COURSE INFORMATION
11:00am – 12:20pm
Tuesday/Thursday (Sec 002)
3 hours; Synchronous Remote
Delivery via Zoom

Professor Christopher Green
christopher.green@unt.edu
Please allow up to 24 hours
for a response by email.

Office Hours:
Tuesdays 1:00pm – 2:00pm
Virtual via Zoom; join via the
meeting code provided
through Canvas.

Course Description
As climate change brings about the breakdown of global ecological systems, humanity is faced with the urgent need to evaluate our place in those systems and reckon with our impact as agents of change. Art has long been a site through which societies have visually and materially expressed and explored their relationships to nature, both as a cultural-aesthetic construction and as a real site inhabited by human and non-human beings. This course will examine the changing nature of land, place, and environment in modern and contemporary art and its representation and deployment as a genre, theme, and medium over the last half-century. Approaching diverse art forms such as earthworks, painting, photography, installation art, and site-specificity from ecocritical and decolonial art historical lenses, we will consider the role of [the] E/earth in art as material, vibrant matter, pigment, place, and collective home of social, cosmological, and ecological relations.

Learning Objectives
By the end of the semester, a student who has satisfactorily completed the course will be able to:

1. Identify works of art and architecture based on recognition of visual forms and describe the works of art using discipline-specific terminology and vocabulary;
2. Describe the historical, social, and cultural context(s) of a work of art or architecture, particularly in relationship to histories and theories of the landscape and environment;
3. Write cogently in favour of a specific interpretation of a work supported by visual and historical analysis;
4. Research and analyze human-made or otherwise aesthetic interventions in the landscape;
5. Articulate connections and aesthetic relationships across different cultural, geographic, environmental, and historical boundaries;
6. Be able to visit online and/or in person museum collections, special museum exhibitions, galleries and other venues and demonstrate knowledge of visual literacy.

Materials
Course materials are not a required purchase for this course. However, the following book is recommended (not required) for purchase:


Most of this text will be required reading throughout the semester, though all required reading will be provided through E-Reserve at the UNT library (password: AEAH4801) or Canvas. Note that all page numbers correspond to those in the Fourth Edition. Additionally, you will be required to read or view online materials provided through Canvas and other resources

Content Disclaimer
Art can sometimes include works, situations, actions, and language that can be personally challenging or offensive to some students on the grounds, for example, of sexual explicitness, racist or stereotypical representation, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college’s practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

Technical Requirements and Assistance
Because this course will take place online, access to hardware and software necessary for participation in synchronous lectures and discussion held over Zoom is required. This includes speakers or headset, microphone, keyboard, internet access, word processor, and Zoom-accessible device (desktop computer, laptop, tablet, or smart phone).

If at any time personal circumstances or working conditions make it impossible to access the minimum required hardware and software for participation, please inform the instructor as soon as possible to attempt to make alternative arrangements.

UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
Student Academic Support Services

- **Code of Student Conduct**: provides Code of Student Conduct along with other useful links
- **Office of Disability Access**: exists to prevent discrimination based on disability and to help students reach a higher level of independence
- **Counseling and Testing Services**: provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- **UNT Libraries**
- **UNT Learning Center**: provides a variety of services, including tutoring, to enhance the student academic experience
- **UNT Writing Center**: offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- **Succeed at UNT**: information regarding how to be a successful student at UNT

Attendance and Participation

This class will contain a mix of participatory lectures and seminar-style discussion classes delivered through the Zoom client in Canvas. Your participation in all and any discussion is assumed, and students are expected to come to class having completed all the required readings and prepared to discuss the material. Students are expected to be in virtual attendance for the entirety of the class meeting. Video is encouraged but not required to be enabled at all times. Audio is required to be enabled at all times, but should be muted unless you are called upon to ask or answer a question or otherwise contribute to the discussion.

The participation grade will be negatively affected by disruptive or non-engaged behavior. Any student whose behavior is deemed disruptive or detrimental to the class will be asked to leave and marked absent. Virtual attendance is reviewed at the conclusion of each class. All students are expected to be present for the duration of the class time. If you are either late to the class session or leave it early by more than ten combined minutes, you are responsible for explaining the missed time to the instructor or he will assume it is intentional. If you are late twice, it will count as an absence. Students are permitted four “no questions asked” absences. A fifth absence, for any reason, will result in your being withdrawn from the class.

All class absences are considered unexcused unless shown to be otherwise. If you know you are going to be absent from a class due to an unavoidable prior commitment and/or religious holiday, it is your responsibility to notify the instructor at least 24 hours in advance in order to make alternative arrangements.

**COVID-19 Impact on Attendance**

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.
If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Acceptable Student Behavior
Student behavior that interferes with the instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. This may include excess noise from students’ microphones, disruptive video or screen activity, or distracting background imagery or activity in a student’s video feed. Students engaging in unacceptable behavior will be directed to leave the virtual classroom or removed from the conference call by the instructor. The instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Cheating, Plagiarism, and Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Any suspected act of dishonesty will result in a grade of “F” in the course. Further, the professor will write a letter to the Dean of the School of Visual Arts and the Dean of Students, who will pursue disciplinary actions at their discretion.

According to the Center for Student Rights and Responsibilities, plagiarism is defined as “the deliberate adoption or reproduction of ideas, words or statements of another person as one’s own without acknowledgement” (www.unt.edu/csrr). Copying material from any source without providing a citation (footnote or endnote) is a form of plagiarism. Likewise, if you paraphrase another author’s words or ideas, you must credit that person with a citation. While most incidents of plagiarism at the graduate level are unintentional, it is your responsibility to ensure that you accurately indicate which words and ideas are those of others.

Assignments and Grading
Assignment Policy
Unless otherwise noted, assignments must be submitted by the beginning of the class on the date they are due. Assignments should be submitted as Word documents (.doc or .docx) with the student’s last name, course number, and assignment title in the document name (eg. “Green_AEAH4801_Assignment 1.doc”). Assignments should be submitted via Canvas unless otherwise noted. If there are technical difficulties or serve outages, students may submit assignments to the instructor via email listed above.
The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing an assignment on time, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Late Work
Late work will be accepted for completion until the conclusion of the semester. However, for each class period an assignment is late, a half letter grade will be deducted down to an ‘F’.

Assignments

1. **Discussion Leader and Reading Responses** (2pg double-spaced) – Every student will be assigned a week of the schedule for which they will be a discussion leader alongside 2-3 peers. Students will be expected to lead the discussion of the readings for the rest of the class, including guiding questions that tie together the class readings and orient the class. On the day you are assigned as discussion leader, you are required to submit an individually written response to the assigned readings of the week. Reading responses should demonstrate an engagement with and critically respond to the assigned texts; they should not be summaries.

   **Due Dates:** See discussion leader assignments posted to Canvas

2. **Art-Site Analysis** (4pg double-spaced) – Students will write a short paper analyzing a public or place-based work of art, architecture, or visual material, such as a public monument, mural, video, built environment, or other visual intervention in/impact on the landscape, and the relationship of that work to the site in which it is located. The paper will ask students to draw on visual analysis as well as historical and material understandings of the site that the work is engaged with and in.

   **Due Date:** February 18

3. **Group Project** – Students will be assigned in groups and asked to choose and research a specific place and its historic and present-day environmental and political concerns and to propose a creative project to address those issues, such as a work of art, exhibition, or public intervention. Students will be responsible for a prospectus at the mid-point of the semester; an outline of their project which will be peer reviewed by another group; a presentation to the class on their project and a 4-5 page supporting paper that summarizes the project, research behind it, and all sources.

   **Due Dates:**
   - **Proposal** - March 4
   - **Peer Reviewed Outline** – March 18
   - **Presentations** - April 20 and 22
   - **Final Due Date** - April 27
Grading
Final grades are calculated by the following weighting:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Response</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Art-Site Analysis</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project Proposal and Outline</td>
<td>50 points each</td>
<td>10%</td>
</tr>
<tr>
<td>Presentations</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>300 points</td>
<td>30%</td>
</tr>
<tr>
<td>Participation (Discussion Leader and in-class participation)</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000 points</td>
<td>100%</td>
</tr>
</tbody>
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Total Points Possible for Semester/Grading Scale = 100

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>899-800</td>
<td>B</td>
</tr>
<tr>
<td>799-700</td>
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<tr>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>599-500</td>
<td>F</td>
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</tbody>
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Syllabus Change Policy
This syllabus is a living document that may be updated throughout the semester. Students are expected to keep track of all changes as communicated and/or updated through the course portal.

SCHEDULE
This schedule is tentative and is subject to change.

Week 1 Course Introduction
What is ecocritical art history? What does it mean to ask “Whose Land”?

January 12 – Course Introductions and Syllabus Review

January 14 – Discussion: Ecocritical Art History
Week 2 Geological and Ancestral Time

*How should we understand the timescale of the Earth’s landscapes and its occupations?*

January 19 – Lecture: Mounds, Archaeology, and Myth of the Pristine Environment

January 21 – Discussion: Whose land[scape]?

Week 3 – Representing Nature’s Nation

*How have “nature” and “landscape” been represented in American art over time?*

January 26 – Lecture: A Brief History of the Landscape in Art

January 28 – Discussion: Material and Abstract Histories of Landscape
- Karl Kusserow, “The Trouble with Empire,” in *Nature’s Nation*, 103-139

Week 4 Earthworks and Land Art

*What does “land art” mean in the context of modern and contemporary art?*

February 2 – Lecture: Introduction to Land Art
- Beardsley Ch. 1, pp. 13-39

February 4 – Discussion: Site/Non-site
- Robert Morris, “Notes on Art as/and Land Reclamation,” *October* 12 (Spring 1980)
- Tony Smith on the New Jersey Turnpike (1966)
Week 5 – Revisioning an Indigenous Landscape
How do Indigenous artists differently relate to place?

February 9 – Guest Lecture: Athena LaTocha

Attend live at 5:00pm CST or watch recording in advance of next class

- Review artist website: https://athenalatocha.com/

February 11 – Discussion: Indigenous Art and Landscape

Week 6 – Land and Body

February 16 – Lecture: Body and Performance in Landscapes
- Beardsley Ch. 2, pp. 41-57

February 18 – Discussion: Ecofeminisms
- Kelly C. Baum, “Earthkeeping, Earthshaking,” in Emily Scott & Kirsten Swenson, eds., *Critical Landscapes: Art, Space, Politics* (UC Press, 2015), 110-121

Week 7 – Public Art and Monument

February 23 – Lecture: Art in Public Places
- Beardsley Ch. 4, pp. 89-125

February 25 – Discussion: Land (Art) as Monument
- U.S. Wilderness Act (1964)

Week 8 – Urban Site and the Anthropocene

March 2 – Lecture: Site Specificity
- Beardsley, Ch. 5, pp. 127-157
March 4 – Discussion: Person-made Environments
- Miwon Kwon, “One Place after Another: Notes on Site Specificity,” October 80 (Spring 1997), 85-110
- Donna Haraway, “Anthropocene, Capitalocene, Plantationocene, Cthulucene: Making Kin,” Environmental Humanities, vol. 6 (2015), 159-165

**Week 9 – Politics of Nature - Environmentalism**

March 9 – Lecture: Environmentalism in Art
- Beardsley Ch. 6, pp. 159-201

March 11 – Discussion: Ecocriticism

**Week 10 – New Materialisms**

March 16 – Lecture: New Materialism

March 18 – Discussion: Listening to the Rocks and Rivers
- Lippard, Undermining, pt. 2 (see Canvas selection)
- Jane Bennett, “A Vitalist Stopover on the way to a New Materialism,” in Diana Coole and Samantha Frost, eds., New Materialisms: Ontology, Agency, and Politics (Duke University Press, 2010), 47-69

**Week 11 – Indigenous Ecologies**

March 23 – Lecture: Indigenous Ecologies

• **Recommended:** Kate Morris, *Shifting Grounds: Landscape in Contemporary Native American Art*, Ch.4, 81-113.

**March 25 – Discussion: Indigenous Art and Environmental Experience**


**Week 12 – Race and Environment**

**March 30 – Lecture: The Racialization of Space and Environment**


**April 1 – Discussion: Black and White Landscapes**


**Week 13 – Borders and Frontiers**

**April 6 – Lecture: Screening of Through the Repellent Fence (2016)**

- Sam Wainwright Douglas and Postcommodity, *Through the Repellent Fence* (2016) – also available on Amazon Prime

**April 8 – Discussion: Decolonizing Land Control**


**Week 14 – Exhibiting Climate Change**
April 13 – Lecture: Climate Change in Global Contemporary Exhibitions
  • Browse exhibition selections on Canvas

April 15 – Discussion:
  • Andrew Patrizio, The Ecological Eye: Assembling an Ecocritical Art History (Manchester University Press, 2019).

Group Presentations – April 20 and 22

Final Project due April 27, 11:59pm CST.

UNT POLICIES cont’d

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational
Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**Access to Information - Eagle Connect**
Students’ access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

**Student Evaluation Administration Dates**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [http://spot.unt.edu/](http://spot.unt.edu/) or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [ooe@unt.edu](mailto:ooe@unt.edu) or at (940) 565 2759.