Science Climate Action
Three students work together to address the climate crisis through elements of change. The project is guided by the question: How can arts and the humanities help to address the Climate Change Crisis? Numerous scientific disciplines have provided strong evidence about damage caused by climate change, its origins, and predicted future consequences. So why do people continue contributing to the crisis? Why are our behaviors not transforming accordingly? While science has struggled to bring the impacts of climate change into the cultural imaginary, we might find a way to do so through the arts and humanities, arenas of memory and imagination telling
us where we have been and helping us envision where we are going (The Heart of the Matter, Report American Academy of Arts & Science’s Commission on the Humanities and Social Sciences to the U.S. Congress, 2013). Given that humans have introduced the climate crisis through their habits of thought, consumption, transportation, economics and geopolitics, we could well invoke the arts and humanities to help us rehearse the histories and dynamics of these human processes and co-design many paths for transformation and knowing.

The project goal is to call attention on key issues and show a way forward. The work has to be communicated to the public either as an outdoors intervention, posted on social media and any other ways of communications outside of the classroom. Students should think collaboratively and can choose any medium.

- The team submit one proposal of up to one page on CANVAS including an explanation about the role each partner within the project.
- Students submit a presentation on CANVAS and present their work to the class (5 minutes).

**Children Book Project:**

Two students create a children picture book. The book is to raise awareness about the importance of caring for the planet, and help children to understand how they can help. Past topics included climate change, the Huron River, Great Lakes and urban gardens. This semester students will write stories that help children understand that we humans are part of nature and all is connected. The books will address the concept of inter-connectivity and inter-dependence: how humans and non-humans depend and affect each other. Stories can address simple acts that children do every day and illustrate how these are connected to the natural world.

The book content provide tips on how to minimize our ecological footprint and give examples of how to take care of mother earth. The goal is to highlight the importance of personal behavior and inspire children to care and make environmentally sound choices. The spirit of the books embrace the holistic vision of cultures that understand that Everything is connected.

If possible, selected books will be made available for wider distribution through a SEAS electronic library – maintained by the University of Michigan Publishing Services: quod.lib.umich.edu/s/seas

- The team submits a proposal on CANVAS of up to one page including an explanation about the role each partner within the project.
- The team submits a draft of book on CANVAS for feedback. Each team will schedule a meeting with the instructor to review the draft.
- The team submits final book files in InDesign and pdf format
- The team presents the book in class (5 minutes).
Readings
Readings are in preparation for topics cover in class, so it should be done prior to class. When possible, readings will be discussed.

- Students submit a paragraph with their thoughts about the listed readings.