



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
Yvonne Marie Murphy Love	ymm1	Abington College (AB)	Not Available

Academic Home: Abington College (AB)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(ART 144Z) Climate Change: Arts, Agency and Activism

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Climate Change: Arts
Discipline: General Education
Course Listing: Linked

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Abington Administration (ABAB_ABADM)

Effective Semester: Upon Approval

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course introduces students to contemporary art activism and environmental and humanitarian issues through research presentations, discussions and the production of artwork. It encourages students to imagine the effects of climate change and investigate how art can bring new ways of thinking about and bring a greater awareness to global issues. As part of a series of linked courses Biological Impacts of Climate Change (GS) and Climate Change: Individual Behaviors and Societal Attitudes (GN), participation can further explore combinations of artistic, humanistic and scientific ways of knowing while applying understanding attitudes and behaviors in response to the central theme of climate change; successful completion of any two of these courses fulfills 6 credits of Integrative Studies.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Below is a list of major topics to be covered in the course; a more detailed description can be found in the attached syllabus.

Basics of climate and climate change: 2 weeks

Artists as Environmental Activists: 2 weeks

Artistic responses to Environmental Activism: 2 weeks

Climate Change and migration/displacement: 1 week

Biological impacts of climate change: 1 week

Other ways of communicating and imagining climate change: 1 week

Responding, juxtapositions and the Exquisite Corpse: 2 weeks

Persuasion for Change: 1 week

Synthesis, research, reflection: 3 weeks

Course Description:

This course introduces students to contemporary art activism and environmental and humanitarian issues through research presentations, discussions and the production of artwork. It encourages students to imagine the effects of climate change and investigate how art can bring new ways of thinking about and bring a greater awareness to global issues. Media will vary depending on student ideas, it may include drawing, painting, video, sculpture, photography or installation art. Coursework integrates written, oral and visual communication. As an introductory course, assessment will be based equally on class discussion, research presentations, the content of art works produced and student's ability to articulate the synthesis of their work within the theme of climate change.

ART 144Z fulfills 3 credits of the GA Domain General Education requirements. ART 144Z may also be used in combination with either BIOL 144Z or PSYCH 144Z as linked courses to fulfill 6-credits of Integrative Studies.

The name(s) of the faculty member(s) responsible for the development of the course:

1 Name: Yvonne Marie Murphy Love (ymm1)

Title:

Phone:

Address:

Campus: AB

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Learning Outcomes

Students will;

1. Understand climate change as a complex problem
2. Communicate environmental concerns
3. Articulate issues related to climate change orally, through written word and visually
4. Demonstrate ability to research history, politics and science surrounding climate change
5. Demonstrate understanding of issues surrounding climate change
6. Use technique of juxtaposition to create new meanings and connections
7. Combine ideas and material process in new ways
8. Demonstrate ability to develop projects with collective agency both individually and within a group
9. Critically reflect on both individual projects and the projects of others
10. Synthesize biological understandings of climate change into art works
11. Synthesize understanding of psychological processes that shapes peoples' views of climate change into activism art works

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Achievement of objectives will be assessed through class participation and discussion, art projects, writing assignments, journals and presentations. Participation – is evaluated on class discussion, in class participation in hands on activities and work in group assignments and being prepared with readings and reading notes. Journal – Journal Assignments are embedded in the week to week schedule. Notes from lectures, vocabulary, artists, collages and photographs should all be included. Sketchbooks will be graded three times during the semester. A final reflection response in the journal will be graded separately. Report on a climate artist will be assessed on the student's ability to identify and understand the artists intentions and voice in the art work they present to the class. Final Project – In groups of 3-5 students, students will create a final project that integrates aspects of climate change introduced and discussed during the semester. Ideas will be developed collectively using the method of juxtaposition that was explored mid-semester. Final Journal Response – will allow students to further articulate their understanding of how they, and their classmates synthesized information, ways of seeing and their process in making their final art works. This final response, and the cumulative journal entries, will provide the instructor the ability to assess the students level of understanding and integration and how they developed over the course of the semester, using early entries as a benchmark.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

ART 144Z includes explicit curricular links with BIOL 144Z: Climate Change: Biological Impacts and PSYCH 144Z: Climate Change: Individual Behaviors and Societal Attitudes.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

ART 144Z Climate Change: Arts, Agency and Activism (3) is proposed as an approved course for General Education (GA). The course will satisfy 3 GA credits toward the General Education requirement, and can satisfy 3 credits towards the 6 credit integrative studies component of the general education requirement, provided students also take either BIOL 144Z: Climate Change: Biological Impacts or PSYCH 144Z: Climate Change: Individual Behaviors and Societal Attitudes to complete the integrative studies requirement.

A description of any special facilities:

NA

Frequency of Offering and Enrollment:

No restrictions on the frequency of offerings.

18 students is recommended, as it is a partial studio course.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

EFFECTIVE COMMUNICATION – Students will use discussions, journal entries, creation of visual art work, critiques and written reflections to utilize a multimodal approach to communication. Having a multimodal approach will help to deepen the student's awareness and understanding of the topics – as well as building on strengths and strengthening weaknesses.

INTEGRATIVE THINKING – The very core of this course is to connect students with what they know, and create a research-based approach to informing work that comes from their interests in knowing more about a specific area of climate change. It will further challenge them to understand how other artists have synthesized scientific and psychological issues in works around climate change and then to create art work that synthesizes their own research. Students will further develop integrative thought if they choose to take one of the courses linked with this course (BIOL 144Z, PSYCH 144Z) that will explicitly incorporate art made in response to climate change within the respective domain (GN, GS).

CREATIVE THINKING – Students will synthesize research, class presentations and discussions to create art works that give new meaning or other interpretations of how we view climate change.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

EFFECTIVE COMMUNICATION will be assessed through evaluating student's level of participation in discussion and critique, through their level of understanding and engagement in journal assignments, through class presentation and the final art project that they make.

INTEGRATIVE THINKING will be assessed in the final art project product, the final art project critique and the final journal reflection. Students will need to express their understanding of the science and psychology behind their work, and the works of their classmates and further relate that to the artists we studied, in all areas to receive a grade of "A".

CREATIVE THINKING is woven through all of the materials throughout the semester. Assessment of creative thinking will be assessed in class assignments, journal responses, and art works created.

General Education Domain Criteria

General Education Designation: Linked

Linked Courses

- | BIOL 144Z
- | PSYCH 144Z

GA Criteria

Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor

Demonstrate competence in the creation of works of art and design

Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works

Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

From end to end this course covers all criteria that a GA course should, centered on the theme of climate change. They will learn many approaches to the process of making art, the places in art history where artists are working as activists, and by making art throughout the course. They will research how other artists have expressed their concerns in the global context of climate change, and then themselves research an area of interest and make art works in different mediums to reflect their own concerns, and further communicate their experiences as they grow and change during the semester.

Integrative Studies

Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.

The intellectual framework of ART 144Z is not new, it is the natural way artists see, learn, describe and communicate the world around them. Combining a research-based approach with a randomized system of juxtapositions with both imagery and words, will expose students to new ways of thinking and new possibilities in solving global problems, and here the most challenging problem of our time. Students will begin by communicating their basic competence in understanding climate change, they will be exposed to several ways of making art, and will then combine ideas and process. Throughout the semester students will build on their knowledge through interactive assignments, discussions reflections and art making. Thus, art making, research on artists, lectures about art and social change, discussions and critiques will deepen all aspects of the Art Knowledge Domain.

BIOL 144Z will help students to increase their abilities to meet of the GN domain criteria described. Throughout the course, students will learn about methods of inquiry in the natural sciences used to understand climate change and the biological impacts of climate change, and construct evidence-based explanations for climate change and the biological impacts of climate change. Students increase their ability to demonstrate understanding of scientific claims and their application through investigation of case studies of the impact of climate change on the biota from the individual to the ecosystem level. Emphasis on evaluation of scientific research by examining the quality of the data, methods, and inferences used to generate scientific knowledge will be key to the course for students to be able to form conclusions about the impacts of climate change and the societal implications of these discoveries.

PSYCH144Z is intended to be an introduction to environmental attitudes and behavior research within the social sciences (GS), especially the fields of social and environmental psychology. This course allows students to understand the varied psychological processes, including individual attitudes, societal values, and personality traits, that shape a person's interactions with and feelings toward the physical environment within the context of global climate change. Drawing on methodology and theory in the areas of attitude change, social cognition, environmental perception, pro-social behavior, and emotions, this course will provide students with insight into how individual and group actions and mental processes can impact beliefs and actions toward global climate change while also providing a foundation for ways to alter those behaviors in meaningful ways.

Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

The theme of climate change inherent in BIOL 144Z, ART 144Z, and PSYCH 144Z creates a natural linkage for these courses. In addition, intentional and explicit components to strengthen the linkages between these courses have been embedded in each course with particular emphasis on opportunities for students to experience and practice integrative thinking across Knowledge Domains.

ART 144Z will be explicitly linked with BIOL 144 Z by using scientific data throughout the semester to support art making in response to climate change. This data will be delivered in the form of readings, discussions and lectures. Students will respond to the information in discussions, journal entries and art making. Specific linkage to the biology course will occur in the lectures on biological impact. Students will create a collage assignment juxtaposing images of impacted populations, biology and ecosystems.

BIOL 144 Z will be explicitly linked with ART 144Z by present student's artistic representations of climate change and environmental issues throughout the semester to initiate thought and research of biological issues related to climate change. For example, an image of an artistic piece by Ashley Cecil depicting the impacts of droughts on human food availability could be presented to students for their interpretation prior to discussing the impacts of climate change on agriculture and food for human populations in regions that will be impacted by more severe and frequent droughts.

ART 144Z will be explicitly linked with PSYCH 144Z through activities and assignments that prompt students to integrate psychological understanding of how people process new information based on individual behaviors and societal attitudes into a public art work. Students will read an article on crafting normative messages to protect the environment , and discuss, they will then create a piece of art that uses the psychology of persuasion for change. They will use words cut from previous articles and pair them with one of the images they made previously in the semester to create new meaning

PSYCH144Z will be explicitly linked with ART144Z through activities and assignments that require students to utilize social science research on messaging and persuasion into a critique of artistic rendering and exhibitions on climate change. Students will read research on emotional and informational appeals and then be presented with several artistic works on climate change along with the artists' description of the works. They will write a critique of the work, through the lens of a social scientist, that highlights the more or less effective elements of the work and explain contexts in which the work would be more or less well-received by the audience.

Further, the final art project requires student to synthesize information presented during the entire semester, including both biological impacts and humanistic approaches to understanding them.

Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

ART 144Z will be taught by an instructor with artistic expertise that is both capable of teaching a multi-media studio class, art history and has some knowledge in regards to art activism and specifically climate change. This instructor also will be responsible for the explicit linkages to BIOL 144 Z and PSYCH 144Z as described above with consultation with instructors of BIOL 144 Z and PSYCH 144Z.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Integrative thinking will be assessed through discussions, journal entries, projects and critiques and the final journal reflection. During critiques of the projects that are overtly targeted towards psychology and science, students will have used specific information presented in their art works, during the critiques of those works students would be required to articulate how they synthesized that information in the end product. Further, and more deeply, the final project will be a complete synthesis of all of the information they learned during the semester applied to a single area of climate change, for example they may choose melting polar

ice, and create a project that communicates the science of either the actual melting or its impacts, and consider the audience in the making to better communicate their idea in materials, size, scope and/or placement.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
----------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Potential Impact

Pre-Requisites

is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incomplection.

No pre-requisites or concurrent courses found

9. Critically reflect on both individual projects and the projects of others
10. Synthesize biological understandings of climate change into art works
11. Synthesize understanding of psychological processes that shapes peoples' views of climate change into activism art works

Integrative Studies: This course may be used to fulfill the Integrative Studies General Education requirement as part of a pair of linked courses if either **BIOL 144Z Biological Impacts of Climate Change (GS)** or **PSYCH 144Z Climate Change: Individual Behaviors and Societal Attitudes (GN)**, are also successfully completed.

Required and Suggested Readings

Maslin, Mark. *Climate Change: A Very Short Introduction*, Third Edition. ISBN 9780198719045 (Ch. 1&5)

McKibben, Bill, *I'm with the Bears: Short Stories From a Damaged Planet*. ISBN: 9781844677443

Caron, Rachel, *Silent Spring*; "A Fable for Tomorrow", and other chapters

Demos, T.J., *Decolonizing Nature, Contemporary Art and the Politics of Ecology*, Chapter 2

Read Article, "Crafting normative messages to protect the environment"

Suggested

Lippard, Lucy, *Undermining: a wild ride through land use, politics and art in the changing west*

Kolbert, Elizabeth, *Field Notes from a Catastrophe: Man Nature and Climate Change*

Davis, Heather, *Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments and Epistemologies*

Attendance

Attendance is mandatory and students are expected to arrive on time. Students missing class without an excused absence might not be provided the opportunity to make up all class activities and assignments. Excused absences include religious holidays and documented illness.

Expectation of Academic Honesty

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other student's dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonest violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

This course encourages sharing ideas and cooperative learning. It is expected that all work submitted will be yours. Any work submitted that is not your own will be considered a violation of the Penn State University's Academic Integrity Policy.

The Office for Disability Services: Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Disability Services Coordinator for the Abington campus is Heather van Brackel (hxv15@psu.edu or 215-881-7962). Her office is located in Sutherland 223, through the Testing Center.

In order to receive consideration for reasonable accommodations, you must contact Heather van Brackel, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, the coordinator will provide you with an accommodation letter. Please share this letter with your instructors and discuss the

accommodations with them as early in your course as possible. You must follow this process for every semester that you request accommodations.

Learning Center: The Learning Center at Penn State Abington, located in room 315 Sutherland Hall, is a resource to aide students in achieving academic success. Professional and peer tutors with an extensive background in a variety of subject areas, are available to assist students in: Mathematics, Writing and English, ESL, Languages, Sciences, Accounting and Statistics. Workshops on study skills, time management, note taking, and college reading strategies are also offered through the Learning Center. The Learning Center is open 9am to 5pm, Monday through Friday. Tutoring is available to students as walk-in appointments, however, scheduling appointments in advance is strongly encouraged. Students can register and make appointments at <https://abington.mywconline.com>. Free Online Tutoring is available through NetTutor for all Penn State Abington students. Students can register by visiting, www.nettutor.com, clicking the "Students" button, and following the log-in directions.

Grades

Grading will be assessed based on the comprehension of issues, technical and conceptual skills, class participation and discussions. Assignments turned in late will be marked down 3 points for each class period it is late. Even if you do not complete an assignment on time you are expected to come and participate in the critique of your fellow students work. **Being absent on a critique day will drop that project grade an additional 10 points.**

Climate Artist presentation	10 points
Final Project and Presentation	35 points
Journal grade	40 points
Class participation	15 points
Total	100 points

University Grading Scale

A	Outstanding 93-100
A-	90-92
B+	87-89
B	Good 83-86
B-	80-82
C+	77-79
C	Satisfactory 70-76
D	Poor 60-69
F	Unsatisfactory < 60

Supply List

Moleskin journal

1. **Participation** – is evaluated on class discussion, in class participation in hands on activities and work in group assignments and being prepared with readings and reading notes.
2. **Journal** – Journal Assignments are embedded in the week to week schedule. Notes from lectures, vocabulary, artists, collages and photographs should all be included. Journals will be graded three times during the semester. A final reflection response in the journal will be graded separately.
3. **Report** on a climate artist;

List of Artists

Minerva Cuevas (seascape, BP Oil Spill)

Argos Collective

Caleb Larson

Diane Burko

Richard Serra

Carle Andre

Nancy Holt

Jill Pelto <http://www.jillpelto.com>

Andy Goldsworthy

starrs & cmielewski - http://josephinestarrs.com/lx/?page_id=4

<http://www.subhankarbanerjee.org>

Lisa Autogena <http://www.autogena.org>

Amy Balkin <http://tomorrowmorning.net>

<https://artistsandclimatechange.com/tag/painting/>

<https://www.outsideonline.com/2229726/these-artists-are-trying-make-climate-change-feel-visceral>

<https://www.edwardburtynsky.com/projects/photographs/oil/>

4. **Final Project** – In groups of 3-5 students, students will create a final project that integrates aspects of climate change introduced and discussed during the semester. Ideas will be developed collectively using the method of juxtaposition that was explored mid-semester. Students will juxtapose ideas from several of the lists below, for example the project might be; DROUGHT, ETHNOGRAPHY, FOSSIL FUELS, HURRICANE. Your choice from the lists will challenge you to look at the complex issues from new perspectives, as well as research them in further depth. Your art project will be a public project to develop, enhance and contribute to a community conversation about the issues. It can be in the format of photography, projected images, film, words, drawing, installation, etc.

List Impact

Drought

Rising Seas

Melting Ice Caps

Animals living in areas they don't normally

Climates of Displacement/ forced displacement (small island states....)

Arctic Oil Rush

Disease

List of modes of expression

Stories

Ethnographies

Media

Experimental video

Film

Environmental sculpture

Earth works/ land art

Drawing – with material

List of Vocabulary

Flagship animals

Ecology

Global Warming

Climate Change

Environmental Activism

Visual Culture

Political Ecology
Anthropogenic pollution
Greenhouse gasses
Fossil fuels
Biodiversity
Sustainability
Greenwashing
Epistemology
Anthropocene
Indigenous People
Carbon Dioxide
Climate refugees
Permafrost

Places

Tuvalu
Maldives
Arctic
Greenland
Shishmaref
New Orleans

Storms

Hurricane Sandy
Hurricane Maria
Hurricane Irma
Typhoon Haiyan

Diseases

TIKA
Bird flu

Re- interpret data Maps, migration routes etc.

<http://sealevel.climatecentral.org>

<https://www.nytimes.com/interactive/2014/03/27/world/climate-rising-seas.html>

<https://www.youtube.com/watch?v=w17-3Lesnyw>

<https://www.edwardburtynsky.com/projects/the-anthropocene-project/>

<http://www.pbs.org/art21/episodes/season-4-2007/ecology/>

Tentative Class Outline

Week	Topic	Assignment
1	Introduction to Climate Change	<p>What is Climate Change? Students will view several short videos on the science of climate change and discuss.</p> <hr/> <p>Define the following guiding terms in your journal: Ecology Global Warming Climate Change Anthropogenic pollution Greenhouse gasses Fossil fuels Biodiversity Carbon Dioxide</p>
2	The world around you	<p>Read Introduction and Chapter 1 What is Climate Change from “Climate Change a very short introduction.”</p> <hr/> <p>Collage; Bring in an article from your newspaper this week that relates to Climate change.</p>
3&4	Artists as Environmental Activists	<p>How have artists have worked in and with their environment? View works by Andy Goldsworthy and Ana Mendieta. View works by artists who are activist and who have used language in art, Jenny Holzer</p>

		Assignment – Students research an artist – Choose an artist from the artist list, or other approved artist, and find 3-5 images to Give short oral report.
5	Artist Presentations	5 minute artist presentations Turn in Journal for Grade 1 Take a photograph of an issue in your neighborhood related to the Climate Change – send them to me.
6	Climate Change Photos	Student Climate Change photo issues discussion Write a response, print photo and put in sketchbook. What does the photo say, how does it say it? Where was it taken, describe what you see, is there anything implied? Group discussion of photos, what is common between them? What is different? Collect photos and pair them randomly, have students work together with juxtaposed images. What new meanings are created by the juxtapositions?
7	Climate and Displacement/ Photos and Titles	Read Ch. 2 Climate and Displacement in <i>Decolonizing Nature</i> (text mark) Take your photos from last week and give them a title. Discuss/critique – present photos. Glue photos into sketchbooks.
8	Impact	Read Ch 5 Impacts, <i>Climate Change a very short introduction</i> (text mark) Invite biologist for discussion; population, individuals, biology, ecosystems. Find images from a magazine that reflect issues discussed on biology and the ecosystem. Collage .
9	Other ways of communicating responses to climate change	Short stories Ethnographies Film Bring in an object from home that relates to the issues surrounding climate change. What is the object? What is it made of? Was it purchased? What is it used for? How does it relate to climate change? Small group compare/contrast exercise.
10	Exquisite Corpse	Activities – Using juxtaposition to create meaning. Exquisite Corpse is a method by which a collection of words or images is collectively assembled. Each collaborator adds to a composition in sequence, either by following a rule (e.g. "The <i>adjective noun adverb verb</i> the <i>adjective noun</i> ." as in "The green duck sweetly sang the dreadful dirge.") or by being allowed to see only the end of what the previous person contributed.

		Turn in Journal for Grade 2
11	Information and persuasion for change	Information and persuasion for change – invite psychology professor for discussion Read “Crafting normative messages to protect the environment” Design a sign using words cut from previous articles and pair with one of the images created.
12	Group Research	Form small groups for group project Gather materials for next week
13	Final project	Identify project, see assignment.
14	Final project	Continue working on project
15	Presentations	Presentations Turn in journal with reflection on final project, for Grade 3.