

**Glasgow School of Art Course Specification**

**Course Title: Arts, Health and Wellbeing: Mindfulness, Environment and Context**

*Course Specifications for 2020/21 have not been altered in response to the COVID-19 pandemic. Please refer to the 2020/21 Programme Specification, the relevant Canvas pages and handbook for the most up-to-date information regarding any changes to a course.*

<b>Course Code:</b>	<b>HECOS Code:</b>	<b>Academic Session:</b>
	TBC	2020-21

<b>1. Course Title:</b>
Arts, Health and Wellbeing: Mindfulness, Environment and Context

<b>2. Date of Approval:</b>	<b>3. Lead School:</b>	<b>4. Other Schools:</b>
PACAAG July 2020	School of Fine Art	This course is available to students on PGT programmes which include a Stage 2 elective.

<b>5. Credits:</b>	<b>6. SCQF Level:</b>	<b>7. Course Leader:</b>
20	11	TBC

<b>8. Associated Programmes:</b>
This course is available to students on PGT programmes which include a Stage 2 elective.

<b>9. When Taught:</b>
Stage 2

<b>10. Course Aims:</b>
<p>The overarching aims of the stage 2 electives are as follows:</p> <ul style="list-style-type: none"> <li>• Encourage interdisciplinary, critical reflexivity from within an open set of choices;</li> <li>• Foster deep investigative approaches to new or unfamiliar areas of practice and theory;</li> <li>• Cultivate self-directed leadership and initiative-taking in both applied and abstract modes of practice/ study not necessarily associated with a student's particular creative specialism;</li> <li>• Enable flexible, ethical exploration and connection of diverse knowledge and understanding within a specialist programme of study.</li> </ul> <p>The course aims to:</p> <ul style="list-style-type: none"> <li>• Introduce you to aspects of well-being and mindfulness within historical and contemporary creative art/s practice in a range of environmental contexts.</li> </ul>

- Enable you to reflect upon, review and debate your knowledge and understanding of relevant theories and contexts, potential new frames of reference and your own relationship to them.
- Enable you to develop your intellectual, analytical, critical and evaluative skills by investigating well-being, mindfulness as a theoretical framework appropriate to your writing and/or practice.
- Enable you to enhance your knowledge and understanding of professional practice via the development of your communication and presentation skills.

### **11. Intended Learning Outcomes of Course:**

By the end of this course students will be able to:

- Demonstrate a breadth and depth of knowledge and understanding of a chosen aspect of Well-being and Mindfulness, Environment and Context as part of an informed dialogue with practice and with reference to historical and/ or contemporary contexts.
- Imaginatively conceptualise and speculate on your topic while applying your analytical and critical skills to problem solving, reflective evaluation and the interpretation of your chosen line of enquiry through the synthesis and realisation of your work in an appropriate form.
- Demonstrate your effective communication and presentation skills via the application of appropriate research methodologies and demonstrate your knowledge of ethical practice and responsibility in research and the presentation of research.
- Exercise initiative, personal responsibility, effective independent and/ or collaborative learning through your engagement with professional practice in the presentation of your work.

### **12. Indicative Content:**

This course will consider the history of environmental arts practices towards an understanding of contemporary arts practice as collective, shared and embedded. With an emphasis on social change and its use of the arts, the intention is to explore how creative practitioners interact in social spaces and contexts, in health and community settings alongside a consideration of the work of practitioners who engage with the natural world. The course will also enable you to develop your knowledge and understanding of well-being and mindfulness practice and its positive effect in arts projects. Through a consideration of models of participatory practice, in which individuals and communities are engaged with (and have an investment in) activities of making, the course explores how the production of, and engagement with, creative projects benefit its participants' sense of well-being. The course will introduce you to a range of case studies from a variety of projects.

Indicative topics: creative art/s practice in a range of health and community settings; the histories of eco-philosophy in relationship to contemporary debates on sustainable eco-arts' strategies; haptic and sensorial engagements and the links between emotion, perception and physicality; emotional responsiveness and the heightening of the individual's sense of well-being.

### **13. Description of Summative Assessment Methods:**

Work presented for assessment will demonstrate the extent to which you have fulfilled the learning outcomes of the course.

You will be assessed on your ability to:

- Demonstrate a critical understanding of the concepts, theories and practices discussed within the course;
- Reflexively relate concepts, theories and the practices of wellbeing and mindfulness to your own work;
- Devise and manage your own research projects.

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Essay	3500 word essay	100%	Week 13, Stage 2
<b>13.1 Please describe the Summative Assessment arrangements:</b>			
You will submit a 3,500 words written essay (this should include examples of visual work and a bibliography). Students intending to write an essay should have the topic approved in advance by the designated supervisor.			

#### 14. Description of Formative Assessment Methods:

Formative appraisal will take place in week 6.

Engagement with formative assessment is a mandatory requirement.

##### 14.1 Please describe the Formative Assessment arrangements:

The student led presentations (week 6) will enable you to present and discuss your ideas in preparation for final assessment. This is an opportunity to gain formative feedback from your tutor and your peers.

#### 15. Learning and Teaching Methods:

##### Formal Contact Hours

24

##### Notional Learning Hours

200

##### 15.1 Description of Teaching and Learning Methods:

This course consists of twelve two hour seminars, one session per week (over 12 weeks), delivered in Stage 2. This course is led by a specialist tutor and includes formal presentation, reading directed extracts from primary and secondary texts, student led seminar presentations and group discussion, independent learning, one to one tutorial support, library research/ resources.

Timetable: TBC

2 hours weekly for 12 weeks, taught on...

#### 16. Pre-requisites:

Successful completion of Stage 1

17. Can this course be taken by Exchange/Study Abroad students?	Yes
18. Are all the students on the course taught wholly by distance learning?	No
19. Does this course represent a work placement or a year of study abroad?	No
20. Is this course collaborative with any other institutions?	No
<b>20.1 If yes, then please enter the names of the other teaching institutions:</b>	
N/A	

<b>21. Additional Relevant Information:</b>
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N/A
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<b>22. Indicative Bibliography:</b>
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Key Texts/directed extracts from:

Abram, D. (1997) *The Spell of the Sensuous*. Vintage Books.

Beardsley, J. (1998). *Earthworks and Beyond: Contemporary Art in the Landscape*. New York: Abbeville Press.

Brahm, A. (2005). *Mindfulness, Bliss, and Beyond: A Meditator's Handbook*. Wisdom Publications.

Coles, R. and Millman, Z. (eds) (2013) *Landscape, Well-Being and Environment*. Routledge.

Drengson, A. and Y. Inoue, eds. (1995) *The Deep Ecology Movement: An Introductory Anthology*. Berkeley: North Atlantic Publishers.

Flam, J. (ed.) (1996) *Robert Smithson: The Collected Writings*, Berkeley.

Kabat-Zinn, J. (2004) *Wherever You Go, There You Are: Mindfulness meditation for everyday life*. Piatkus.

Lippard, L. R. (1973) *Six Years: The Dematerialization of the Art Object*, New York.

Næss, A. and Haukeland, P.I. (2008) *Life's Philosophy: Reason and Feeling in a Deeper World*. University of Georgia Press.

Roszak, T. (2002) *Ecopsychology: Restoring the Earth/Healing the Mind*. (Sierra Club Books Publication) University of California Press.