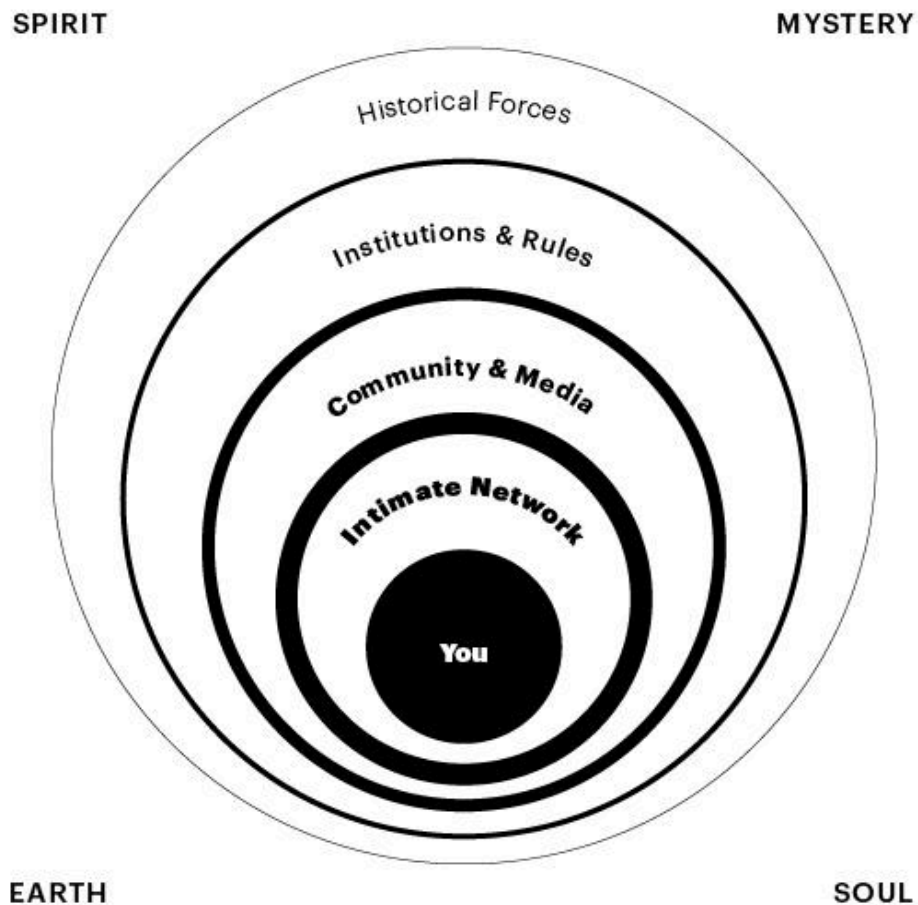


ACQUIRE: HISTORICAL CONSCIOUSNESS (worksheet)



Adaptation of Generative Somatics' *Sites of Shaping, Sites of Change* by Topos Graphics for BFAMAPhD.

NOTE: This worksheet is an excerpt from Chapter 18 from the book *Making and Being* by Susan Jahoda and Caroline Woolard, published by Pioneer Works Press, and licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#). Go to the [Table of Contents](#) online for links to the whole book. Contact us at: info@bfamfampd.com to let us know how this works for you.

WHAT IT CAN DO

This activity asks you to zoom out and look at the social structures that shape your personal beliefs and behaviors about acquire: the storage, maintenance, and stewardship of a project. You can use this activity to analyze and reimagine the stories you tell yourself and the stories you hear about different kinds of acquisition. Keep in mind that these are all kinds of influences: positive, negative, restrictive, inclusive, etc.

YOU

Your own beliefs that influence your behavior. Generative Somatics adds “emotional range, predominant mood, worldview, actions you can and can’t take easily, coping strategies, resilience strategies, relationship patterns.”¹

INTIMATE NETWORK

Specific people that you see regularly that influence your behaviors, including family, friends, and peers. For example: your best friend.

COMMUNITY AND MEDIA

The media you are exposed to and the groups that you find yourself in relationship with based on your identity, employment, geographic location, and/or aims and learning interests. For example: artists, students, people born in your hometown, social media, *The Washington Post*, *Fox News*, *The Guardian*, *Artforum*, or *Hyperallergic*.

INSTITUTIONS AND RULES

The regulations of organizations and social institutions, as well as the local, state, national, and global laws and policies that affect how your life is governed.² For example: your school’s policies, the state’s laws.

HISTORICAL FORCES

The major cultural, environmental, and political events that have shaped this moment in time and space and will shape the future. For example: war, social movements, climate change.

EARTH/SOUL/MYSTERY/SPIRIT

The way people “seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others in nature, and to the significant or sacred.”³

¹ Generative Somatics, Somatic Transformation and Social Justice, “Courses,” <http://www.generativesomatics.org/content/courses>.

² Adapted from UNICEF, “MODULE 1: What are the Social Ecological Model (SEM), Communication for Development (C4D)?” https://www.unicef.org/cbsc/files/Module_1_SEM-C4D.docx.

³ Daniel P. Barbezat and Mirabai Bush, *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* (San Francisco, CA: Jossey-Bass, 2014), 40.

YOUR BELIEFS

What beliefs do you have about your projects being acquired as an artist? Describe the acquisition, maintenance, and stewardship you require or imagine in detail.

FRIENDS/FAMILY INFLUENCE

What stories did your friends and family tell you about the ways artists' projects are acquired, growing up and today?

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COMMUNITY AND MEDIA

What stories do the community groups and social networks around you tell about the ways projects are acquired? When you think about an artist's project getting acquired, what media images and news stories come to mind?

INSTITUTIONS AND RULES

What kinds of rules, requirements, laws, expectations, and regulations exist around you regarding the stewardship, care, and maintenance of a project? This might apply to your school, an institution like a museum, a town or a city, a country, or a business.

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HISTORICAL FORCES

What historical examples both in art history and otherwise come to mind when you think about the phase acquire?

EARTH/SOUL/MYSTERY/SPIRIT

How does the phase acquire connect to the ways in which you and others “experience connectedness to the moment, to self, to others in nature, and to the significant or sacred”? ⁴

Optional: On a large sheet of paper, create your own version of this diagram (a social-ecological model), placing your writing, photographs, or collaged imagery about acquire in each concentric circle.

⁴ Ibid.

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