

References:

- Barrett, T. (2003). Interpreting visual culture. *Art Education*, 56(2), 6-12. Retrieved from <http://www.jstor.org/stable/3194015>
- Blandy, D. & Bolin, P. E. (2003). Beyond visual culture: Seven statements of support for material culture studies in art education. *Studies in Art Education*, 44(3), 246-263.
- Blandy, D. & Hoffman, E. (1993). Toward an art education of place. *Studies in Art Education*, 35(1), 22-33. Retrieved from <http://www.jstor.org>
- Clover, D. (2000). Educating for a change: Reconceptualizing formal and/ or non-formal environmental education. *Comparative Education Review*, 44(2), 213-219. Retrieved from <http://www.jstor.org>
- Darts, D. (2004). Visual culture jam: Art, pedagogy, and creative resistance. *Studies in Art Education*, 45(4), 313-327. Retrieved from <http://www.jstor.org/stable/1321067>
- Dawes, M. (2008). *Beyond process: Art, empowerment and sustainability*. In G. Coutts & T. Jokela (Eds.), *Art, community and environment: Educational perspectives* (pp. 329). Bristol, UK: Intellect Books.
- Duncum, P. (Ed.). (2006). *Visual culture in the art class: Case studies*. Reston, VA: NAEA.
- Duncum, P. (2009). Visual culture in art education, circa 2009. *Visual Arts Research*, 35, 1(68), 64-75. Retrieved from <http://www.jstor.org/stable/20715488>
- Duncun, J.S. & Duncun, N.G. (2001). The anesthetization of politics of landscape design. *Annals of the Association of American Geographers*, 9(2), 387-409. Retrieved from <http://www.jstor.org>
- Erikson, A. & Smith, V. (1978). Art education and the built environment. *Art Education*, 31(5), 4-8. Retrieved from <http://www.jstor.org>
- Freedman, K. (2003). *Teaching visual culture: Curriculum, aesthetics, and the social life of art*. New York, NY: Teachers College Press, and Reston, VA: National Art Education Association.
- Gablik, S. (1992). The ecological imperative. *Art Journal*, 51(2), 49-51. Retrieved from <http://www.jstor.org>
- Graham, M. A. (2007). Art, ecology, and art education: Locating art education in a critical place-based pedagogy. *Studies in Art Education*, 48(4), 375-391. Retrieved from <http://www.jstor.org>
- Gruenewald, D. A. (2003). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), 619-654. Retrieved from <http://www.jstor.org>

- Hicks, L. E. & King, R.J.H. (1999). *Mapping a sense of place: A contextualized approach to designed environments*. In J. K. Guilfoil & A. R. Sandler (Eds.), *Built environment education in art education* (pp. 10-18). Reston, VA: NAEA.
- Inwood, H. J. (2008). At the crossroads: Situating place-based art education. *Canadian Journal of Environmental Education*, 13(1), 29-41. Retrieved from <http://www.jstor.org>
- Jokela, T. (2008). *A wanderer in the landscape: Reflections on the relationship between Art and the northern environment*. In G. Coutts & T. Jokela (Eds.), *Art, community and environment: Educational perspectives* (pp. 3-29). Bristol, UK: Intellect Books.
- Sobel, D. (1996). *Beyond ecophobia*. Great Barrington, MA: Orion Society.
- Tavin, K. (2003). Wrestling with angels, searching for ghosts: Toward a critical pedagogy of visual culture. *Studies in Art Education*, 44(3), 197-213. Retrieved from <http://www.jstor.org/pss/1321009>