

FAÑOMNĀKAN (January to May) 2025**Syllabus****AR 384-01 Environmental Art Spring 2025****F2F Fine Arts Course: MWF 8.00am – 9.50am****College Of Liberal Arts and Social Sciences University of Guam****Instructor: Irena Keckes, Ph.D.****Email: keckesi@triton.uog.edu****Office: EC 117 EC / FA 203****Office: EC 117 E / FA 203, Office Hours:****TTH: 8.00AM-9.00AM****F: 11.50AM- 3.50PM****F2F class, Moodle, and office hours information***Classes will be conducted, face to face in FA 203 studio.***AR 384-01 Environmental Art course Spring Semester 2025 is F2F Fine Arts course. Class meets in studio FA 203, located in Fine Arts Building 2nd floor.**

We can set an appointment to meet during these hours if that is convenient for you.

You are welcome to email me to set appointment for face-to-face meeting. I am available at the phone number 777-0474 during regular business hours (8:00am – 5:00pm), Monday through Friday except weekends and holidays).

At any point during this course, you are welcome to contact me via email with any questions regarding instruction, assignments, instructions, advisement, or even personal issues. I check my emails frequently and will be able to respond to your inquiry withing the same day that I receive a message.

In your Moodle, there is a “Discussion Forum” where you can ask any question you might have about your assignments and the class. I encourage you to post your questions regarding the class and assignments, and I will answer your questions and offer any clarification that might be needed.

Class Etiquette and Rules for F2F classes:**T: +1 671.735.2700 F: +1 671.734.3575 W: www.uog.edu****Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913***The University of Guam is a U.S. Land Grant Institution accredited by the Western Association of Schools and Colleges Senior College and University Commission and is an equal opportunity employer and provider.*

Cell phones, iPhones or smart phones are not classroom research tools. Students are encouraged to conduct their research, to read art-related journals and use computers for more in-depth learning about art. I will post related links to articles and journals that will help you with your research, in particular with your essay assignment. Having meals during the class is not allowed.

Please eat before or after the class and use the class hours for focusing on assignments. Be respectful and mindful of others in the class.

If you feel sick, do not come to F2F class. Email me about your absence and reason for absence.

Student Support:

The following is a list of resources that students can turn to when they need support:

- ✚ Problems with the course instructions or other content?
Contact your instructor for clarification and assistance.
- ✚ Technical problems with UOG Moodle system?
Contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or by phone at (671) 735-2620.
- ✚ Problems with WebAdvisor or GoTritons student email service?
Contact the UOG Office of Information Technology (aka: the Computer Center) by email at helpdesk@uog.edu or by phone at (671) 735-2640.
- ✚ UOG Library Resources and Services
Go online to <https://www.uog.edu/student-services/rfk-library/>
- ✚ UOG Student Services
Go online to <https://www.uog.edu/student-services/enrollment-management-student-success/> to contact the Admissions and Records office, Financial Aid office, Student Life office, Housing and Residence, Counseling, Student Health, and other services.

1. Catalog Description:

This course is a 3 credit hours course, offered in Spring semesters (each SP semester). Environmental art is art that addresses social, cultural, and ecological issues relating to our environments; it represents a critical shift in the definition of art thus it caters experimental, research-based, practice-based, and conceptual approaches to art making. This course focuses on providing insights into conceptual and process-based practices of environmental artists, offering students a learning and exploratory space to inform their own lines of practical experimentation. Students develop understanding of how creative media is used to draw inspiration from significant environmental concerns and ecological concepts addressed through international movements of Environmental Art, Land Art, Earth Art, Eco-Art, and Eco-Feminism, significant

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environmental concern. Students engage in creative practice around above-mentioned topics and ephemeral aesthetics, biological, environmental, technological, and climatic forces that influence ecologically informed art movements and art processes. Research and reading material and discussions provide an intellectual foundation in this course with emphasis on process and creative practice, conceptual engagement, experimentation, and innovation.

Prerequisite: none.

The Course:

This semester focuses on both two and three-dimensional responses to the environment. We look back in time at a landscape that has fostered imaginative responses; we explore ecologically engaged art practices, and collaborative projects. The class creates works of art that aim to deal with specific issues and relationships to the environmental landscape. The primary objective of this class is for each student to begin building a visual vocabulary to express his or her person(self). The class will develop that artist in an integrated way- through experience.

Outline:

The course is divided into two sections.

Section 1 covers an overview of human response to the environment, focusing contemporary art practices. Topics covered include but are not limited to earthworks, ecological art, installations, site-specific art, eco-feminism, minimalism, conceptual art, non-toxic printmaking practices, and photography. Students create individual works. Natural materials or recycled materials may be brought to the classroom and students work there on developing their projects.

Section 2 discuss the methodology of creating a collaborative work. This activity requires research into building materials and methodologies, concept and expression and discussing it together, coming up with a solution for a collaborative project. The goal is to experiment and learn through experience and different ways of thinking and creating a meaning.

2. Assignments

- 1) Introduction to Environmental Art – Exploring Earth Art and creating an outdoor object, sculpture, or installation.
- 2) Ecofeminism – research paper, 2000 words.
- 3) Eco materialism – Art Book using different media or its combinations (drawing, painting, printmaking, baking, sewing, found materials, natural materials, collage, and more).
- 4) Land Art and Earthworks – installation, sculpture and land art created outdoor

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- (backyard, beach, trees), using natural materials found in nature.
- 5) Essay on theme of history of Environmental art and Land Art / Earth Art

3. Student Learning Objectives:

On completion of the course students will be able to:

1. Illustrate awareness and generate knowledge in Environmental Art practices and processes.
2. Create original artworks and artistically respond to environmental art themes related to sustainability and human impact on the environment.
3. Identify a range of artists who create inspirational environmental art masterpieces.
4. Apply uses of creative media and experimental process in creating 2D and/or 3D artworks and installations projects using natural or recycled materials to address an issue, a matter, or a problem related to the relevant ecological situation today.
5. Implement creative thinking skills in articulating an intellectual and practical response to issues of environmental art.

This course is aimed at creating conscientious citizens and critical thinkers who care for their natural environment. Environmental art education can strengthen students' connections with their environment. This pedagogy emphasizes a localized approach to learning that rests on collectiveness, experientialism, and student-centeredness (Biermann, 2008). This means guiding and challenging students creatively, physically, and emotionally through multisensory experiences and reflective discussions (Biermann, 2008). The goal of environmental art education is to broaden students' respect for nature and recognition of the need for ecological balance and sustainability. It is within this framework that students "make meaningful connections amongst cultural, political, and social issues" (Graham, 2007, p. 377). By having students participate and respond to the social forces that directly affect their lives, it will increase their awareness, connect students to nature, and encourage environmentally responsible behaviors. References: Biermann, S. (2008). Indigenous pedagogies and environmental education: Starting a conversation. *International Journal of Pedagogies and Learning*, 4(3), 27-38. Graham, M. A. (2007). Art, ecology, and art education: Locating art education in a critical place-based pedagogy. *Studies in Art Education*, 48(4), 375-391.

4. Student learning outcomes / environmental art

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Course SLO's	Program PLO's	Institution ILO's	Method of Assessment
<p>SLO1 Illustrate awareness and generate knowledge in Environmental Art practices and processes.</p> <p>SLO2 Create original artworks and artistically respond to environmental art themes related to sustainability and human impact on the environment.</p>	<p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other artists objectively.</p> <p>PLO5 Identify and evaluate the influences of fine arts in society.</p> <p>PLO6 Understand the history of one or more art, music, or theatre styles.</p> <p>PLO8 Identify the interrelationship of the arts.</p>	<p>ILO1 Mastery of critical thinking and problem solving ILO4 Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context.</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology.</p> <p>ILO6 An appreciation of the arts and sciences.</p>	<p>Analyze, examine, and discuss students learning outcomes through biweekly group critiques at the end of each assignment, and through mid-term self-assessment of students' portfolio; first 1:1 feedback session mid-term performance, studio practice, and students' outcomes; final assessment of students' portfolios; final 1:1 feedback session at the end of semester through examination of final portfolio submission.</p>
<p>SLO3 Identify a range of artists who create inspirational environmental art masterpieces.</p> <p>SLO4 Apply uses of creative media and experimental process in creating 2D and/or 3D artworks and installations projects using natural or recycled materials to address an issue, a matter, or a problem related to the</p>	<p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other artists objectively.</p> <p>PLO5 Identify and evaluate the influences of fine arts in society. PLO8 Identify the interrelationship of the arts.</p>	<p>ILO1 Mastery of critical thinking and problem solving.</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology.</p> <p>ILO6 An appreciation of the arts and sciences.</p> <p>ILO7 An interest in personal development</p>	<p>Examination of students' outcomes through biweekly group critiques at the end of each assignment. Assess SLO through mid-term self-assessment of students' portfolio; first 1:1 feedback session mid-term performance, studio practice, and students' outcomes; final assessment of students' portfolios; final portfolio assessment.</p>

relevant ecological situation today.		and lifelong learning.	
SLO5 Implement creative thinking skills in articulating an intellectual and practical response to issues of environmental art	<p>PLO1 Produce a senior project demonstrating mastery of one artistic skill using professional production values.</p> <p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other artists objectively.</p> <p>PLO10 Participate in their chosen field of artistic endeavor.</p>	<p>ILO1 Mastery of critical thinking and problem solving.</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology.</p> <p>ILO6 An appreciation of the arts and sciences.</p> <p>ILO7 An interest in personal development and lifelong learning.</p>	Biweekly group critiques of each assignment, mid-term 1:1 students' self-assessment and 1:1 mid-term feedback sessions; final portfolio examination at the end of the semester.
	<p>PLO1 Produce a senior project demonstrating mastery of one's artistic skill using professional production values.</p> <p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression.</p> <p>PLO4 Apply coursework learning in public displays and Performances.</p> <p>PLO10 Participate in their chosen field of artistic endeavor.</p>	<p>ILO1 Mastery of critical thinking and problem solving.</p> <p>ILO5 Responsible use of knowledge, natural resources, and technology.</p> <p>ILO6 An appreciation of the arts and sciences.</p> <p>ILO7 An interest in personal development and lifelong</p>	Biweekly group critiques of each assignment-artwork, mid-term 1:1 students' self-assessment and 1:1 mid-term feedback sessions; final portfolio examination at the end of the semester.

		learning.	
	<p>PLO2 Understand the artistic languages of the performing and visual arts by recognizing, determining, and identifying common terms, techniques, and methods of expression.</p> <p>PLO3 Analyze the creations and presentations of other artists objectively.</p>	<p>ILO1 Mastery of critical thinking and problem solving ILO5 Responsible use of knowledge, natural resources, and technology in creative art practices.</p>	<p>Analyze and discuss students learning outcomes through biweekly group critiques at the end of each assignment (assignments are biweekly). Evaluate and examine student learning outcomes through mid-term self-assessment of students' portfolio; first 1:1 feedback session mid-term performance, studio practice, and students' outcomes; final assessment of students' portfolios; final 1:1 feedback session (end of semester, final portfolio submission.</p>

5. Methods of evaluation:

Students may be evaluated on the technical, conceptual, and aesthetic qualities of the artworks produced. Technical qualities and aesthetic qualities are important, while conceptual engagement shows if and how the themes of the project have been addressed and reflected upon and an ability to develop ideas through artmaking. There will be several groups and 1:1 critique session. Two major critique sessions involve:

Formative Feedback/Assessment: Students will receive formative feedback in mid-term, which will include group critique and 1:1 meeting with the instructor.

Summative Assessment: examination of the work at the end of the course.

Assessment Criteria:

1. **Technical Quality:** Consistency of making prints throughout the course and mastering basic print methods, including preparing paper, processing plates, inking, and printing
2. **Aesthetic Quality:** composition, design, and overall effect of the print
3. **Conceptual Engagement:** demonstrates ability to develop and respond to ideas in an inventive, generative ways
4. **Research:** Shows an understanding of some of the formal, theoretical, and cultural contexts of the work in progress. This can be evidenced in preparatory, experimental, or finished work as well as in drawings (sketches), notes and workbooks.
5. **Resolution of Work:** The work selected for assessment will demonstrate an ability to isolate successful ideas, appropriate methods and material process, and develop these to completion
6. **Presentation of Work:** Student will demonstrate an ability to engage with decision making regarding to his/her presentation choices. This includes editing and installation of work
7. **Studio Practice:** Active participation in all aspects of the studio program – art making, research, engaging in discussion during crits. Not missing classes is an expectation of the course

6. Grading policy:

Grades reflect an identification of a level of accomplishment achieved throughout the course. Grading Scale includes Letter grades, Grade Points, Percent Grade, and Definition. Personal challenge, motivation, attitude, performance during group and individual critiques, attendance and a successful completion and a resolution of assigned projects influence the

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grade.

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

Requirements and Grading:

Journals / Sketchbooks: The student will be expected to keep a journal of all activities in this class. Think of the journal as a regular collection of drawings, writings, found images (from magazines, wastebaskets, and street corners), watercolors and thoughts that interest you. Can be

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thought of as a diary but best thought of as a collection of scraps, scrapes, scribbles, fragments that will reflect your thinking and developing your projects.

Final exam / critique and portfolio:

This is mandatory and can't be made up. Make sure you have a consistency as no making up in last week of the course or day will be possible, or after the semester finishes. Part of your grade is based on class presentation. Be prepared to discuss your artwork at the final 1:1 exam of your portfolio. You will turn in your portfolio and sketchbook for the final exam by due date (see the course schedule).

Attendance to all classes is a requirement. A student who misses class has to inform instructor prior to absence. No more than three absences are allowed unless there is a valid reason. Roll will be taken at the beginning of the class. Student's active engagement in practice and participation in critiques is essential and may contribute to achieving a better grade.

- a) Students are also responsible to keep the working areas clean and tidy up after themselves during or after the studio practice.
- b) do not be late to your classes. Maximum 15 minutes, academic quarter, may be tolerated. If late more than 15 minutes, it will count as absence. Maximum 2 absences are allowed. If absent more than 2 times you need to bring a valid notice of excuse, i.e., doctors note.

Assignments: All projects must be completed by the due date, all projects must be turned in as part of a portfolio at the end of the course. There will be a mid-term assessment of completed assignments, as well.

Sketchbooks / workbooks: Students are required to document their research through making and in writing in their workbooks. The format of workbooks will be discussed.

Understanding the academic environment:

University is different from schools. At the University, you are expected to find course readings and information resources independently.

Academic misconduct

The UOG Student Handbook prohibits plagiarism. I personally will not tolerate it. This also may include using another person artwork as ones' own work. In this class, evidence of plagiarism in any assignment will result in an F grade for the assignment; a second

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occurrence of plagiarism will result in an F grade for the whole course, and possibly a hearing at the Student Discipline Committee. By no means you can submit the work that is not your own creation, or the work that was made as part of other and not this course.

In this course we will practice academic integrity:

Honesty, trust, responsibility, fairness, respect for others.

Honest work is trusted and valued.

7. Americans With Disabilities Act (Ada) Statement:

If you have special needs for your learning environment, then you must register at the UOG ADA (Americans with Disability Act) Office call 725-2244/2971/2243. In compliance with the Americans with Disabilities Act (ADA), The Residence Halls, On- Campus Student Accommodation, can accommodate residents with disabilities. Any student with disability who needs to arrange a reasonable accommodation is encouraged to contact the **UOG ADA Accommodation Services**

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counselling and Advising Service Disability Support Services office to discuss your specific accommodation needs confidentially. A Faculty Notification letter will be emailed to me specifying your approved accommodations. If you are not registered, you should do so immediately at the Student Center, Rotunda office #5, sssablan@triton.uog.edu or ph/TTY: 735-2460, to coordinate your accommodation request.

- **IMPORTANT DATES: REGULARLY SEE UOG
ACADEMIC CALENDAR – UOG WEBSTIE**

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