

# New Course Proposal

Submit completed form electronically

1. Course prefix and course number: BI 468/568

2. Course title: Ethnobotany

3. Abbreviated title for class schedule (30 characters or less): Ethnobotany

4. Credit hours:

4

5. Catalog description:

This course examines the relationship between plants and people from biological, social, historical, economic, and cultural perspectives. We will examine the relationship between people and plants through scientific epistemologies with a focus on the decolonial lens. This course highlights the contribution and connection of Indigenous epistemologies and praxis to the scientific process and STEM methodologies. Students will develop skills in shared knowledge generation, cost-benefit sharing, and ethical research practices through applied projects incorporating methods from Biology, Ecology, Chemistry, Cultural Anthropology, and others.

6. Prerequisites (*to add each additional prerequisite, start a new line*):  
(See attached Note for samples)

A. (BI 340) or (ES 340) or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. Co-requisites (including labs, if any):

A. (course prefix, (space) and number) or or or or

8. Major/Class restrictions: Please indicate any class or major restrictions:

9. Is course repeatable? Yes **No** If Yes, list maximum credits:

10. Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:  
No Labs, Lecture only

11. Fees: List any course fees:

12. Grade Mode: Graded only: Pass/No Pass only: **Option:**

13. CIP Code: Six-digit CIP code (check with your Division Director): 26.0101

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s) H

B. Honors?

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and  
and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

Ethnobotany is a unique super-discipline that integrates methodologies from Biology, Ecology, Chemistry, and Anthropology and applies them to working with diverse communities and canons of scientific and ecological knowledge around the world. This course allows students novel opportunities to view STEM subject matter from a variety of lenses and apply science content towards interdisciplinary explorations of the intersection of plants, people, and culture.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

This course directly aligns with the STEM Division mission to demonstrate the critical role of analytical thinking and scientific methodology required to address global issues.

2. How does the course fit into the rest of the unit's curriculum?

As an upper division Biology elective, this course complements study in conservation biology, restoration ecology, pharmacology, and provides unique opportunities for pre-medical students. It is also a discipline of interest to graduate students in the Environmental Education Graduate Program.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period?

Course is offered every other year: Year 1: 18 ; Year 2 ; Year 3: 18

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

a. Who will teach the course?

Arielle Halpern

b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.

This course has been piloted as an open-numbered 411/511 course and is currently a part of the faculty's scheduled teaching load.

- c. If additional faculty members are needed, how will that need be met?  
No additional faculty are needed for this course.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.

Biology classrooms are sufficient for this course. The course also utilizes the Natural History Museum and SOU greenhouse.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?  
Yes
- b. Are any other resources needed to support this course?  
If so, please explain how they will be obtained.  
No additional resources are needed to teach this course.

**E. External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university?

No expected impact on existing programs elsewhere within the university.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs?

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

No, the prerequisite for this course is an existing core requirement for the Biology Program.

## 17. Syllabus (condensed)

(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)

### A. Course description (same as Catalog description, above)

This course examines the relationship between plants and people from biological, social, historical, economic, and cultural perspectives. We will examine the relationship between people and plants through scientific epistemologies with a focus on the decolonial lens. This course highlights the contribution and connection of Indigenous epistemologies and praxis to the scientific process and STEM methodologies. Students will develop skills in shared knowledge generation, cost-benefit sharing, and ethical research practices through applied projects incorporating methods from Biology, Ecology, Chemistry, Cultural Anthropology, and others.

### B. Learning objectives of the course

1. Investigate cultural relationships with plants, taxonomies, and ecosystems with special focus on race, ethnicity, Indigeneity, gender identity and expression.
2. Evaluate ethnobotanical research from scientific and social perspectives with special focus on how research topics and methods both promulgate and transform colonial mentalities.
3. Formulate ethnobotanical research projects that help to redress inequities and create opportunities utilizing cross-disciplinary methodologies.
4. Synthesize biological, chemical, ecological, economic, cultural, and historic information on plants, their cultivation/propagation, and the (ethno)ecosystems and contexts in which they grow, are tended, and are used.

### C. Required texts

Balick, M. J., & Cox, P. A. (2020). *Plants, People, and Culture* (2nd Edition). Garland Science. (available in the SOU Bookstore)

### D. Course format

2 hour lecture 2x weekly.

### E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

A copy of the course design map for the EDIJ Capacity is provided with assessments directly connected to learning outcomes.

Approvals:



Signature of Division Director

4-5-2022

Date