

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	DANSRD	College/School	CRCO
Prepared by	Rose Meier	Phone	907-474-6935
Email Contact	rameier@alaska.edu	Faculty Contact	Rose Meier

1. **ACTION DESIRED**
(CHECK ONE): Trial Course New Course

2. **COURSE IDENTIFICATION:** Dept Course # No. of Credits

Justify upper/lower division status & number of credits:	Both EBOT F250 and F251 were developed to be part of the Ethnobotany Certificate program and, as such, are geared for lower division students.
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3. **PROPOSED COURSE TITLE:**

4. **To be CROSS LISTED?** YES/NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. **To be STACKED?*** YES/NO If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. **FREQUENCY OF OFFERING:**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING** (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify)												
Mode of delivery (specify lecture, field trips, labs, etc)	Audioconference, Blackboard Collaborate											

9. CONTACT HOURS PER WEEK:	1.5 hr/ wk	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	3 hours X 9 weeks = 1620 min = 2 credits
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10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

EBOT F250 Applied Ethnobotany Fall
2 Credits Offered Fall

This is the fall section of a year-round course cycle, consisting of two non-sequential applied courses (Fall and Spring) that explore the seasonally-appropriate cultural uses of plants in a native and non-native, mainly Alaskan, context. Emphasis will be placed on the underlying scientific aspects of harvesting and using plants. Students will deepen their understanding of human-plant relationships which will guide them into further studies in ethnobotany and related disciplines.

Prerequisite: EBOT F100, or permission of instructor

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:	<input type="checkbox"/>	NO:	<input type="checkbox"/>	NO
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	W = Writing Intensive, Format 7	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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11.A **Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?	<input type="checkbox"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

EBOT F100, Introduction to Ethnobotany

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

Or permission of instructor

16. **PROPOSED COURSE FEES**

\$ none

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?
Yes/No

No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course will be taught by adjuncts already teaching for the EBOT program, and will not have any impact on facilities/space or the budget.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

This course will not really impact the library – students will utilize online and textbook material to complete the course, as they are distance students.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

This course will affect the Ethnobotany program and DANSRD in that it will provide an additional course for the EBOT program students to take as part of their Certificate requirements, and will be an integral part of the EBOT minor that is being submitted for approval in tandem with this Format 1.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

We anticipate only positive impacts with this new course – providing additional opportunities for students to explore how to better understand and work with plants that are locally present in their own communities, and to share this information with others in the class in a peer-reviewed way.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

We wanted to create an opportunity for students to further explore ways that plants are used throughout the year. Since we could not create one course that runs over the entire academic year, we wanted to provide students with something similar that fits within the UAF framework. So we are proposing to do this through two, non-sequential 2 credit courses (EBOT F250, Applied Ethnobotany Fall; and EBOT F251, Applied Ethnobotany Spring), where students will be able to choose to take either EBOT F250 or F251 first, after having completed EBOT 100 a previous summer.

Equally important to this justification is the understanding that we developed both of these courses to provide students with another option to taking EBOT F230 (Ethnobotanical Chemistry) within the new, streamlined EBOT Program requirements (being submitted for approval during this same review cycle). Since EBOT was added to the UAF catalog in 2009, we've been informally collecting student and faculty feedback, and have learned that we could do a better job of serving those students more interested in the cultural aspects of plant use and less interested in science, by providing them with a more approachable alternative to Ethnobotanical Chemistry in these two new courses, Applied Ethnobotany Fall and Applied Ethnobotany Spring.

EBOT F250 and F251 provide the only place in the UAF curriculum for students to learn via hands-on projects, about local plants in a seasonally-appropriate way over the course of an entire academic year. It has been developed at the suggestion of EBOT students and faculty, to create a forum for participants to share experiences of how plants in their own backyard are used, and the science and cultural aspects that help explain these processes. This course is one of two in a series, and provides the opportunity to learn about local plants and their uses in the autumn and early winter conditions in Alaska.

This course, and its counterpart EBOT F251 (Applied Ethnobotany Spring) will become part of the EBOT minor, also submitted for approval during this curriculum review cycle, and be available to students in other programs, such as DANSRD or ANTH.

EBOT 250 format!

APPROVALS: Add additional signature lines as needed.

Rose Meier
Signature, Chair, Program/Department of: Ethnobotany Program Date: 10/26/16

Shirley B. Cruise
Signature, Chair, College/School Curriculum Council for: Rural & Community Development Date: 10/27/16

For Pek Piang
Signature, Dean, College/School of: CACD Date: 10/28/16

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs) Date:

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC		
___ Core Review ___ SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair,		
Program/Department of:		

	Date	
Signature, Chair, College/School		
Curriculum Council for:		

	Date	
Signature, Dean, College/School		
of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

**Applied Ethnobotany Fall
EBOT F250
FALL SEMESTER, 2017
2 credits**

Course Information

Location: **Distance Delivery: Audio Conference via the internet and telephone.** Students taking this class are required to have an email address, basic computer skills, and reliable computer internet access for all class sessions (this can be dialup access). Computer headset (headphones with microphone) can be helpful if calling in via a computer.

Call in Number: (866) 832-7806, Participant conference code: TBA
or join via Blackboard Collaborate

Prerequisites: EBOT F100

Instructor:
Office:
Phone
E-mail:
Office Hours:

Course Calendar: Every other Thursday from 5:30-8:30pm

Course Description:

This is the fall section of a year-round course cycle, consisting of two non-sequential applied courses (Fall and Spring) that explore the seasonally-appropriate cultural uses of plants in a native and non-native, mainly Alaskan, context. Emphasis will be placed on the underlying scientific aspects of harvesting and using plants. Students will deepen their understanding of human-plant relationships which will guide them into further studies in ethnobotany and related disciplines.

The vegetation in Alaska is strongly seasonal and so are the activities related to plants harvested from the wild. The activities as well as the context-embedded lectures of the course will be guided by plants available during the second half of the annual vegetation cycle. This includes harvesting, processing and preserving of plants for use during the non-growing season. The course will provide a space for hands-on exploration of biological, ecological, chemical, and anthropological concepts through the lens of ethnobotany. The cultural aspects of the plant uses addressed will be complemented by their underlying scientific (e.g. ecological, biochemical) principles. The course builds on guided individual projects by the students or a team of students, fostering independent working and creative problem solving as well as discussing results within a group of peers and finally presenting in class or to a wider audience.

Course Goals:

Students will begin to learn and understand how plants and plant extracts can be and have been used in Alaska by doing hands-on projects. Through this process, students will learn how to harvest and process Alaskan plants and will become aware of the strong seasonality of plants in Alaska. At the same time, the student will develop the skills to harvest and process a selection of plants in fall growth stages.

The course will provide an introduction to the plants and their uses during the second half of the annual vegetation cycle. Designing an individual project schedule will create awareness of the strong seasonality of plant life and living with plants in Alaska.

The student projects will also create the framework for exploring and learning the underlying scientific (e.g. ecological, biochemical) principles. The guided projects conducted by the student or a team of students will foster independent work skills and creative problem solving; at the same time, the students will practice how to discuss methods and results within a group of peers. Creating project documentation and sharing these with class mates or with a wider audience will develop presentation skills.

This semester will begin with an intense hands-on focus in order to maximize the seasonal availability of plants: gathering, preserving, and documenting plants.

Student Learning Outcomes:

Through this course students will:

- Identify culturally-important plant uses for the student's region in late summer and fall
- Show understanding of how the seasonal environmental factors determine the annual cycle of plants in Alaska
- Explain plant phenology and developmental stages of plants that are specific to late summer and fall
- Demonstrate basic proficiency in ethnobotanical literature relevant for Alaska
- Name medicinal and food uses of key native plants in Alaska
- Practice different ways of gathering plants and plant parts, as well as extracting and processing botanicals
- Demonstrate an understanding of the general principles of ethnobotany
- Employ a selection of ethnobotanical research methods
- Name and describe the main ethnobotanical traditions specific to the student's home region of Alaska
- Design and conduct individual ethnobotanical projects
- Create documentation of personal projects (e.g. film, image, and drawing)
- Report findings through monthly presentations

Resources & Materials:

1. Required Literature

Bandringa, Robert W. 2010. Inuvialuit Nautchiangit: Relationships Between People and Plants. Inuvik NWT. Canada. Inuvialuit Cultural Resource Centre.

Gray, Beverley. 2011. The Boreal Herbal: Wild Food and Medicine Plants of the North. Whitehorse YK Canada. Aroma Borealis Press.

Jones, Anore. 2010. Plants That We Eat. Fairbanks AK. University of Alaska Press.

In addition to the required textbooks, students will choose a source from a list provided by the course instructor, based on where the student lives and which projects she or he chooses to work on. It is important to consult with the course instructor on which additional sources are most relevant.

Additional articles will be supplied by instructor via Blackboard.

2. Expenses for conducting the monthly individual projects

For some projects, the students will have to purchase additional course material. The total expenses for all projects during one semester should not exceed \$50.

Instructional Methods:

Class Participation: Class will be used to present and discuss projects done during the month. You are expected to actively listen and ask pertinent and respectful questions. Participation in the open forum blogs is expected. Attendance is part of the participation grade; if you must miss a class you will be expected to listen to the recording of the class and write an additional blog sharing your thoughts on what you heard and learned.

Blog Posts: Each student will write 8 blogs, 1-2 paragraphs long, in response to a class discussion, reading, project presentation, or topic related to ethnobotany. Blogs are due by midnight the night before the next session.

Blog Comments: You are expected to post responses to other students' blog posts. This dialogue is meant to encourage questioning, critical thinking, learning, and getting to know each other. Please post at least one comment per required blog post- feel free to respond to more than one if you wish.

Assessment: The assessment administered during Session II will not be graded, but will be used as a self-evaluation tool.

Final exam: Exam will be administered at the end of the semester.

Projects: Every student will pick three projects to investigate and will be required to find four relevant readings including 2 scientific and 2 gray literature sources for each. A range of project suggestions will be provided on Blackboard. Try to create a well-balanced project combination: pick one project to create a container, one for an edible, and one non-edible product (medicine, food, craft, tool, etc.) using materials from your region. You will present the visual documentation of every project in class and also share it with a wider audience (final projects will be posted on the EBOT website, with student's permission). The project documentations have to be submitted for grading within a week after presenting and discussing them in class. Projects will consist of visual documentation (video, photo, or drawing); a written summary of the project (500-750 words) including references to the scientific and gray literature; and an interview of an expert. In your written summary (500 - 750 words) refer to relevant literature for botanical, chemical, nutritional and other information. Be prepared to explain not only how you did the project but the importance of the plant, the biology and chemistry that is occurring, and cultural value of the product.

Final Project: Pick one of your 3 projects to be submitted as the final project. This project will be archived and posted online for the general public to see. This means, all steps of the project must be well documented and, if necessary, clearly explained. A more in-depth (1000 words) written description citing at least two scientific and two gray literature sources has to be submitted for your final project as well. You will be graded for content (70%), language (10%), format (10%) and citations (10%). Please have someone proofread your paper before submitting

Course Content: See Course Schedule (page 7)

Evaluation & Grading - Elements of Grades for EBOT 250:

Element	Number to complete	Percent of grade
Class participation and presence		10%
Blog posts	8	25%
Blog comments	8	10%
Projects presentations and documentations	3	30%
Final project	1	20%
Final Exam	1	5%
Total		100%
BONUS: extra 5 blog posts		10%

Grading Scale (based upon the percentage of total possible points):

A	90% or higher	Distinguished Achievement
B	80-89%	Outstanding Achievement
C	70-79%	Satisfactory Competence (Average Performance)
D	60-69%	Below Average Performance
F	less than 60%	Failure to satisfactorily meet course requirements
I	Incomplete	(the university has policies that govern incomplete grades)

Policies & Procedures:

Time Commitment: This course is an applied course. Students are asked to work on projects independently. The time to prepare, conduct and document a project is at least as important for the success of this course as the time spent in class. Please consider that college level science courses customarily require at least 2 to 3 hours of time outside of class for each hour spent in class.

Attendance: Student attendance and participation are necessary to pass this course. Each student is expected to attend each class session, to be on time, and to remain for the entire session. Late arrivals and early departures are disruptive and unfair to other students and guest lecturers. With the understanding that life happens, class may be missed up to 3 times. For classes missed, the student is asked to listen to the recordings and submit additional makeup assignments that will be assigned.

Assignments missed because of an excused absence, must be made up within one week after a student's return to school. Because of logistical difficulties, some sessions and assignments may be difficult to make up, so be sure and please always talk with the instructor when you know that you will have to miss class(es).

Should school or class be officially cancelled (because of inclement weather, etc.), **exams, quizzes, or assignments due during that cancellation will be given or due the next scheduled class session.**

Assignments submitted late without an authorized excuse will be subject to a 10% grade reduction for each class period that the submission is delayed. **Any make up work not completed by the last day of lecture will receive a grade of zero (o) and this will be factored into your final grade.** Assignments will be due by midnight on the due date.

Reading: Students are expected to have read the material listed in the attached Lecture Schedule **prior to class**, and to be prepared to participate in class discussions and activities with comments, questions, and observations. Your participation is both required and highly valued, and will count as part of the final grade.

Readings from texts and supplementary materials provided by the instructors are to be read as assigned, and completed by the next class period. If reading material raises questions that you have or introduces material that you are especially interested in, we will discuss your questions or interests in more detail during the scheduled class period. **You must do the readings as they provide background for the topics discussed in class.** From time to time throughout the semester the instructors may assign additional reading material, with these not necessarily listed in the course outline below.

Student Support Services:

Fairbanks main Campus, call (907) 474-6844
Bristol Bay Campus, call (800) 478-5109
Chukchi Campus, call (800) 478-3402
Interior-Alaska Campus, call (888) 474-5207
Kuskokwim Campus, call (800) 478-5822
Northwest Campus, call (800) 478-2202

Disability Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (203 WHIT, (907) 474-5655 | TTY: (907) 474-1827) to provide reasonable accommodation to students with disabilities:

UAF Disability Services for Distance Students:

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCD) and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit <http://www.uaf.edu/disability/index.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

- General Information -

Policies of the College of Rural and Community Development (CRCD) are summarized in the Fall 2017 Schedule of Courses. Policies of the University of Alaska Fairbanks (UAF) are summarized in the 2017-18 Catalog.

Student Behavior: Students at this institution are expected to contribute to the maintenance of an environment that is conducive to learning and respectful of others. Consequently, they are required to behave in accordance with acknowledged societal norms and are prohibited from engaging in behavior that is distracting to themselves or to others. Inappropriate behavior will result minimally in being asked to leave class immediately. Refrain from talking or making noise during lectures, laboratory sessions, and exams, although all contributions to and with the class are encouraged, with participation highly valued as part of your final grade.

Study Skills: This class requires good reading and study skills. If a student feels that he or she is falling behind, he or she should contact the instructor **immediately and we will work with you directly**. Issues of this type seldom resolve unless specific measures are taken in a timely fashion.

Harassment: CRCO and UAF have specific policies regarding harassment, and harassment will not be tolerated. Anthropology students address subjects that are considered to be delicate by many individuals and cultures. Both students and faculty are expected to act and speak with sensitivity and respect.

Title IX Policy: The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600 or the KuC Title IX Coordinator at 543-4562; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721 or the Bethel Police Department at 543-3781.

Use of College Equipment: Students are expected to use their utmost care to assure the continued availability of campus resources.

Drop/Withdrawal/Incomplete: Ceasing attendance does not activate the drop, withdrawal, or incomplete grade process. The student must submit the appropriate forms for each of these processes by the published deadlines to end enrolment in this class. Failure to complete and submit the appropriate forms may result in a failing grade for this course on the student's permanent transcript. Deadlines for drop and withdrawal are listed below. **All paperwork must be completed and submitted by these dates.** Be aware that the college has specific policies and procedures for the assignment of incomplete grades.

Last Day for 100% Refund: September 15, 2017

Last Day for Withdraw: November 25, 2017 (with a W grade on transcript)

COURSE OUTLINE: TOPICS BY WEEK

Every session will be divided into student project presentations and a lecture or interactive portion focusing on theoretical or applied topics related to applied ethnobotany.

Always share your presentation or files (e.g. texts, images, URLs) with classmates BEFORE the session you are going to present.

Session 1 (Aug. 31st)

Introduction, purpose, and objectives of this course. What is ethnobotany?

Discussion of the list of possible monthly assignments and how students are asked to perform and document them.

Discussion: Think about what is available to gather around you and share with the class. If you are not sure, describe where you live and the class will try to help think of plants that may be in season to harvest. Have the required course books at hand for information.

Homework for next session:

- **Write up your personal project schedule** with your projects, a timeline and your individual, additional required readings; choose your 3 projects and find relevant literature (if needed, ask your course instructor for help) or pick project suggestions from the folders on Blackboard. Consider for example, that if you plan to make a birch bark basket you will have to harvest the bark much earlier. **Submit your individual schedule draft by Sept 21, 6pm.**
- **Review** Gray, B. *Boreal Herbal Part III: Plant Preparation and Recipes* (pages 274-377) and Bandringa, R. *Inuvialuit Nautchiangit: Table of Contents* to get ideas for your fall projects.
- Begin to harvest, process, and preserve plant material as needed
- **Write a blog post:** you are required to post and respond to a post after every session.
- **Complete course survey (on Blackboard) by Sept 21, 6pm**

Session 2 (Sept. 7th)

Presentation: Training Project: 3-5 minute presentation on a plant that you collected (over the summer or more recently) or on a plant that has a local (your home, your community) or a global meaning and use.

Activity: Talk briefly about your schedule and address problems and questions that might arise during the process of your project and address them in class. 'Peer review': We will split up in small groups and read each other's project schedule, summarize it and make constructive suggestions to each other.

Assessment: will not be graded, but will be used as a self-evaluation tool.

Homework for next session:

- Redo your **project schedule** and **submit a second time for final approval before Session 3 on Sept. 21.**
- Read one scientific and one other source on your October project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.
- **Write a blog post:** you are required to post and respond to a post after every session.
- **Read and be ready to answer questions:** Spray, Z. 2002. *Alaska's vanishing Arctic cuisine*. *Gastronomica: The Journal of Critical Food Studies* 2.1: 30-40. (List of questions will be posted on Blackboard.)

Session 3 (Sept. 21st)

Discussion of seasonal activities during October

Student project presentations, discussion

Lecture and discussion topic: Spray, Z. *Alaska's vanishing Arctic cuisine*. (List of questions will be posted on Blackboard.)

Homework for next session:

- Read one scientific and one other source on your October project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.
- **Write a blog post:** you are required to post and respond to a post after every session.
- **Read and be ready to answer questions:** Dinstel, R.; J. Cascio, and S. Koukel, 2013. *The antioxidant level of Alaska's wild berries: high, higher and highest*. *International Journal of Circumpolar Health* 72: 21188. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3751288/>) (List of questions will be posted on Blackboard.)

Session 4 (Oct. 5th)

Student project presentations, discussion

Lecture and discussion topic: Dinstel, etal. 2013. *The antioxidant level of Alaska's wild berries: high, higher and highest*.

Homework for next session:

- Read one scientific and one other source on your October project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.
- **Write a blog post:** you are required to post and respond to a post after every session.
- **Read and be ready to answer questions:** Jones, A. 2010. *Plants That We Eat*. pages 140-152. (List of questions will be posted on Blackboard.)

Session 5 (Oct. 19th)

Discussion of seasonal activities during November

Student project presentations, discussion

Lecture and discussion topic: Jones, A. 2010. *Plants That We Eat*. pages 140-152.

Homework for next session:

- Read one scientific and one other source on your November project and be ready to present and discuss them in class. Share the sources (via email through the Blackboard class list) that you are going to talk about prior to class.
- **Write a blog post:** you are required to post and respond to a post after every session.
- **Read and be ready to answer questions:** TBA [topic will be related to guest speaker of following session] (List of questions will be posted on Blackboard.)

Session 6 (Nov. 2nd)

Student project presentations, discussion

Lecture and discussion topic: Guest lecturer

Homework for next session:

- Read one scientific and one other source on your November project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.
- **Write a blog post:** you are required to post and respond to a post after every session.
- **Read and be ready to answer questions:** Harry, K.; and L. Frink. 2009. *The arctic cooking pot: Why was it adopted?* *American Anthropologist* 111.3 : 330-343. (List of questions will be posted on Blackboard.)

Session 7 (Nov. 16th)

Discussion of seasonal activities during December

Q&A for final project: format, citations, etc.

Student project presentations, discussion

Lecture and discussion topic: Harry, K, and L. Frink. *The arctic cooking pot: Why was it adopted?* (List of questions will be posted on Blackboard.)

Homework for next session:

- Read one scientific and one other source on your November project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.
- **Write a blog post:** you are required to post and respond to a post after every session.

Session 8 (Dec. 7th)

Student project presentations, discussion

Lecture and discussion topic:

Homework for next session:

- Submit the project that you want to be graded as your final project to the course instructor before the last session (Session 9). If applicable, submit model releases for all people you recorded. For the final project, also submit a 3 page (1000 word) written description citing at least 2 scientific and 2 gray literature sources. You will be graded for content (70%), language (10%), format (10%) and citations (10%). Please have someone proofread your paper before submitting.
- **Write a blog post:** you are required to post and respond to a post after every session.
- Submit your contribution for the 'Best Of' screening during Session 9. (This does not have to be your final work but one(s) that you want to share with the class.)

Session 9 (Dec 14th)

Final Presentation: Screening 'Best Of'

Closing discussion

Complete Final Exam

This course syllabus is a general plan for the course; deviations announced by the instructor may be necessary.