

**The Art of Horticulture
Horticulture 2010, Fall 2014**

We don't learn from experience; we learn from reflecting on experience.

- John Dewey

Course website: <http://www.hort.cornell.edu/art>

The website is a good resource for creative project inspiration: check out the gallery of student projects. All other course materials can be found at Blackboard.

This course meets the College of Agriculture and Life Sciences Literature and the Arts distribution requirement.

Professor:

Marcia Eames-Sheavly
169 Plant Science Building
607-255-1781
ME14@cornell.edu

Graduate/lead Teaching Assistant:

Karen St. Clair
aka27@cornell.edu

Visiting Lecturer:

Tyi McCray
t1m52@cornell.edu

Undergraduate TAs: Carlie Mendoza, csm89@cornell.edu
Taylor Thompson, t1t47@cornell.edu

Lecture: M W, 12:20 – 1:10 p.m. 100 Caldwell Hall

Optional Studio:

Tuesday, 1:25 – 4:25 p.m.
Horton Lab, Ken Post Labs and Greenhouses
(Denoted on campus maps as the “green greenhouse.”)

Office hours: 10 – 11 Tuesdays in Rm. 169 Plant Science Bldg., and any other time by appointment.

What This Course Promises You

This experiential survey course offers a deep exploration into self, the classroom, community, and the world, by engaging with the plant world in a creative context. If you are willing to diligently and intentionally invest your energy in *The Art of Horticulture*, you will learn the value of engaging in the plant world as a way to foster human and community well-being and as an outlet for creativity – an understanding that may serve you for many years to come, indeed, the rest of your life.

Discover the ways in which plants can be used in or as art (e.g. living sculpture, topiary, woven branch, botanical fashions, crop art) and as a subject of art (e.g. botanical illustration, painting, photography). Explore the relationship between plants and art to develop a distinctive lens through which to view the world. Foster keen observation skills and an understanding of the

principles of design and presentation in living forms. Requirements include participation in class sessions, reading, reflective writing and creative project work. Materials fee for additional 1-credit studio.

Learning Outcomes

Through your deep engagement in Hort 2010 you will...

- **Think about it:** identify, describe and reflect on contemporary perspectives and historical influences in the art and horticulture arena.
- **Look around you:** closely observe the plant world, the garden, nature, and our relationship with all of it. Notice processes in the plant world and learn to perceive them more sensitively: growth and decay, the flow of water, the changes of light and the season, and the numerous ways in which plants can be used to influence, or to be made into, art.
- **Express yourself:** move outside your familiar comfort zone to engage in self-expression, and discover the ways in which creative exploration can positively impact the way you feel.
- **Contribute:** consider how engaging in art and horticulture can make you a better global citizen, and how horticultural art be employed to impact the consciousness of the public.
- **Make it:** figure out the “mechanics” and horticultural challenges required to create a final project, a work of art all your own.

The 1-credit studio, limited to 18 students offers the additional opportunity to...

- **Connect with others:** collaborate to produce a variety of art forms for private enjoyment and public display.

There are no prerequisites for this course. No formal art or horticulture experience is necessary. It is expected that students will spend time outside of class writing reflectively, working on original art work, and investigating art-related discoveries of the plant world.

We do not address gardening. This is a survey course that is highly experiential. Any student interested in gaining a deeper understanding of any artist and his/her approach, or furthering an interest in a horticultural technique used to create art, is encouraged to do so through their creative project work.

How Will We Fulfill the Course Promise?

To realize the course promise, you must take responsibility for your own learning, and participate as an active learner. You will reflect considerably on your experience, and the experiences related to those we engage in during the course, through weekly writing. In addition, you will create something highly unique – hopefully, a project that will come to mean a great deal to you.

Our inclusive learning community encourages freedom of expression, reflection, active listening and dialogue, meaningful participation and enhanced understanding. We expect you to actively participate in all class activities, conversations and assignments. ***Ongoing, self-directed and collaborative engagement is vital to the effectiveness of the course.*** It is expected that everyone will provide constructive feedback to their peers, treating their work with dignity and respect. You are expected to complete the assignments posted in Blackboard prior to their due dates.

See Class Participation Rubric.

Repeated late arrivals will negatively impact your grade for attendance and participation. Please respect the course atmosphere by being timely.

Studio: Given that we only meet once each week, **missing more than one class will deplete the experience and will ultimately impact your grade.**

Additional Course Resources

For earth art inspiration, see <http://www.greenmuseum.org>

For additional course resources, to see a gallery of student projects, and for a copy of this syllabus and all handouts, visit the course website, www.hort.cornell.edu/art

To view the Cornell Cybertower on Fine Art and Horticulture, visit <http://www.cybertower.cornell.edu> (a free registration is required).

How we will evaluate the nature and progress of your learning _____

Assignments	Due Dates	Weight as percentage of your grade
Completion of 6 writing assignments	Bi-weekly, posted in Blackboard	30
Completion of 6 partner/pair reviews	Bi-weekly, posted in Blackboard	24
Completion of creative project work: Project idea Framework or approach Project staging: 3 submissions. Final project	Posted in Blackboard and in Creative Final Project Guidelines.	36
Participation	On-going	10
Total		100

Grading scale: This class uses a three point scale for grading assignments: 3 = exemplary, 2 = developing, 1 = emerging. We have found this scale to be most effective in providing feedback to students and supporting student development and progression, and in addition, it is academically robust from the perspective of team review. Since students are used to letter grades or a 10 point scale you can consider a 3 = "A", 2 = "B", 1 = "C" and we assume that you will not hand in D quality work; should that work arise, we will contact you to talk about the quality of your work. Note that individual assignments are scaled before summing your final grade. So a missing assignment (0) does not count as one less point on your total weight, but the equivalent of 0 out of 10 that would be more typical of many grading systems.

Reflective Reading and Writing

See all reflective writing guidelines. You are responsible for 6 writing responses and 6 reviews.

Reflective writing provides the opportunity to:

- Synthesize your learnings, make connections and compare with other experiences.
- Examine and reflect on perspectives influencing contemporary perspectives in the art and horticulture arena.
- Extensively reflect on course experiences and their application to you and your interests.
- Engage in peer review of other students, providing thoughtful and positive commentary.

I will ask your permission to share portions of your reflective writing for presentation or publications. Your identity would remain anonymous, and in addition, excerpts used would be general examples that will not in any way reveal your identity.

Creative Projects

You will work on your own on a project of interest. Each of you will follow all guidelines for completion. You may choose from 2 options. Please see **Creative and Botanical Fashion Project Guidelines** for details.

Supplies

You will need an artist's journal, with blank pages, at least 8 x 5 in size, but not larger than 11 x 14. You will bring this to **each class** for writing and creative assignments. Periodically, we may ask to review it.

We suggest that you purchase, for inspiration, a copy of *Keeping a Nature Journal: Discover a Whole New Way of Seeing the World Around You*, by Clare Walker Leslie & Charles E. Roth.

How to take notes in Hort 2010: capture the big idea. Take notes in your artist's journal, capturing salient and over-arching points, as well as any creative inspiration you may draw from the presentations.

We will supply most other materials for in-class work, although there will be a few occasions in which we ask you to gather materials to bring to class. **You are responsible for materials for your creative project work.**

Please silence cell phones and refrain from texting during class. We do not allow the use of laptops. This is an experiential and reflective class, and cell phone or laptop use is not necessary or appropriate in this venue.

Each student in this course is expected to abide by the **Cornell University Code of Academic Integrity**. Any work submitted by a student in this course for academic credit will be the student's own work. **The Code of Academic Integrity and Acknowledging the Work of Others** is found in the Policy Notebook for the Cornell Community and also on the web at: <http://www.cornell.edu/UniversityFaculty/docs/main.html>

A word about assisting you in a stressful university atmosphere....

Stress can play havoc on even the most “together” student! Significant stress, mood changes, finding that you’re worrying too much, or problems with eating and/or sleeping can interfere with your academic performance, and could be signs that you are not yourself. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also have a big impact in your life, and may require additional professional support.

Here at Cornell, we provide a variety of support resources, including an Academic Advising office in each college, EARS peer counseling, and Gannett’s Counseling and Psychological Services (CAPS). Each of these resources can help you manage personal challenges that threaten your well-being or ability to thrive at Cornell. Accessing them, especially early on, as symptoms develop, can help support your academic success as a Cornell student.

While I do not need to know the details of what is going on for you, your ability to share some of your situation with me will help me connect you with the appropriate support. I invite you to share with me or our teaching assistants, to the degree you feel comfortable, what may be happening in your life, so that we can help to steer you toward the support you need. In the event that I believe you could benefit from such support, I will express my concerns (and the reasons for them) to you and remind you of our resources.

The Course at a Glance

See separate document for studio activities; studio work will not follow class topics directly, due to factors such as weather and availability of plant materials.

August 26: Studio

August 27: About the Art of Horticulture, course overview.

September 1: Labor Day, no class today

Sept 2: Studio

September 3: More course introduction

September 8: Garden and nature photography

September 9: Studio

September 10: Technology meets plant art, with digital art, photoscans, time-lapse. Spotlight on Craig Cramer, communications specialist in the Department of Horticulture, locally renowned garden blogger, digital artist

September 15: Living sculpture begins – turfgrass and art

September 16: Studio

September 17: We'll meet at the class, then walk over to the new sod sofa location – students lead discussion on the process they followed to create the work of art (rain or shine.) Class photo opportunity.

September 22: Discussion of writing review process in Blackboard

September 23: Studio

September 24: Plant fibers and fiber art – Karen St. Clair

September 29: Continue living sculpture topics with topiary

Sept 30: Studio

October 1: Bonsai

October 6: The woven branch

October 7: Studio

October 8: Integrating trees and shrubs with art – tree sculpture

October 15: Floral design – Taylor Thompson

October 20: In class, the student-led botanical fashion show

October 21: Studio

October 22: Earth art & the new earth artists

October 27: Crop Art

October 28: Studio

October 29: Plant dyes – Karen St. Clair

November 3: Mosaics, metal and glass – Carlie Mendoza

November 4: Studio

November 5: Introduce botanical illustration

November 10: Botanical paintings in rare books
Linda Stewart in Mann Library, meet in Mann 160

November 11: Studio

November 12: Botanical paintings and illustration in the Johnson Museum

Class meets at the Johnson Museum

November 17: Spotlight on Durand Van Doren, metal artist

November 18: Studio

November 19: In-class poetry slam

November 24: TBA

November 25: Studio

December 1: *Is it art? Tasteful or tacky? Quirky and whimsical art gardens*

December 2: Studio

December 3: End of semester celebration – projected images of student-created projects