

GIS4646 The Sustainable Object/Sustainable Environment  
Arts & Sciences Sculpture Studio 142

M/W 2:30-4:20

*"If success or failure of the planet and of human beings depended on how I am and what I do... How would I be?  
What would I do?"*

– Buckminster Fuller

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The Sustainable Object/Sustainable Environment utilizes the topic of ecological sustainability and conservation to drive the conceptualization and hands-on creation of sculptural and functional art objects. Buckminster Fuller's question serves as a question of enduring value, since his sentiments underscore individual responsibility in shaping the course of the world and our environment. We are beginning with the premise that individuals must assume responsibility for the well being of the environment by "rethinking and remaking the way we make things." (McDonough and Braungrat).

### Course Description

This team-taught and interdisciplinary course offers students the opportunity to make three design objects informed by an intellectual investigation of sustainable design and the eco-effective use of materials. Trends in Eco Art, Earthworks, Site Specific Installation and Land Art will be examined along side topics in Biodiversity, Sustainability and Global Conservation Efforts.

The course will culminate with a public display of student *sustainable object* projects on Friday, April 22<sup>nd</sup> at The Noyes Arts Garage Stockton University, 2200 Fairmount Ave, Atlantic City. Planning and installing the Arts Garage exhibition of sustainable objects and projects created in this class will be the Service-Learning project.

The goals of this course are ambitious. If all goes as planned, we will have time to design and make three sustainable objects: a surfboard, a wearable garment and wallet, and a dwelling. Time and resources permitting we might explore a Raku pottery project in conjunction with the university's forest management "prescribed burn" and conduct research into sustainable ceramics and the unique clay deposits of Southern Jersey. Flexibility, learning from mistakes, and group collaboration will be integral to our success. Stamford University's *Design Thinking* methods will guide our hands-on "object-making" process. Consider your Professors Project Manager Mentors. You and your classmates are The Design Team.

In sum, the sustainable objects you make will be presented as works of art, while everything else you produce in this class may be exhibited as supporting educational or marketing material to deliver a message of sustainability to our greater Stockton and Atlantic County community.

### Organization

In the spirit of sustainability, all important course content will be published to Blackboard. If you need help in how to navigate GIS 4646 Blackboard course web site. The staff at the Help Desk staff are available to assist you. Erin O'Hanlon, Program Assistant for Service-Learning, has offered to orient students to Blackboard. (See her contact info below). Course themes are organized into modules. Modules integrate learning resources such as web links, streaming media with homework assignments, discussions, and Design Thinking activities that will inspire and support student design and creation of a sustainable object.

Check your Stockton University Email and the GIS4646 Blackboard course web site several times a week for updates and important information.

Help Desk

609-652-4309

helpdesk@stockton.edu

Service-Learning and Engagement: GEN 3851

Grade for SRLN is P/F

The Service-Learning project of this class is integral to all course work and outcomes. Students will be directly involved in planning the April 22nd public exhibition of the sustainable objects, ideas, educational materials, research projects created class. Students will be working with The Noyes Museum staff, Service-Learning and Professors Hall and Hutchinson to create educational and display materials (posters, data, wall signage etc.) that will promote the message of sustainability.

The Project is to partner with the Service-Learning staff to facilitate and structure interaction with the community partner, The Noyes Arts Garage.

- You will work with the Service-Learning staff and Professors Elizabeth Hall and Ron Hutchinson to develop a project plan, deadlines and documentation/reflection of Service-Learning.
- You will work side-by-side The Noyes Arts Garage staff and gain hands-on experience with installing two and three-dimensional objects in a gallery setting, and how to display and market objects to optimize both an aesthetic experience and public engagement with the works.
- You will work with Service Learning, The Noyes Arts Garage staff and other community partners to maximize community outreach and engagement.

Real-World benefit

- The public exhibition and Service-Learning component will be important real-world experience to include on your resume.

Service: You are Artist/Scientist Citizens of the World. You will gain direct experience with the power of art to communicate critical issues related to a sustainable future: *“If success or failure of the planet and of human beings depended on how I am and what I do... What would I do? Also, the role of The Stockton Noyes Arts Garage in providing a platform for visibility of these issues as well as serving the greater Atlantic County community. In particular, the project serves the local residents of Atlantic City who may not otherwise engage with Stockton students or benefit from student environmental activism and concerns for a sustainable Atlantic County or their efforts to be responsible and engaged “citizens of the world.”*

**Important SRLN dates:**

In-class orientations/ Liability Waiver/GEN3851 assignment #1	Due Feb. 22
Pre-Test Survey/GEN3851 assignment #2	Due March 11 (The Friday before Spring Break)
Project Plan/ GEN3851 assignment #3	
A Celebration of Service-Learning Event	April 14
Gallery installation surfboards + objects at The Arts Garage	April 17, 18, 19, 20 + 21
Public Opening at The Arts Garage	April 22 5:30PM-8:30PM

SRLN contact info: 609-652-4256

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### Teamwork

You will form Design Teams of to collaborate on the making of the surfboard and dwelling projects. Smaller projects, like the garment and wallet, will be done individually.

### Textbook

*Cradle to Cradle: Remaking the Way We Make Things*, Michael Braungart and William McDonough.

*Optional: Woodworking Basics-Mastering the Essentials of An Integrated Approach With Hand and Power tools*, Peter Korn

Handout Packet: posted to Design Thinking module

*Design Thinking*, Stanford University D School (retrieved December 1, 2015)

### Documentary Films:

*Angel Azul*, Dir. Marcelina Cravat-Overway, Perf. Jason de Caires Taylor. Candy Factory Films, 2015.

*Waste Land*, Dir. Lucy Walker, Perf. Vik Muniz. January 24, 2010. Art House Films (English), 2011.

*Emptying The Skies*, Dirs. Jeffrey Kimball, Douglas Kass, Roger Kass, Perf. Jonathan Franzen, Peter Berthold, Martin Hellicar, Sergio Cohen Tanugi, David Conlin, Piero Liberati, Andrea Rutigliano. April 22, 2015

### Web Links & Streaming Media

Links to relevant web-based resources and streaming media are built into our Blackboard course web site. You will use these resources to completed in-class assignments and homework.

### Books on reserve

Buckminster Fuller: *Designing for Mobility*, J. Michael Gorman, (2002)

*Assemblage, Environment and Happenings*, Kaprow, Allen PN3203.K3

*Earthwork: art and landscape of the sixties*, Boettger, Suzaan, N6494.E27B642002

### IDEA Objectives

- Teamwork and Collaboration - The ability to join with others to achieve a common goal.
- Creativity and Innovation - The ability to generate ideas, take risks, and recognize opportunities in problem-solving, relationships, or self-expression.

### General Studies Objectives

Objective 2: Commitment to citizenship through the ability to make informed decisions about public issues-- and of one's responsibility as an individual for the social whole.

Objective 8: Appreciation and understanding of artistic experiences as reflections of the depths and quirks of the human spirit.

Objective 7: Development of a conceptual framework with which to assimilate new experiences – and the ability to adapt it.

Objective 9: Scientific knowledge of the physical world, and understanding how that knowledge is attained and evaluated.

Outcomes

1. Work collaboratively and as part of a group to realize a singular vision.
2. Create works of environmental design and art objects that demonstrate the relationship between living systems and their physical environment.
3. Identify historically important environmentally friendly art movements, artists, and works of art.
4. Discuss the basic principles governing the production of waste and garbage-integral to our way of life but all with potential as serious polluters
5. Engage in critical analysis of their class projects and ideas, as well as the work of their contemporaries using aesthetic and scientific language and criteria.

Regular Attendance and Work Habits

Success of this course depends on you. As a project-based and experiential course, the work won't get done unless you come! For each studio/lab session you will be graded on your "Studio Lab Session Work Habits".

Class policies:

- We encourage the use of your electronic device for course-related research and activities. For example, your cell phone may be used to research topics discussed in class and to photo documentation of class activities and your sustainable objects.
- However, texting or use of a cellular device or tablet that distracts you from class activities, lectures and assignments will be considered a disturbance. Disregard for this policy rules may affect the student's final grade outcome.
- If you need to leave a class early, please let us know at the beginning of the class. We will take a ten or fifteen-minute break mid-way through each class session.
- The class policies are in effect during the entire semester.
- We will provide most of the big item supplies for this course, you will be required to purchase some basic items that we estimate will cost to range from \$20.00-\$50.00 for the semester.

Disabilities

Stockton University is ADA compliant. Students who need accommodations should see the instructor after class and visit the Learning Access Program (J-204). The university's ADA information can be found here: [Procedure%20for%20Accommodating%20StudentswithDisabilitiesinResidentialLife.pdf](#)

Plagiarism Policy

As an academic institution of merit and integrity, Stockton College affirms its commitment to the honesty and excellence of research and pedagogy conducted by members of the Stockton academic community. Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by severe sanctions including suspension and expulsion. The Stockton College policy can be viewed on-line: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>

Grading:\*The Professors may adjust the value or weight of any and all assignments at any time during the semester.

Completed Sustainable Objects: (Surfboard, Garment, Wallet, Dwelling)	30%
Individual Assignments (both in-class and homework), Quizzes	15%
Public Exhibition Project at Noyes Arts Garage	50%
includes planning, creation of educational and display materials (posters, data, wall signage etc.) and attending the opening event on April 22nd	

Method of Course Evaluation

- Each student is graded individually on Work Habits at the end of each studio/lab session. If one Group member has a low grade for Work Habits, it will not negatively affect the other Group members' Work Habit Grade. It will not affect the Groups' grade for their finished Sustainable Object.
- Each lecture session will include a finite assignment activity to be completed for homework and due the following week.
- Completion of an exhibition-ready Surfboard. A completed Surfboard worthy of public exhibition depends upon your commitment to this course, your individual Work Habits and your Design Team.
- Individual Students will receive a zero for any non-completed Individual Assignments.
- Completion of Final Dwelling Object and contribution towards planning, making, installation, take down and engagement.
- Due to the time sensitive design of this course, we cannot accept late or make up for the major Sustainable Object projects.
- Extra Credit available for assisting the Professors outside of class time with transporting and storing Surfboard and Dwelling projects while in-progress.

Letter Grade	Point Ranges	Grade Point Value
A	90 - 100	4.000
B	80 – 89	3.333
C	70 - 79	2.333
D	60 - 69	2.000
F	0	0.000

Sustainable Object Schedule: may be re-sequenced at any time and at the Professors' discretion.

January February  
Garments and wallets objects

February March  
Surfboard object

April  
Service Learning Engagement / Noyes Arts Garage exhibition preparation  
Posters, educational, "curatorial" and marketing materials  
Preparation of sustainable objects for exhibition  
Out reach to community and community partners  
On-site installation at The Noyes Arts Garage  
Public opening at The Noyes Arts Garage

Recap of Important Dates:

March 12-20 Spring break  
April 14–Celebration of Service  
April 16–all sustainable objects must be completed and ready to hang, display, present  
April 18-21 Installation at Noyes Arts Garage  
April 22<sup>nd</sup>, evening Opening at Noyes Arts Garage

Individual Assignment Sequence: assignments may be added or subtracted to this list.

Below is a list of finite assignments that will compliment the bigger Sustainable Object projects. Students are graded individually on the activities listed below. To conserve on the use of paper and save trees, instructions are published to Blackboard under main menu “Assignments.” Most assignments are to be turned into Blackboard tool.

1. Define Sustainability
2. Garment Prototype: narrative or description
3. DIY (Do It Yourself DIY) eco garments
4. DIY (Do It Yourself) surfboard-making
5. Waste Equals Food blog diary
6. Land Art Proposal for Stockton campus parking lot: Written narrative

Schedule: changes in this schedule announced in Blackboard and at beginning of class.

Bring to every class session: notebook or sketchbook, Sharpie pens, pencils, pens, tape measure, or ruler.

#### Module I: Garment

Jan 20

Introduction + Course Expectations + Projects

Homework

Read: Cradle-to-Cradle, Chapter 1, [A Question of Design](#)

Read: Design Thinking Packet

Survey

Jan 25

TEDTALK: William McDonough on “Cradle-to-Cradle” design

In-class Brainstorm session - define “sustainable” and “sustainability

[Rethinking The What We Wear](#): fashion, garments as art with a social purpose

Work Habits: procedures + expectations

Jan 27

Studio Lab Session: Garment-making using pattern, staples, Tyvek

Homework reminder due Feb.1:

Empathy Interviews - Why a surfboard?

April 25<sup>th</sup>- last day of class

Public Presentation Planning