

<b>Course title:</b> Art and Sustainability				
<b>Course code:</b> PPS 184	<b>No. of credits:</b> 2	<b>L-T-P:</b> 7 -11- 20	<b>Learning hours:</b> 28	
<b>Pre-requisite course code and title (if any):</b> Nil				
<b>Department:</b> Department of Policy Studies				
<b>Course coordinator:</b> Anandajit Goswami		<b>Course instructor:</b> Anandajit Goswami		
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<b>Course type:</b> Optional		<b>Course offered in:</b> Semester 3		
<b>Course Description and Rationale:</b>				
<p>This course is geared towards sensitizing students on different dimensions of sustainability by creating varying art forms through the core philosophical principles of introspection, reflection, action and liberation. While applying the four core principles of introspection, reflection, action and liberation, this course will delve into a liberating journey from the bonded sense of materialism by integrating notions of sustainability, efficiency and sufficiency while connecting with notions of human welfare and quality of life. This integration will be achieved through art forms like painting, music, dance, theatre and literary forms capturing the economic, social and ecological dimensions of sustainability. These art forms will be created by the student facilitated by a liberating journey through the action of art form creation, curated by the course coordinator. The course attempts to enable such an action after the first two core philosophical foundation principles of introspection and reflection are initiated.</p> <p>The course aims to develop a capacity of introspection and self-reflection among the students through the creation of art forms in order to inform, engage and motivate the humanity on ecological, social and economic dimensions of sustainability. Understanding of the trajectories of South Asian/Eastern and Western traditions of art forms and its varying applications with a practitioners' experimental perspective will be used as one of the methods in this course.</p>				
<b>Course objectives:</b>				
<p>The main objective of this course is to sensitize future sustainability professionals who can -</p> <ul style="list-style-type: none"> <li>▪ Appreciate the need for creating a self-driven and introspective, reflective, liberating journey towards understanding the economic, social and ecological domains of sustainability in their professional and public life.</li> <li>▪ Understand the definition of art, varying traditions of art and art forms from a historical perspective and the different principles, trajectories of art forms which can be applied in finding out solutions for making policies addressing sustainability challenges in professional domains</li> <li>▪ Create a bridge and integration between sustainability, efficiency and sufficiency principles of human welfare in a materialism driven society</li> <li>▪ Create a bridge between theory, principles and practices of sustainability in their professional life to offer solutions to sustainability challenges</li> </ul>				
<b>Course content:</b>				
<b>Module</b>	<b>Topic</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.	<p><b>Introduction to art and art forms for sustainability</b></p> <p>The module will be helpful in establishing the basis for self-reflection as a practice to address the objectives of this course. In this module, trajectory of art forms from selected spatio-temporal spaces will be studied for understanding alternative approaches to sustainability. In this the following questions will be addressed:</p> <ol style="list-style-type: none"> <li>a) What is an art, an art form and traditions of art?</li> <li>b) How the Indian and Western traditions differ?</li> <li>c) How the trajectory of art and art forms can aid in reflecting on different dimensions of sustainability?</li> </ol>	2		
2.	<p><b>Reflection on Art for Sustainability: An Overview</b></p> <p>This module will help the student to create a <i>bridge</i> between the theories, principles and practices of sustainability on the one hand and art forms on the other. It will address the following questions:</p> <ol style="list-style-type: none"> <li>a) What are the methods, principles and practices of art forms that have been <i>experimented</i> with to capture the dimensions of sustainability in both South Asian/Eastern and Western traditions?</li> <li>b) How does the <i>embeddedness</i> of nature and society vary in the South Asian/Eastern and Western traditions on the one hand and across time in both the traditions?</li> <li>c) What are the possible reasons behind such variances?</li> </ol>	2	3	

3.	<p><b>Actioning Art for Sustainability</b>  Building on the previous two modules, this one will be on the practice. It will demand self- reflective action on the part of the student to <i>create</i> the bridge, which will be established through the art forms created by each student (later in the course). The questions which will be addressed through this module are as follows:</p> <p>a) What are the forms through which the action(s) can be executed by a student to reflect on any or multiple dimensions of sustainability? [details in pedagogical approach below]</p> <p>b) How can a student locate or identify the <i>most</i> suitable form of action?</p>	2	2	
4.	<p><b>Liberating Art for Sustainability</b>  In this module the student is required to <i>create</i> a work following the reflection and action carried out in previous modules. In this module, the students will explore the following question: How can an individual liberate her/himself from the bonds that one has, such as materialism, through a self-creation of art form?</p> <p>Students can pick up any theme within the domain of sustainability, including and not limited to as, equity or justice or low cost technological options imbibing art and can create the art form accordingly. [Example: Against the theme of equity or justice one can choose issues of tribal rights, livelihood marginalization, changing rural and city landscapes].</p> <p><u>Practicals</u>  Here the task before every student is to create and submit through any of the forms below:</p> <ul style="list-style-type: none"> <li>• A short story, poetry, any literary output submission (A soft copy submission)</li> <li>• A painting/sketch/sculpture/clay art submission (through visual print outs of the creation with a proof that the student has created it)</li> <li>• A short documentary submission (in a 5 minute video)</li> <li>• A music composition submission (through a 4 minute audio/video production)</li> <li>• A theatre or dance form submission (as a group or solo act with a video submission)</li> <li>• Any other art form which any particular student wants to submit</li> <li>• A critical review of any book (with principles of reflection, action and liberation and centering around the domains of sustainability) (through a short 1000 word write up)</li> </ul> <p>Each creation has to describe how the principle philosophies of the course viz. introspection, reflection, action and liberation are embedded in the art form. Length of the description cannot exceed 500 words.</p>	1	2	20
<b>Total</b>		<b>7</b>	<b>11</b>	<b>20</b>
<p><b>Evaluation criteria</b></p> <ul style="list-style-type: none"> <li>▪ <b>Test 1:</b> A Critical Analysis of a self chosen book: 40% weightage  [Evaluation criteria: the student with more original, out of the box thinking and perspectives will be graded higher]</li> <li>▪ <b>Test 2:</b> Art form (short story, poetry, any type of literary output, painting, short documentary, dance video, music composition, any other art form according to the interest of the student): 40% weightage  [All submissions will be displayed on the campus and will be subjected to an online voting by faculty members and students in this course .</li> <li>▪ <b>Test 3:</b> Class Room Participation: 20% weightage. It will be based on the contribution by group of students in the discussion in the class. 5 groups will be created and a question related to certain themes surrounding sustainability will be posed before them. Member of each group will discuss among themselves before presenting their arguments. Evaluation criteria: establishing co-creation of knowledge and it's expression. All members in a given group will receive identical marks.</li> </ul>				
<p><b>Learning outcomes</b>  After attending this course, a group of future students and sustainability professionals will be created who will –</p> <ul style="list-style-type: none"> <li>• Have the ability to create and sustain an introspective, self – reflective (<b>Test 1 &amp; 3</b>), empathetic (<b>Test 2</b>), experimental perspective (<b>Test 2</b>) about bridging, integrating philosophies between the theoretical, experimental and practical aspects of social, economic and environmental domains of sustainability</li> <li>• Will be able to create application of different art forms in their professional and public life with four</li> </ul>				

<p>main components viz. introspection, reflection, action and liberation (<b>Test 2</b>)</p> <ul style="list-style-type: none"> <li>• Will be able to create a collective, integrated thinking around issues and principles of equity and justice surrounding sustainability by using different art forms (<b>Test 3</b>)</li> </ul>
<p><b>Pedagogical approach</b></p> <p>Classroom discussions, open debates and questioning of conventional approaches of sustainability through art forms in order to create a philosophical bridge between theory, principles and practices of sustainability will be a key component.</p> <p>An experimental mode of approaching the issues of sustainability through self learning and art form experimentation to generate new sustainability products for the society will be the other. This will be introduced to enable the students to reflect, create, act and then liberate themselves to observe, express sustainability domains in newer ways and forms. The course will also motivate and inspire students towards:</p> <ul style="list-style-type: none"> <li>- Picking up streams of art – music, dance, sound, literature, films, etc. and examples from them for case study analysis to discuss how sustainability is analyzed and explored through these case studies. The case studies will help in understanding the experimental modes of art forms for reflecting on the social, economic and environmental domains of sustainability.</li> <li>- Interactions with “A Sustainability Experimentalist” from any art field</li> <li>- Interactions with a noted musician, writer, singer or any performer/sustainability experimentalist through classroom interaction</li> <li>- Picking up of any relevant book focusing on the core principles of reflection, action and liberation component of sustainability</li> <li>- Critical book review with a focus on reflection, action and liberation component of sustainability</li> <li>- Original Unique Interpretation of Certain Artefacts and its implication for sustainability (by every student) based on the understanding from the reading materials for the course</li> <li>- Reinterpretation of sustainability issues (any issues – social, economic, environmental and ecological) through an original short story/critical review submission of any vernacular/national/international existing book (with principles of reflection, action and liberation and centering around the domains of sustainability) which the student wants to opt for</li> <li>- In the practical segment of the course , each student will have to pick up any art stream like short story, poetry, any literary output, painting/sculpture/sketch/clay art (through visual print outs of the creation with a proof that the student has created it), short documentary (in a 5 minute video), music composition or production (through a 4 minute audio/video production), maximum 10 minute theatre production (as a group or solo act with a video submission), photography (through visual print outs) and submit it for display all across the university for open online voting. Each of the creation has to describe how the principle philosophies of the course viz. introspection, reflection, action and liberation are coming out of the art form by imbibing the different principles of sustainability. For every art form creation that description has to be given succinctly by each student in 500 words.</li> </ul>
<p><b>Materials</b> (*= compulsory readings)</p> <p><b><u>Module 1:</u></b></p> <p>* N. Blanc, &amp; B. L. Benish (2016) <i>Form, Art and the Environment: Engaging in Sustainability</i>. Taylor &amp; Francis.</p> <ul style="list-style-type: none"> <li>- Part 2: Chapter 3- Alternative Paths to Sustainable Development via the Arts</li> <li>Part 3. Chapter 3 - Framing activity, process and experience as art</li> <li>Part 6. Chapter 6 - Making New Local Economic Cycles</li> <li>Part 7. Chapter 7 - Creative Individuals: Local Production, Lifestyle and Robinson Caruso</li> <li>Part 8. Chapter 8 - Artists as Scientists, Macro to Micro</li> </ul> <p>* M. Pointon (2014) <i>History of art: a student's handbook</i>. Routledge.</p> <ul style="list-style-type: none"> <li>Chapter 1: Engaging with Art</li> <li>Chapter 2: How art historians work: training and practice</li> <li>Chapter 3: Art History as a Discipline</li> <li>Chapter 6: And what are you going to do now?</li> </ul> <p>Sacha Kagan (2011) <i>Art and Sustainability: Connecting Patterns for a Culture of Complexity</i>, Transcript-Verlag</p> <p><b><u>Module 2:</u></b></p> <p>* Desai, D., Hamlin, J., &amp; Mattson, R. (2009). <i>History as art, art as history: Contemporary art and social studies education</i>. Routledge.</p> <ul style="list-style-type: none"> <li>Chapter 2: Using Visual Historical Methods</li> <li>Chapter 4: Artists in the realm of historical methods</li> </ul> <p>Glen Coutts and Timo Jokela (2010) eds. <i>Art, Community and Environment: Educational Perspectives</i>, Intellect Ltd</p> <p><b><u>Module 3 &amp; 4</u></b></p> <p>* Desai, D., Hamlin, J., &amp; Mattson, R. (2009). <i>History as art, art as history: Contemporary art and social studies</i></p>

*education*. Routledge.

Chapter 6 – Introduction to teaching toolkits: Visual Approaches to teaching about history

Chapter 3 – Curriculum as a creative process

C. Spretnak (2014) *The Spiritual dynamic in modern art: art history reconsidered, 1800 to the present*. Springer.

**Suggested Readings:**

Sarnath Banerjee (2005) *Corridor: A Graphic Novel*, Penguin Books

Anandajit Goswami (2017) *Lucy and The Train: Tryst with Sustainability*, TERI Press

**Student responsibilities**

The students are expected to submit book review/critical analysis article, sustainability products of their choices on time and should freely ask unconventional questions in the class and seek for solutions to those questions in their sustainability products.

**Course Reviewer**

1. Dipankar Gupta, Retired Professor, Jawaharlal Nehru University
2. Sreedeeep Bhattacharya, Fellow, Shiv Nadar University
3. Avijit Chakraborty, Visiting Faculty, Ambedkar University

**Prepared By**

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