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5-2020

Anthropology 336—Environment, Traditional Arts and Women's Lives

The College at Brockport, College Senate

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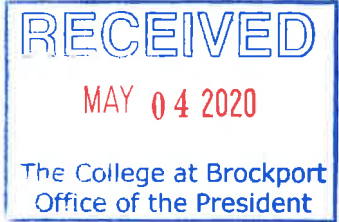
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350 New Campus Drive
 Brockport, New York 14420
 585-395-2586 * 585-395-2006 (fax)
 senate@brockport.edu
 brockport.edu/collegesenate

Resolution 2019-20 #25
 College Senate

Supersedes Res #: _____



TO: Dr. Heidi Macpherson, College President
 FROM: The College Senate:
 RE: → I. Formal Resolution (*Act of Determination*)
 II. Recommendation (*Urging the Fitness of*)
 III. Other, For Your Information (*Notice, Request, Report, etc.*)
 SUBJ: Antropology 336-Env. Tradition Arts & W's Lives (#15_19-20GE)
 Implementation Effective Date**: Fall 2020

Signed: JAZ7 Date: 5 / 1 / 2020
 (Dr. James Zollweg, 2019-2020 College Senate President)

Signed: [Signature] Date: 5 / 18 / 2020
 (Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**
 ___ YES NO

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. James Zollweg, College Senate President
 FROM: Dr. Heidi Macpherson, College President
 RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
 a. Accepted
 b. Deferred for discussion with the Faculty Senate on ___/___/___
 c. Unacceptable for the reasons contained in the attached explanation.
 d. Comments: NOTE TYPED ON COVER SHEET

Signed: [Signature] Date: 5/6/2020
 (Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
 The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS:
JANUARY 31**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2018-2019</i>	15_19-20GE <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format or PDF**: include this proposal cover page, the detailed proposal, and any relevant supporting data or documentation, including letters of support from your department chair and dean, if applicable, as well as letters of support or dissent (or evidence that such letters were sought) from all affected programs, departments, or units at the College.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu.
- **Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.**
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Anthropology 336 - Environment, Traditional Arts and Women's Lives

2. **BRIEF DESCRIPTION OF PROPOSAL:**

We request the addition of "I" and "WY" codes for ANT 336 Environment, Traditional Arts and Women's Lives as the course gives students the opportunity to analyze the extremely relevant issue of environmental knowledge as it relates to gender, identity, traditional arts and expressive culture in a time of rapid climate change.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** NO YES **EXPLAIN YES**

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

N/A

5. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON STUDENT ELIGIBILITY FOR THE EXCELSIOR SCHOLARSHIP.**

None

6. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON TRANSFER STUDENTS AND THEIR ABILITY TO TRANSFER SEAMLESSLY AS MANDATED BY SUNY POLICY.**

None

7. **ANTICIPATED EFFECTIVE DATE:**

December 2020

8. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
October 25, 2019			

9. **SUBMITTED BY:** (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Jennifer Ramsay	Anthropology	395-5706	jramsay@brockport.edu

10. **COMMITTEES:** (Senate office use only)

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	11/07/19
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

ANT 336 Envrmt/Art/Women: Environment, Traditional Art and Women's Live
Instructor Information Name: Christine Zinni, PhD

Office: Cooper B-4

Email: czinni@brockport.edu

Course Information 3 credit hours Prerequisites: None

Course Outline

This course investigates contemporary environmental issues through the lens of traditional (folk) arts, gender, oral traditions, lore, music, dance, rituals, storytelling and material culture. Students gain hands-on knowledge of how these everyday practices relate to a sense of place and the physical environment, function in contemporary life and inform the spiritual concepts, identity, gender and values of cultural groups in surrounding communities.

In a time of rapid climate change, the course pays particular attention the traditional ecological knowledge (TEK) of indigenous peoples. To this end, it seeks to raise awareness of the role women in local Haudenosaunee (Iroquois) society and local ethnic groups play in transmission of environmental knowledge and stewardship of the land and poses questions about how women's stories and storytelling have informed their sense of place and knowledge of the environment. Students learn how the traditional environmental knowledge not only intersects with, but enhances scientific knowledge of local environments that comprise the "common (physical) ground" that we inhabit in western New York State.

Course Learning Objectives

1. to introduce students to major concepts, current theories and ethnographic methodologies in the study of folk arts, environmental anthropology and gender studies
2. to gain an awareness of the traditionnel environmental knowledge (TEK) of local indigenous peoples and ethnic groups with a special focus on contemporary women's stewardship of the environment
3. to study the power of women's stories and their connection to oral traditions, identity, contemporary environmental justice and social justice issues.
4. To increase proficiency at teamwork, interviewing and oral communication
5. to recognize the connection of folklore to anthropology as both social science and humanities.

Anthropological SLOS:

- **Methods:** students gain knowledge and skills in different ethnographic and indigenous research methods used in ethnography and cultural anthropology.

- **Critical Thinking:** students develop the ability to question, reflect and critique the data and arguments upon which evaluations of human diversity, behavior and changes are made.

Methods Used to Evaluate Student Performance

Midterm Exam	20%
Short Writing assignments	20%
Final project & Presentation	35%
<u>Class Participation</u>	<u>25%</u>
	100%

Students engage in lectures, group discussions, interactive research, and learn how to conduct an interview that broadens their understanding of ethnographic and indigenous methodologies. Along with reading assignments in the required text books, throughout the semester students will be directed to online readings and internet resources related to the environmental and gender issues, folk arts and indigenous methodologies. They write a short analytical paper and take a midterm exam that demonstrates their understanding of terms and concepts in these readings. Students also listen to the voices and stories of indigenous women through multi media platforms, through guest lectures and/or visits to Native sites and art centers and write a short second analytical paper based on their findings. To this end, the course features a public folklore component that connects students with local communities, stories and issues involving environmental issues, cultural equity, a sense of place and traditional arts.

For their final projects, students can conduct interviews with members of their extended family, community members or can engage in team projects conducting pre-arranged interviews with Native artists who possess traditional environmental knowledge expressed through folk art, traditional practices or related occupations. They give an oral presentation based on their experiences and transcription of part of the interview.

Instructional Materials: (Required) Readings in these books:

Kovach, Margaret. *Indigenous Methodologies, Characteristics, Conversations and Contexts*, University of Toronto Press, 2009.

Mihesuah, Devon and Elizabeth Hoover. *Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting the Environment and Regaining Health* edited by Norman: University of Oklahoma Press, 2019.

Sims, Martha, C. and Martine Stephens. 2005. *Living Folklore: An Introduction*. Utah State. George H. Schoemaker, ed. 1990. *Emergence of Folklore in Everyday Life: A Fieldguide and Sourcebook*, Bloomington Indiana: Trickster Press.

Plagiarism (Academic Dishonesty) Policy:

Plagiarism is defined as a student “submitting the words, ideas, images or data of another person as his or her own in any academic writing, essay, thesis, research project or assignment in a course or program of study.” Plagiarism amounts to cheating: it is a serious academic offence, and will be dealt with accordingly in the course. For further information, please refer to the College’s Academic Dishonesty Policy.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Title IX

Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at www.brockport.edu/titleix/index.html. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Policies at www.brockport.edu/policies/index.php

Helpful Resources***Counseling Center***

The Counseling Center is part of the Hazen Center for Integrated Care, which provides a holistic approach to student health and wellness. The Counseling Center, Student Health Center, and Prevention and Outreach Services support students’ mind, body and spirit throughout their Brockport experience.

<https://www.brockport.edu/cc/services.html>

The site offers numerous resources about a variety of topics which you may find helpful. We hope you find what you are looking for. If not, you are always welcome to stop by and see us in Hazen Hall, or call us at (585) 395-2207.

Student Learning Center

The Student Learning Center provides a wide variety of academic support services to meet these student needs. Additionally, they offer tutoring in all content areas to help students deepen their understanding of specific course material.

<https://www.brockport.edu/~slc/>

Citation and Style Guides at the Library Website

The page provides information on choosing a citation style, avoiding plagiarism, citation tools and information on annotated bibliographies, which is part of your essay outline assignment.

<http://library.brockport.edu/citing>

Writing Tutoring at the Student Learning Center

The purpose of the writing tutoring program is to help students develop a more comprehensive understanding of the conventions of college-level prose.

<https://www.brockport.edu/~slc/writing.html>

In case of emergency, the Emergency Alert System at The College at Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the College's Emergency Information website, <https://www.brockport.edu/support/emergency>. Included on the website is detailed information about the College's emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in classrooms, halls, and buildings and all college facilities.

Course Syllabus (Revised)

I. Introduction to Field(s): Folk arts, Environmental Anthropology & Gender Studies

Week One - Introduction: Robbins, Jim. 2018 & Zinni, in *Voices: Journal of NY Folklore*

Week Two - Folk Arts and Gender: in Sims, Chapters 1 & 2 & Video/ Haudenosaunee Clan Mothers

Week Three - Readings in Environmental Anthro and Indigenous Research Methods: Milton & Moran, Chapters 1 and Kovach, Prologue

Week Four - Readings on Envrmt. Anthro & Gender: Moran, Chapter 4 & Kovach, Introduction

-----Short Analytical Paper #1 due, student demonstrate understanding of concepts in Folk Arts, Envrmt Anthro, Gender and Indigenous Research readings

II. Oral Tradition, Narrative, Kinship & Belief

Week Five - Traditional Environmental Knowledge, Matrilineal Kinship System & Native American beliefs Sims, Chapter 3 & Haudenosaunee Creation Story (video) & Mishesuah, Chapter by Rowen White on Haudenosaunee and video on Rematriation

Week Six - Oral Tradition, the Power of Stories, and Native American beliefs, Kimmer, tba & Yi, Ivanna. "Cartographies of the Voice: Storying the Land as Survivance in Native American Oral Traditions"

Week Seven - Italian Americans & Polish Americans beliefs, rituals and environmental knowledge: Canning & Zinni on Italian American Tradition in *Voices:NY Journal of Folklore*

Midterm Exam on previous readings in Topics #1 and # II of course

III. Case Studies: Local Women's Lives and Traditional Ecological Knowledge and Artistry

Week Eight - Haudenosaunee women: Angela Fegugson (related videos and readings) ; Kovach, Chapter 5

Week Nine - Selected Native Women artists from Ganondagan/Seneca Arts and Cultural Center and other, Keating, tba (possible guest lecturer) **Group Interview Session of Guest Lecturer**

Week Ten - Native American Women: Kimmer, tba and Linda Black Elk and Dakota Access Pipeline (video)

Week Eleven - Local Stories/Traditional Ecological Knowledge, Polish American & Mexican American women tba (possible guest lecturer) Group Interview Session of Guest Lecturer

----- Short Analytical Paper #2 due ---on Case Study of Woman (guest lecturer?)

IV. Fieldwork Methods & Ethics

Week Twelve - Sims, Chapter 5 and Kovach, Chapter 7

Week Thirteen - Examples of Fieldwork/Interview techniques: Sims and Kovack

Week Fourteen - Class Presentations

Week Fifteen - Class Presentations

---- Project paper due

Readings:

General Bibliography (based on readings posted on Blackboard and video screened in class)

Selected Readings in Environmental Anthropology

Kay, Milton: 1996. Chapters 1 “Exploring the Role of Anthropology in Environmental Discourse” in *Environmentalism and Cultural Theory* ebook. Pp. 316-335

Moran, Emilio. 2016 Chapter 1 “Human Agency and the State of the Earth “in *People and Nature: An Introduction to Human Ecological Relations*. ebook pp. 1-32 _____
____ Chapter 4 The Web of Life: Are We In It? pp 96-121

Robbins, Jim. 2018. “Native Knowledge: What Ecologists Are Learning from Indigenous Peoples” *Yale Environment 360*, April 26. Yale School of Forestry & Environmental Studies <https://e360.yale.edu/features/native-knowledge-what-ecologists-are-learning-from-indigenous-people>

Yi, Ivanna. “Cartographies of the Voice: Storying the Land as Survivance in Native American Oral Traditions” in *Humanities* 2016, 5(3), 62; <https://doi.org/10.3390/h5030062>

Voices of Indigenous Women on Plants, Water and the Environment/ readings/films/video segments

Archibald, Jo Ann. *Decolonizing Research Indigenous Storywork as Methodology*. London. Ked Books /zed books, 2019

Black Elk, Linda Taped recording of presentation on Indigenous Plants at *World On Your Conference*, Daemen College, Buffalo, NY. October, 2017

_____ Interview with Linda Black Elk: Plants with a Purpose
<https://www.southdakotamagazine.com/plants-with-a-purpose>

_____ <https://lrinspire.com/2018/02/28/wild-edibles-traditional-medicine-by-linda-black-elk/>

_____ “Plants have Spirit” <https://www.youtube.com/watch?v=BtORc9gzJ94>

Ferguson, Angela. Seeds of Life: Our Gifts from Mother Life
[http://www.empoweradio.com/home/podcasts/on-demand/going-beyond-medicine/814273-Seeds- Life-Our-Gifts-from-Mother-Life-with-Angela-Ferguson.html](http://www.empoweradio.com/home/podcasts/on-demand/going-beyond-medicine/814273-Seeds-Life-Our-Gifts-from-Mother-Life-with-Angela-Ferguson.html)

_____ Taped recording of presentation at Indigenous Food Gathering Ganondagan State Historic Site. Recording by C. Zinni, Oct. 2018

_____ <http://news.cornell.edu/stories/2017/05/seeds-and-knowledge-shared-planting-moon-gathering>

Haudenosaunee Creation Story film the tells the story of the matrilineal basis of society: collaborative effort between J. Peter Jemison and Ganondagan Native American History Site, RIT and Garth Fagan Dancers

Kimmerer, Robi Wali, *Gathering Moss*. Portland: Oregon State University Press, 2003

Ohero:kon - Under the Husk film about traditional initiation practices and rematriation efforts among Mohawk women directed by *Melissa Katsitsionni Fox (Mohawk)*

Interviews with Haudenosaunee Clan Mothers on line through Skanonh Great Law of Peace Center in Syracuse, NY. Contains oral histories of Onondaga leaders on line
<https://www.skanonhcenter.org>

Exhibit on Haudenosaunee Women at Native-run Seneca Art and Culture Center & Ganondagan Native American History Site in Victor, NY (site of historical Seneca village which featuring nature trails and interpretive walks. <https://ganondagan.org>

Selected Readings in *Voices: The New York Journal of Folklore*

Canning, Karen and Christine Zinni, "Saint Joseph's Tables in Rural Western New York" in *Voices: The Journal of New York Folklore*. Spring-Summer, Fall-Winter, 2018 Vol 44: 1-4 pp

Zinni, Christine. "Haudenosaunee Days of Sharing at Explore and More Museum, Buffalo, NY." in *Voices The Journal of New York Folklore*. Spring-Summer, Fall-Winter, 2018 Vol 44: 1-4 pp

Selected Readings in *Journal of Folk Arts in Education (JFE): Local Learning Initiative*

Honwad, Sameer. 2018. Learning in Schools About Traditional Knowledge Systems in the Kumaon Himalayas <https://www.locallearningnetwork.org/journal-of-folklore-and-education/current-and-past-issues/jfe-vol-5-2018/journal-of-folklore-and-education-volume-5-issue-2/learning-in-schools/>

Jacob, Michelle, Emily West Hartlerode, Jennifer R. O'Neal, Janne Underriner, Joana Jansen, and Kelly M. LaChance 2018. "Placing Indigenous Traditional Ecological Knowledge at the Center of Our Research and Teaching" <https://www.locallearningnetwork.org/journal-of-folklore-and-education/current-and-past-issues/jfe-vol-5-2018/journal-of-folklore-and-education-volume-5-issue-2/placing-indigenous-traditional-ecological-knowledge/>

CONTEMPORARY ISSUES STUDENT LEARNING OUTCOMES CHECKLIST OCTOBER 2014 VERSION

*Contemporary Issues courses may carry the "W," and "WY" codes (see below)
Contemporary Issues courses may not carry the "D" or "O" codes.*

The following are general requirements for Contemporary Issues courses --

- All Contemporary Issues courses must be upper division courses.
- Students taking Contemporary Issues courses are required to have junior class standing (min. 54 cr.) and have completed all General Education Knowledge Area requirements. Although Contemporary Issues courses should not have specific prerequisites, a lower division Knowledge Area course in the same discipline that is available to all students may be required as a prerequisite with the approval of the General Education committee.

Students in Contemporary Issues courses satisfy all the following student learning outcomes:

In the spaces provided below each checked outcome describe how course instruction will be designed to achieve and assess these outcomes. You may append additional information if needed. Contemporary Issues courses are coded "I."

- In order to integrate knowledge from at least two Knowledge Areas, students will analyze a major issue of contemporary and enduring human significance. This course is intended to build on students' learning in the lower division Knowledge Area courses. It gives students an opportunity to practice critical analysis, synthesizing knowledge and applying skills in new contexts. The Knowledge Areas are: Fine Arts, Humanities, Natural Sciences, and Social Sciences.

As noted in the work of environmental anthropologists, cultural theory plays a growing role in understanding environmental issues. I submit that **ANT 336 Environment, Traditional Arts and Women's Lives** gives students the opportunity to analyze the extremely relevant issue of traditional environmental knowledge (TEK) as it relates to identity, gender issues, traditional arts and expressive culture in a time of rapid climate change. As noted in the attached syllabus the course is interdisciplinary in approach and intended to help students integrate knowledge in the **Social Sciences** (Anthropology & Ethnography) **the Humanities** (Women's Studies & Art). Students will learn how traditional ecological knowledge (TEK) and traditional (folk) practices, especially that of women in local indigenous groups, intersect with scientific knowledge, and promotes stewardship of local environments. Moreover, they will develop an appreciation of women's roles as bearers of TEK. I have sought to restructure and code this course to increase student's awareness of traditional arts as they relate to biodiversity and cultural diversity and holistic views of the web of life -- a major issue of contemporary and human significance

- Students will recognize and articulate relationships between different Knowledge Areas.

Student will recognize how the study of Folk Arts has a basis in the Social Sciences (the study of societal interactions and the transmission of culture), The Humanities (women's stories and history) and the Arts (Performance traditions and material culture). From the perspective of cultural anthropology as a social science, they will be involved in *ethnographic* descriptions of societal interactions and/or practices. They will also appreciate the biological basis of traditional ecological knowledge (TEK) studied by social scientists, specifically environmental anthropologists. They will recognize the relationship of folk arts to the Humanities through consideration of women's stories, oral and performance traditions and material culture of members of indigenous as well as western-hemisphere groups (Women's Studies and the Humanities). In this way, they

will be able to recognize and articulate relationships in the folk arts not only between Anthropology (Social Science) and the Humanities in the study of traditional ecological knowledge as manifest in folk art practices and beliefs about the environment.

- Students will locate, evaluate, and synthesize information from a variety of sources.

The sources from which students will locate, evaluate and synthesize information include: lectures, and readings in Folk Arts and Public Folklore, Environmental Anthropology, Indigenous Studies and Women's Studies. These readings along with *multimedia platforms* that underscore women's stories about stewardship of the environment will lay the foundation for students to appreciate connections between cultural diversity and biological diversity and more specifically, the traditional (folk) arts and ritual performance of various cultures in relation to their forms of traditional ecological knowledge (TEK). Fieldtrips and interviews with knowledge holders of western and non-western TEK will enhance their understanding of the relevance of traditional (folk) arts as relates to knowledge of the distinct biodiversity of flora, fauna and medicinal plants in which they live.

- Students will demonstrate an ability to develop and defend well-reasoned arguments.

Through the lectures and readings, students will be able to develop their understanding of the relevance of traditional arts and performances in today's world as pertains to knowledge and stewardship of the environment. They will be able to develop well-reasoned arguments that defend links between traditional ecological knowledge, scientific studies and stewardship of the environment, from these experiences, they will gain a greater awareness of threats to our fragile environment and climate change.

- Students will write a major research paper with at least one opportunity for feedback and revision **OR** demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor. Note: A major research paper is defined as 3000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).

Students will work in teams to conduct an ethnographic interview with a guest lecturer, a practitioner of traditional arts from a Non-western (indigenous) or western group in a surrounding community that will demonstrate their understanding of traditional ecological knowledge plays in the traditional (folk) art or practices and stewardship of the environment. They will then conduct an interview and present on their findings in a class presentation and research paper, which includes a transcription of part of the interview.

Perspectives on Gender "W":

- Students will demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. **Courses are coded "W."** Additional oral communication outcome is not required.

I submit that the course Ant 336 aligns with the 'W' code in its focus on how the stories of women inform their sense of place and knowledge of the environment. Moreover, it highlights how storytelling can be a pedagogical method/approach to decolonizing education and gender bias. The course investigates the role women (in western and non-western cultural) groups' play in the transmission of knowledge and stewardship of the land. In this way, it investigates some of the relationships between cultural diversity, gender, and biological diversity through the lens of traditional (folk) arts, lore, music, dance, rituals, traditions, storytelling and material culture.

In a time of rapid climate change, ANT 336 pays particular attention to links between environmental anthropology and the traditional ecological knowledge (TEK) of indigenous peoples as reflected in the artwork, stories, beliefs of the Haudenosaunee (or Iroquois) and their stewardship of the environment. To

this end, it features the voices of Indigenous women through readings, multimedia platforms, fieldtrips and interviews and focuses on their efforts to restore connections to the land.

Oral communication outcomes in “WY” courses: In addition to the above outcomes, courses coded “W” may also meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

Students will work in teams to conduct an ethnographic interview with a guest lecturer, a practitioner of a traditional art from a Non-western (indigenous) or western group in a surrounding community that will demonstrate their understanding of traditional ecological knowledge plays in the traditional (folk) art or practices and stewardship of the environment. They will then conduct an interview and present on their findings in a class presentation and research paper, which includes a transcription of part of the interview.

As a member of the College Oral Presentation Assessment team in 2018-2019, I have experience evaluating students for oral presentations. In ANT 336, students will also evaluate one another’s oral presentation of interviews they conducted according to criteria set out by the assessment team in 2018-2019

**GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM**

REVISED EFFECTIVE FALL 2016

COURSE NUMBER: ANT 336 COURSE TITLE: Environment, Traditional Arts and Women's Lives

COURSE NUMBERS FOR ANY CROSSLISTINGS: _____

SUBMITTED BY: Jennifer Ramsay DEPARTMENT/PROGRAM: Anthropology

DATE: 10 / 24 / 19 ESTIMATED SEATS/SEMESTER? 30

NEW COURSE? YES NO HYBRID OR ONLINE? YES NO

RE-REGISTRATION OF EXISTING COURSE? YES NO

UPPER-DIVISION KNOWLEDGE AREA EXCEPTION FOR TRANSFERS YES NO

DEPARTMENT CHAIR'S APPROVAL Jennifer Ramsay DATE: 10/24 /19
Required before General Education Committee Action

SCHOOL DEAN'S ACKNOWLEDGEMENT Monica Brasted DATE: 10/24/19

Required before General Education Committee Action. Signature from this office indicates that the proposal is complete and ready to be reviewed by the College Senate General Education Committee.

GENERAL EDUCATION COMMITTEE APPROVAL _____ DATE: / /
Required after General Education Committee Approval

ACADEMIC AFFAIRS ACKNOWLEDGEMENT _____ DATE: / /
Required after General Education Committee Approval

- All items listed below must be received in order for the committee to act on the proposed course. All materials submitted must be typed or printed. Submissions that are incomplete or incorrect will be returned without being evaluated by the committee.

____ A copy of the standard College *Course Registration Form* signed by the chair and dean.

The Student Learning Outcomes Checklist(s) as appropriate for requested code(s).

A course syllabus that includes a list of the student learning outcomes for the course and provides a topical outline. [This is required by SUNY General Education.]

A list of textbooks to be used and a current course bibliography, all with full bibliographic citations.

- Check below the General Education code(s) being requested and attach a completed Student Learning Outcomes Checklist(s) for each:

____ Fine Arts ("F")

____ Fine Arts Performance ("P")

____ Humanities ("H")

____ Natural Sciences ("N")

____ Natural Sciences Laboratory ("L")

____ Social Sciences ("S")

Contemporary Issues ("I")

Perspectives on Gender ("W")

____ World Civilization (Non-Western) ("O")

____ Diversity ("D")

Oral Communication ("Y")

Committee Action:

Approved as requested. Course will be filed with Registrar's Office.

Not approved. If not approved for inclusion in General Education Program at this time, please see comments below: