



STATE UNIVERSITY OF NEW YORK

Student Work

Reimagined a caduceus
From water coloring
Subject: Jubilee!
Spring is here

"Rocks are supposed to be barren. But these rocks seem to be giving birth to life... (and) there is always hope for life no matter how grim the situation might be."

By the third visit, my brain quailed down and I started seeing what was in front of me...

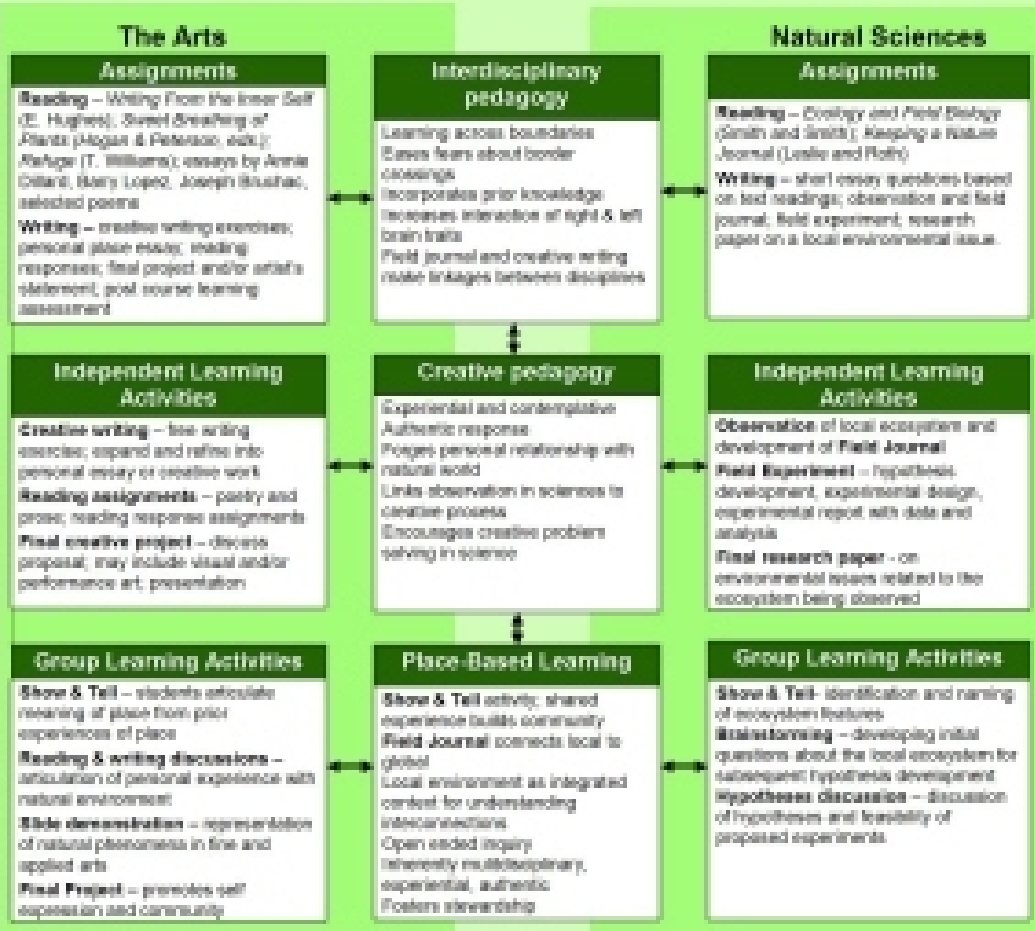
The Nature and Meaning of Place: Integrating Art and Science in a Creative Learning Environment

SUNY General Education Requirements

<p>ARTS REQUIREMENTS</p> <p>Students will demonstrate an understanding of at least one principal form of artistic expressive and the creative process inherent therein.</p> <p>Course information should demonstrate which principal form(s) of artistic expression students will encounter; how students will show understanding of the creative process(es) inherent in the form(s).</p>	<p>NATURAL SCIENCES REQUIREMENTS</p> <p>Students will demonstrate understanding of the methods scientists use, including observation, hypothesis development, measurements and data collection, experimentation, evaluation of evidence and employment of mathematical analysis, and application of scientific data, concepts and models in one of the natural sciences.</p>
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Nature and Meaning of Place Group Study

Explores the relationship of creative self-expression and natural science as ways of knowing and understanding the natural world. This study includes readings by authors and artists who express their connections to place through creative works. It also includes fundamental ecological principles and scientific method to answer questions about natural world. In addition to field observation, field journaling, data collection and analysis in the sciences, students learn about and practice creative writing techniques, read creative works by published authors, and learn about the representation of nature in visual arts. The creative practices and scientific examination of place are combined in a personal field journal and creative final project.



Student Work

"It felt as though the scientific curiosity was peering through into my life, as though the way I observed things was altered, like I took a big step back from my world and was able to see it differently in a lot of small ways."

"However, looking at it from an overall perspective, I also found similarities in both sections of the study. The science portion of the course although focused on observations and fact did stimulate emotions in me during my observations and experiments. I was able to focus on the beauty of nature, its phenomenal complexities, and how we are all connected through science and consciousness."

"My idea is to test the efficacy of [the scare] method by placing a feeder, such as the great horned owl represented above, near a bird feeder and observing the effect on birdseed consumption. The great horned owl is actually found in central New York and eats small mammals such as squirrel and birds. Thus, using the method to protect a wildlife food source such as a birdfeeder should be a valid test of the scare method."