



Course Title:	Environment, Communities and the Arts in Britain											
Course Code:	LONS AREC 280											
Subject:	Art											
Credits:	4											
Semester/Term:	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> J-Term <input type="checkbox"/> Summer											
Course Description:	<p>With the world's 7 billion human population rapidly consuming finite carbon-based resources, there is growing interest in the creation of viable and sustainable living patterns within the parameters of our planet's environment. How can this imperative be balanced with our need for meaningful employment and the continuation of productive industries? This course introduces students to creative, practice-based responses to this enormous 21st century challenge.</p> <p>The structure of the class involves informal lectures, seminars, discussions, film extracts and site visits.</p> <p>Students will be directed to many internet sites and will need to use these to link, explore and research course themes, always crediting and fully referencing sources.</p>											
Course Requirements:	<p>Required Text</p> <p>A Handbook of Sustainability Literacy: Skills for a Changing World. Ed. Arran Stibbe, Green Books 2011 (2nd. Edition). ISBN: 1900322609; Cost: To Be Determined.</p> <p>To Life! Eco Art in Pursuit of a Sustainable Planet, Linda Weintraub, University of California Press 2012. ISBN: 0520273621; Cost: To Be Determined.</p> <p>Meme Wars: The Creative Destruction of Neoclassical Economics, Kalle Lasn, Penguin 2006. ISBN: 1609804732; Cost: To Be Determined.</p> <p>Assignments</p> <table border="1"> <thead> <tr> <th>Course Requirements</th> <th>Percentages</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td>10 %</td> </tr> <tr> <td>2. Assignment 1: Each student will present an oral report on an assigned topic during the first 7 weeks of class. Topics will mostly, but not exclusively, be drawn from texts from the reading list.</td> <td>20%</td> </tr> <tr> <td>3. Assignment 2: Written paper on a relevant topic of the student's choice. Due on Week 6.</td> <td>20 %</td> </tr> <tr> <td>4. Assignment 3: Written paper on a relevant topic of the students choice or practical project with</td> <td>20 %</td> </tr> </tbody> </table>		Course Requirements	Percentages	1. Class participation	10 %	2. Assignment 1: Each student will present an oral report on an assigned topic during the first 7 weeks of class. Topics will mostly, but not exclusively, be drawn from texts from the reading list.	20%	3. Assignment 2: Written paper on a relevant topic of the student's choice. Due on Week 6.	20 %	4. Assignment 3: Written paper on a relevant topic of the students choice or practical project with	20 %
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	5. Assignment 4: Final Essay Exam, Week 13	30%										
	Total	100%										
Learning Outcomes and/or Expected Student Competencies:	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="467 485 1422 856"> <thead> <tr> <th colspan="2" data-bbox="467 485 1422 527">Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 527 483 600">1.</td> <td data-bbox="483 527 1422 600">Explore and discuss current work in the field of environmental and community arts and its social and political context.</td> </tr> <tr> <td data-bbox="467 600 483 674">2.</td> <td data-bbox="483 600 1422 674">Debate, discuss and research the issues surrounding the arts, communities and environment.</td> </tr> <tr> <td data-bbox="467 674 483 779">3.</td> <td data-bbox="483 674 1422 779">Assess the changes taking place in social environmental and economic thinking and to convey the importance of this work in the students' future lives.</td> </tr> <tr> <td data-bbox="467 779 483 856">4.</td> <td data-bbox="483 779 1422 856">Assess how artists, innovators, and commentators respond to local and global environmental issues</td> </tr> </tbody> </table>		Learning Outcomes		1.	Explore and discuss current work in the field of environmental and community arts and its social and political context.	2.	Debate, discuss and research the issues surrounding the arts, communities and environment.	3.	Assess the changes taking place in social environmental and economic thinking and to convey the importance of this work in the students' future lives.	4.	Assess how artists, innovators, and commentators respond to local and global environmental issues
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	Session 4	<p>Houses Homes and Humans</p> <p>Readings: The Handbook of Sustainability Literacy chap. 21 Research The Tinker's Bubble Project and www.hockertonhousingproject.org.uk and www.strawbale-buildings.co.uk</p> <p>Activities: The Handbook of Sustainability Literacy chap. 21 Research The Tinker's Bubble Project and www.hockertonhousingproject.org.uk and www.strawbale-buildings.co.uk</p>
	Session 5	<p>Dirty Stuff</p> <p>Readings: Prepare poems 3&4. Read Alex Toland, Art, Physiology and the Soil Body Interface. LAN Online Journal no.40 Jeff Higley, You Know Where You are with Concrete LAN Online article no.2 To Life, Jae Rhim Lee, Cultivating the Body, pp.226ff Nsu www.foodfromthesky.org.uk</p> <p>Activities: Consult www.foodfromtheskies.org.uk</p>
	Session 6	<p>"Is this nature – is it?" – Urbanism, Landscape, Creatures and Us.</p> <p>Readings: Prepare poems 5&6. To Life, Maya Lin, The Sixth Extinction, pp.230ff.</p> <p>Activities: First Paper due. Class viewing of sections of Werner Hertzog's Grizzly Man.</p>
	Session 7	<p>Sustainable Landscapes – Guest Lecturer Jed Picksley</p> <p>Readings: Jed will talk about the principles of permaculture and sustainability drawing upon her own experience as a permaculture nomad and a member of the Earthworm House community.</p> <p>Activities: Prepare your thoughts on her two articles -</p>



		Sustainability, LAN on line article no. 11 Spreading Ideas and Keeping Sane, LAN on line article no. 3
Session 8		Transition Towns and Peak Oil Readings: Read The Hirsch Report (email pdf) Rob Hopkins, Transition Towns, pp.22-45 Richard Heinberg, Powerdown, pp. 1-54 and 132-137- Research some Alternatives to Oil? Activities: Consult www.futurescenarios.org Class Viewing of sections of Dirty Oil and Gasland
Session 9		Doing It for Real Readings: Visit to landscape/food growing project in South East London Activities: Field trip with landscape gardener and designer Madeline Bell
Session 10		Waste Readings: To Life, Chu Yun, Planned Obsolescence, pp.142ff. Meme Wars, Ted Trainer, Zero Growth, Bernard Stiegler, The Consumerist Model... Activities: Class viewing of sections of "Wasteland" and "Garbage Dreams" www.bbc.co.uk/news/entertainment-arts-11677462 www.ndigallery.com
Session 11		No Direction Home – Utopian and Dystopian visions for the 21st Century Readings: Prepare poems 7 and 8. Handbook of Sustainability Literacy, chap. 13 Activities: Class viewing of sections of 11th Hour, Collapse and Wall-E.
Session 12		To Infinity and Beyond?? Geo-engineering and the limits of technology Readings: The Handbook of Sustainability Literacy chaps. 27 &30. The God Species, chap. 11 Research the vanishing of the Aral Sea.



		<p>Activities: Final Paper or Project due. Class viewing of sections of Yann Arthus-Bertrand's Home and Werner Hertzog's The Cave of Forgotten Dreams.</p>
	<p>Session 13</p>	<p>Examination Two Hour Essay Exam in Class</p>
<p>Other Policies:</p>	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>	
<p>Prerequisites:</p>	<p>None.</p>	