

GLOBAL ECOLOGIES STUDIO SUMMER 2016

STUDIO + SCIENCE in IRELAND: An AICAD/PALS Curricular Initiative

Dear Colleagues and Students,

We are excited to share an AICAD curricular initiative from the Partnership in Academic Leadership in Sustainability, PALS. Our ambition is to foster cross-institutional dialogue around sustainability and social practice, and present an opportunity to connect students from different AICAD schools under one learning experience. AICAD is the Association of Independent Colleges of Art and Design, a consortium of the leading forty-two specialized school of art and design in the United States and Canada, and as such includes a rich diversity of institutions committed to teaching new generations of artist and designers.

Global Ecologies Studio, a six credit summer course hosted at The Burren College of Art on Ireland's Atlantic Coast, offers a unique, international experience where students are afforded a chance to engage with peers from across art and design colleges globally. This allows students to build relations by bridging ideas and regional cultures; facilitating a diverse and enriching experience that furthers an international artistic dialogue in conjunction with increased engagement around ecological concerns.

This course presents a dynamic way to bring together the institutional connectivity that has been formed through PALS and the AICAD community and is open to all AICAD students to participate. Listed below are some of the wonderful opportunities we anticipate for students participating in a blended studio + science course hosted at The Burren College of Art:

- (1) The course provides a multidisciplinary, hybrid learning environment with attention to creative research, supporting a more informed and rigorous art practice.
- (2) The course provides an opportunity for creative responses to the theoretical ecological material presented, linking theory with practice.
- (3) The curriculum is supported by experienced studio and science faculty, providing a multiplicity of perspectives and vocabularies, and a rigorous scientific grounding in concepts and theory.
- (4) The Burren landscape provides an immersive learning laboratory by which to fully integrate scientific concepts, and inform and inspire a studio practice.
- (5) The course will provide an opportunity to engage with visiting artists and community members from the region.
- (6) The Burren College of Art provides extensive studios and facilities in which to develop your work.
- (7) The Burren is a place of deep history and scenic beauty and offers an opportunity for contemplation and examination of one's owned lived experience. Global travel and immersive

opportunities in distinct cultures provide a rich learning experience that has profound influence on one's practice and life. This course offers a chance to step outside one's own regional environmental and social circumstances to reflect on the global anthropogenic impacts across ecological systems, and make work in response to shared ideas and experiences.

Burren College of Art GLOBAL ECOLOGIES STUDIO SU16: MEET THE FACULTY.....



Hugh Pocock

Born in New Zealand and raised in the United States, Hugh Pocock’s work seeks to integrate the dynamics of natural and cultural phenomena. Pocock’s work inhabits the space where the “natural” and the “technological” are inseparable. Organic materials, such as water, air, salt, wood and earth and the processes of labor and industry are the platforms on which Pocock’s work are built. The history and metaphor of the human relationship to natural resources, time and

energy are among the issues Pocock investigates in his sculptures, installations, performances and videos. Over the past two decades, he has shown his work in Los Angeles, San Francisco, New York, Santa Fe and Baltimore, as well as internationally in the former Soviet Union, Germany and China. His work has been exhibited in galleries and museums including Portikus Museum in Frankfurt, Germany, the Wexner Museum, the Santa Monica Museum of Art and the Baltimore Museum of Art. Pocock’s work has also been built for “non-art sites” such as private homes, movie theaters and farms. He received his BFA from the San Francisco Art Institute and then completed his MFA at UCLA in New Genres.

Hugh Pocock is a full time faculty member at the Maryland Institute College of Art and is the founding coordinator Concentration in Sustainability and Social Practice. He has been the MICA PALS Fellow since 2010.

Some of his work can be found on his “under construction” website <http://hughpocock.com/>

TEACHING: What would a classroom experience with Hugh look like?

As an instructor I hope to create an experience where the validity and vitality of contemporary art making is alive and tangible. I believe that the making of art is both socially and personally transformative. Through the courses that I have developed I hope to bring students closer to their own personal direction and place within the arena of art. This is done through research and practice. It is also done with experimentation, risk taking and a rigorous sense of playfulness. My primary focus of teaching is in the courses *Climate Change and Sustainability for Artists and Designers*, *Baltimore Urban Farming* and *Water*.

I am very excited to co-teach Global Ecologies Studio at the Burren College of Art this coming summer. I believe this is a truly unique and dynamic course with which we will look at our world as a type of total ecology, one in which there is no separation between humans and nature. I am looking forward to teaching this course concurrently with its Science component as it is a unique opportunity to immerse students studio practice within this discourse.



Emily Bosanquet

Emily Bosanquet is an interdisciplinary scientist interested in describing the connections between natural phenomena, social and cultural dynamics, and the political, legal, and economic institutions that organize our lives. Bosanquet teaches at the Pacific Northwest College of Art (PNCA) where her current research interest is in supporting cross disciplinary dialogue between artistic practices and scientific methodologies within a pedagogical

framework in order to address social and ecological concerns.

Bosanquet has worked as a geologist and environmental scientist in Australia, South East Asia and the United States, and studied at the University of Edinburgh, Scotland and the University of California, Santa Barbara. Bosanquet has developed and currently teaches a variety of undergraduate science curriculum, as well as classes in critical pedagogy in the MFA Print Media program. Bosanquet is the PNCA representative to the Partnership for Academic Leadership in Sustainability, and the principal investigator for a five-year grant with NOAA Fisheries and the founder of the Art + Science Initiative at PNCA.

TEACHING: What would a classroom experience with Emily look like?

To me, teaching becomes this wonderful opportunity to collectively interrogate the world and reveal something interesting, both about the material we are examining, but also about ourselves.

I invite students to participate in a rigorous journey, exploring scientific concepts and ideas, and attending to the patters of social and economic ideologies at play when investigating any material. Most of my teaching is done through engaged discussion and in response to written and visual material. I combine key scientific text with contemporary readings and case studies. Students will be asked things like: Why does the moon represents a moment in time? Should we price “nature” with financial mechanisms to preserve it? and how would you define the difference between nature and wilderness. Students draw, write, annotate and present their ideas and conceptual understanding of material presented over the course.

Discussion, critical engagement and cultivating community guide the classroom dynamic. To quote John Dewey “*language use is a social activity where theory and experience meet for the discovery of meaning and purpose*”. We come to comprehend the world through our engagement and dialogue, and the classroom is a potent place where generative and transformational learning can be realized. I strive to make the material relevant, engaging and supportive of a critical and emancipating lens by which to make work and examine the world.

My ultimate desire in the classroom is to support students in finding their agency and voice in the world.

Art + Science: Why Do Both?

What is really unique and enriching about taking a science course in combination with a studio practice is the opportunity you have to make and respond to the scientific content; transforming, translating and situating the science in the cultural sphere, thereby allowing for a different sort of access, interrogation and response. As we consider the social and ecological concerns we face as a society—biodiversity loss, water scarcity, climate change, environmental and social justice—we can incorporate scientific investigation alongside creative research, making, and collaboration with scientists and communities to foster new critical ways to engage and conceptualize the concerns.

Global Ecologies Studio will develop and inform your art practice, supporting you as you become an independent critical thinker and maker surrounded by a peer group of international artists, and connecting you with regional professionals as you gain familiarity with current ecological discourse. You will have access to faculty with expansive experience in teaching in art colleges and with strong professional practices, and be immersed in the fascinating cultural history and the inspiring and scenic beauty of the Burren landscape.

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