# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course](#Proposal)  | **ENST 301: ethnobotany****ANTH 301: ethnobotany** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation** |
| A.3. [Originator](#Originator) | Mary Baker | [Home department](#home_dept) | **ANTH/ENST** |
| A.4. [Context and Rationale](#Rationale)  | Currently, there are no courses at RIC that look specifically at human understandings and use of plants.  As a group, plants are the single most important raw material for all human societies, thus ethnobotany is critical for understanding how humans interface with the environment.  Rather than exclusively utilizing a western science perspective, as would be done in a botany or plant physiology course, ethnobotany considers cultural variation in how people think about and make use of plants. This course will be a logical addition to the Environmental Studies program, and can also be used by those doing Anthropology. |
| A.5. [Student impact](#student_impact) | Increased course offerings and a course that addresses cultural variation in knowledge and uses of plants and understandings of the natural environment. |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | Use of college greenhouse and possibly the campus garden |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **N/A** |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | ENST 301 |
| B.2. Cross listing number if any |  | ANTH 301 |
| B.3. [Course title](#title)  |  | Ethnobotany |
| B.4. [Course description](#description)  |  | Ethnobotany focuses on intrinsic cultural knowledge of plants and their uses as foods, medicines, for tool-making, and in ritual practice. Basic plant biology and enthnobotanical field methods are presented. |
| B.5. [Prerequisite(s)](#prereqs) |  | ANTH 101 or ANTH 102 or ANTH 103 or ANTH 104 or ENST 200 or BIOL 112 |
| B.6. [Offered](#Offered) |  | Alternate years |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | Letter grade |
| B.11. [Instructional methods](#instr_methods) |  | Fieldwork, lecture, seminar, small group, |
| B.12.[Categories](#required) |  | Free elective |
| B.13. Is this an Honors course? |  | **No** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **N/A** |
| B.15. [How will student performance be evaluated?](#performance) |  | Class participation, Exams, Presentations, Papers, Class work, Projects |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will demonstrate a basic understanding of plant systematics and biology. |  | exams |
| Students will demonstrate an awareness of the diversity in cultural knowledge about plants and their uses. |  | Papers and exams  |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Introduction to Ethnobotany 2. Capon: Ch 1 Cells and Seeds: Basics and Beginnings  Minnis, part 1: Ethnoecology:  Ethnoecology: An Introduction, Factors Influencing Botanical Resource Perception Among the Huastec  3. Capon: Ch 2 Roots and Shoots: How Plants MatureMinnis, part 1: California Indian Horticulture, Papago (O’odham) Influences on Habitat and Biodiversity 4. Capon: Ch 3 Inside stems: Minnis, part 2 Folk Classification Folk Classification an IntroductionThe Pragmatics of Folk Classification  5. Capon: Ch 4 Inside roots and leaves  Minnis, part 2 Folk Classification , General Plant categories, Alternatives to Taxonomic Hierarchy 6. Capon: Ch 5 Adaptation for Protection Minnis, part 3 Foods and Medicines, Foods and Medicines An Introduction, Candomble Ethnobotany, Virtuous herbs 7. Capon: Ch 6 Adaptation to Fulfill basic needs Minnis, part 3 Foods and Medicines, In the relative Contribution of Men and Women to Subsistence…, Quelites—Ethnoecology of Edible Greens…, Famine Foods of the North American Desert… 8. Capon Ch 7 Control of Growth and Development Minnis, part 4 Agriculture, Agriculture An Introduction, Devil’s Claw Domestication  9. Capon: Ch 8 Functions The Uptake and Use of Water, Minerals and light Minnis, part 4 Agriculture, Ethnoecology, Biodiversity, and Modernaization…, Choice of Fuel for Bagaco Still Helps Maintain Biological Diversity… 10. Capon: Ch 9 From Flowers to fruit 11. Capon: Ch 10 Strategies to Inheritance 12. Arvigo: Sastun 13. Arvigo: Sastun 14. Term presentations 15. Term Presentations |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Earl Simson | Dean of FAS |  |  |
| Mary Baker | Director ENST program |  |  |
| Praveena Gullapalli | Chair of Anthropology |  |  |
| Rebeka Merson | Chair of Biology |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  | Tab to add rows |