



**ART / ARTH/ SUST / 275: Art in and for a New World: Sustainability,
Consciousness, and Ethics
Course Syllabus**

Instructor: Philippa Stannard

Credits: 3

Contact Hours: 45

Class Hours: Monday and Wednesday 9 a.m. - 10:30 a.m.

Office Hours: Before or after class, or in advance by appointment

Course Type: Standard course

Course Description

What role do the arts play in shaping our awareness about the world that we live in? How can artists trigger reflection, generate empathy, stimulate dialogue, and create a more sustainable and ethically sound world? Human wellbeing is directly related to public health, human rights, equality, the environment, and enlightened governance. In this course we will examine these issues, how they affect the well being of the world that we live in, and how these issues have been examined and presented by artists in order to move towards a healthier, more ethical and sustainable planet. Classes are structured around course readings, lectures, discussions, written reflections and artistic expression.

Learning Outcomes and Assessment Measures

By the end of the course, students will:

Learning Outcomes	Assessment Measures
develop an understanding of prerequisites for human wellbeing	Course requirements that will be used to assess students' achievement for each learning outcome Readings, Quiz, Presentations and Discussion
learn how art has the power to bring our awareness to important issues and create positive change.	Readings, Quiz, Presentations and Discussion
achieve proficiency in creating art that examines critical world issues to heighten awareness around that issue and trigger more sound ethical decisions.	Assignments and Written Reflections



Course Materials

Readings

All readings will be available on Moodle.

Assessment

Artwork created in relation to chosen topic (6 x 10% each)	60%
Oral presentations in relation to chosen cause	10%
Written reports in relation to chosen cause	10%
Quizzes and class participation	10%
Final	10%

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional Excellent
A-	90% - 92%	
B+	87% -89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D	67% - 69%	Low Pass
+	63% - 66%	
D	60% - 62%	
D-		
F	59% or less	Fail (no credit)

Course Requirements

Grades are based on class attendance; participation; quizzes; the quality and punctuality of turning in projects and written assignments; oral reports, midterm, final, and overall improvement. Assignments are due on the assigned date. For every class that your assignment is late, the grade on the assignment will drop by one letter grade, unless students have a written note from a doctor.



Projects (80% - 10% oral presentation, 10% written report, 60% artwork)

Students will have 6 projects due during the semester. Each project will consist of researching an issue related to the assigned subject (see below), writing a 750 word essay on the issue, giving a short 15 minute presentation on your chosen issue to share with the class, and creating an artwork that speaks directly about the chosen issue

The artwork should inform, trigger reflection, generate empathy, stimulate dialogue, and generate positive change in it's viewers.

1st Project: *Ethics*

2nd Project: *Sustainability*

3rd Project: *Public Health*

4th Project: *Human Rights*

5th Project: *Equality*

6th Project: *Environment*

Oral Presentation (10%)

Everyone will research issues related to the chosen topics listed above. If the project is related to the environment you should choose a topic that you personally feel strongly about that voices a concern about the environment. For example, overfishing: You will then research overfishing (definition, causes, and effects) as well as learning about what is being done, if anything, to address the issue. You will create a presentation to inform the class about your chosen issue, it should last about 15 minutes. Your oral report and written report are due on the same day. Be prepared to give your oral presentation at the beginning of class. Do not count on e-mailing your presentation to yourself to open minutes before you give your presentation as internet can be unreliable.

Written Report (10%)

Everyone will write a 1000 word essay on the issue related to the chosen topic listed above. Your essay should describe the issue, explain causes for the issue, describe its local and global effects and your ideas about how to bring awareness to the issue through art. The bibliography should include at least five sources.

Artwork (60%)

The artwork that you create in response to your chosen subject could be in any medium. You could draw, paint, create something with clay, photograph, collage, sing, dance, create a youtube video, compose music, the sky is the limit. As we won't be learning the specifics of all these expressive mediums, you should choose mediums that you feel comfortable enough to express your thoughts and ideas clearly. The artwork should inform, trigger reflection, generate empathy, stimulate dialogue, and generate positive change in it's viewers. For example, the artist and activist Peggy Oki created a curtain consisting of 38,000



origami whales to bring awareness to the threats to dolphins and whales. This artwork serves as a powerful visual statement for the number of whales killed since the ban of commercial whaling was put into effect in 1986. Of course, I am not expecting you to create 38,000 origami anything, but the idea is genius.

Quizzes and Class Participation (5%)

Students will be given quizzes on the readings and what they have learned in class. Class participation refers to active participation during critiques, discussion or readings, and any other activity during class time.

Final (5% + 5%)

The final exam, will cover all topics presented in the course. Students will be responsible for creating the content in the final exam in order to develop critical thinking skills by converting learned materials into exam format. Each student will create eight multiple-choice (A,B,C,D) questions, construct eight True/False questions, develop eight short answer questions and organise an answer key. I will create a final exam from the questions that the students have created in their exams. No alternative exam dates will be offered.

Attendance Policy

Absences for Covid-related circumstances: in order to keep the entire Umbra community healthy and to comply with local laws, you may not enter the Umbra premises if you have a temperature of 37.5 °C (99.5 °F) or higher. We also ask students that display strong cold or flu-like symptoms to take proper precautions and not risk spreading any type of illness. Students may attend classes remotely and without academic penalty via Zoom in case of self-isolation or illness during the Fall 2021 semester.

Class attendance (in person or through live connection) is mandatory. Students are allowed two “free” absences, which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. It is the students’ responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class). Each additional absence, unless for a very serious reason, will lower the students’ grade by one grade level (i.e., a final grade of a B+ would be lowered to a B). If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

Please refrain from using your mobile devices during class time. Participation in class is part of students’



grade. Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies.



Schedule of Topics, Readings, and Assignments

WEEK 1

Monday,
January 20

Course introduction, structure and format

Readings:

What is Art? By Pamela Sachant, Peggy Blood, & Jeffery LeMieux

Times have changed: the evolving role of an artist by Holly Daffurn

Wednesday,
January 22

Brief history of art and its role throughout history

Readings:

Natural Time and Human Experience: Andy Goldsworthy's Dialogue with Modernity by

Oliver Lowenstein

A Brief History of Wind Energy for Artists by Joan Sullivan

Is It Worth It? Ethically Evaluating Environmental Art by Shiela Lintott

WEEK 2

Monday,
January 27

Sustainability and Art: closed-loop fashion, ecological art, land art, renewable energy sculpture, upcycling, ethics of non sustainable art

For Days clothing company

Moonlit Path by Andy Goldsworthy

Spiral Jetty by Robert Smithson

Wind Art by Elena Paroucheva

Pesce Fresco by Stefano Pilato

Wednesday,
January 30

Oral presentations of chosen Sustainability topics

Written reports due on chosen Sustainability topics

Discussions of artwork ideas to highlight sustainability topics

WEEK 3

Monday,
February 3

Sustainability Art Projects Due

Presentation, Discussion, Critique

Readings:



Art and Ethics by Pamela Sachant, Peggy Blood, & Jeffery LeMieux
When Can Artists Bend Ethics for Art's Sake? By Natasha Bell
Museums Cut Ties With Sacklers as Outrage Over Opioid Crisis Grows by Alex Marshall

Wednesday,
February 5

Ethics and Art: Readymade, appropriation, materials, digital manipulation, observer vs. participant, censorship, collecting/holding, display, property rights and copyright, privacy/trust/consent

The Fountain by Marcel Duchamp
After Walker Evans by Sherrie Levine
In and Out of Love by Damien Hirst
Migrant Mother by Dorothea Lange
Adnan Hajj controversy
Vulture by Kevin Carter
The Last Judgement Michelangelo
Sackler Controversy
The Hotel by Sophie Calle
160cm line tattooed on 4 people by Santiago Sierra

WEEK 4

Monday,
February 10

Oral presentations of chosen Ethics topics
Written reports due on chosen Ethics topics
Discussions of artwork ideas to highlight Ethics topics

Wednesday,
February 12

Ethics Art Projects Due
Presentation, Discussion, Critique

Readings:
Keith Haring, an intimate conversation by David Sheff - Rolling Stones

WEEK 5

Monday,
February 17

Public Health and Art: Aids pandemic, Covid Pandemic, Drug Crisis, Mental Health, and women's rights.
AIDS Awareness - Keith Haring
Amplifier - Covid Art
IG @quentin.quarantino
Ballad of Sexual Dependency - Nan Goldin
Let the Ocean Take Me - The Amity Affliction
Women's Rights - Paula Rego

Wednesday,

Oral presentations of chosen Health topics



February 19

Written reports due on chosen Health topics
Discussions of artwork ideas to highlight health topics

WEEK 6

Monday,
February 24

Public Health Art Projects Due
Presentation, Discussion, Critique

Readings:

How Should Art Address Human Rights by Jacoba Urist - The Atlantic

Ai Weiwei: 'The mood is like Germany in the 1930s' by Kate Connolly - The Guardian

Wednesday,
February 26

Human Rights and Art: War, Racism, Refugees, Gender
Guernica - Picasso
Face of War - Salvador Dali
The Problem We All Live With - Norman Rockwell
Unite - Barbara Jones-Hogu
Street Art - Banksy
Human Flow - Ai Wei Wei
Ordinary Lives - Rania Matar
Memorial to a Marriage - Patricia Cronin
Death of Alan Kurdi - Nilüfer Demir

WEEK 7

Monday,
March 2

Oral presentations of chosen Human Rights topics
Written reports due on Human Rights topics
Discussions of artwork ideas to highlight human rights topics

Wednesday,
March 4

Human Rights Projects due
Presentation, Discussion, Critique

Readings:

Faith Ringgold Will Keep Fighting Back - New York Times

WEEK 8

Monday,
February 10

Equality and Art: LGBTQI+ Rights, Civil Rights, Women's Rights
Sexual Identity - David Hockney, Robert Mapplethorpe, Mickalene Thomas
Women's Rights - Gorilla Girls, Judy Chicago
We Came to America - Faith Ringgold, Kara Walker,
Black Queer Tarot - Kendrick Daye
The Death of Michael Stuart - Jean-Michel Basquiat



Wednesday,
February 12

Oral presentations of chosen Equality topics
Written reports due on Equality topics
Discussions of artwork ideas to highlight Equality topics

WEEK 9

Monday,
February 10

Equality Art Projects Due

Readings:

Can Art Help Save the Planet? By Alena Tugend - New York Times

Audio:

Sculptor turns Rain, Ice and Trees into 'Ephemeral Works' - NPR Fresh Air

Wednesday,
February 12

Environment and Art

Wheatfield by Agnes Denes

Nest by Nils-Udo

Leaves by Andy Goldsworthy

Intolerable Beauty: Portraits of American Mass Consumption by Chris Jordan

Ghost Forest by Maya Lin

Bleeding Takari by El Anatsui

WEEK 10

Monday,
March 2

Oral presentations of chosen Environmental topics
Written reports due on Environmental topics
Discussions of artwork ideas to highlight Environmental topics

Wednesday,
March 4

Environmental Art Projects Due

WEEK OF FINAL EXAMS

March 9-13 - Final Exams, date and time TBD

Week 7: Nov. 23, 25

Week 8: Nov. 30, Dec. 2

Dec. 6-10: Final Exams, date and time TBD