

Applied Ethnobotany Spring
EBOT F251
SPRING 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 Saturday from 9am to noon

Course Delivery Mode: Lecture

Course Description:

This is the spring 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 spring growth stages.

The course will provide an introduction to the plants and their uses during the first 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.

Student Learning Outcomes:

Through this course students will:

- Identify culturally-important plant uses for the student's region in spring and early summer
- 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 spring and early summer
- 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 251:

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 (CRCDC) 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 (CRCDC) 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: January 29, 2017

Last Day for Withdraw: March 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 (Jan. 21)

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: Be prepared to briefly talk about your personal interest and experience in ethnobotany as well as projects you have done in the past. You are welcome to share images or other video files with the class (not required).

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 Jan. 25, 6pm.**
- Read 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 spring projects
- Prepare your presentation for Session 2, share it with the course participants before next class.
- **Write a blog post:** you are required to post and respond to a post after every session.
- **Complete course survey (on Blackboard) by Jan. 25, 6pm**

Session 2 (Feb. 4)

Presentation: Training Project: 3-5 minute presentation on a plant that you collected (over the previous summer or the winter) 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 Feb. 2.**
- Read one scientific and one other source on your February 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:** Gray, B. *Boreal Herbal Part 1: Getting Started* (pg 19-36; list of questions will be posted on Blackboard)

Session 3 (Feb. 18)

Discussion of seasonal activities during February

Student project presentations, discussion

Lecture and discussion topic: Gray, B. Boreal Herbal Part 1: Getting Started (pg 19-36; list of questions will be posted on Blackboard.)

Homework for next session:

- Read one scientific and one other source on your February 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: Turner, N and K. Turner. 2008. *Where Our Women Used to Get the Food. Botany.* pages 103-115. (List of questions will be posted on Blackboard.)

Session 4 (Mar. 4)

Student project presentations, discussion

Lecture and discussion topic: Turner and Turner. 2008. *Where Our Women Used to Get the Food*

Homework for next session:

- Read one scientific and one other source on your February 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 (List of questions will be posted on Blackboard.)

Session 5 (Mar. 11)

Discussion of seasonal activities during March

Student project presentations, discussion

Lecture and discussion topic: Guest lecture TBA

Homework for next session:

- Read one scientific and one other source on your March 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: Lee, R. and M. Balick. 2008. *Chronobiology: It's About Time. Explore: The Journal of Science and Healing.* Pages 442-445. (List of questions will be posted on Blackboard.) (<http://www.sciencedirect.com/science/article/pii/S155083070600365X>)

Session 6 (Apr. 1)

Student project presentations, discussion

Lecture and discussion topic: Lee and Balick. 2008. *Chronobiology: It's About Time*

Homework for next session:

- Read one scientific and one other source on your March 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: Pilz, D.; S. Alexander, J. Smith, R. Schroeder, and J. Freed; editors. 2006. *Nontimber Forest Product Opportunities in Alaska.* pages 2-11 (http://www.fs.fed.us/pnw/pubs/pnw_gtr671.pdf). (List of questions will be posted on Blackboard.)

Session 7 (Apr. 15)

Discussion of seasonal activities during April

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

Student project presentations, discussion

Lecture and discussion topic: Pilz, et al. 2006. Non-Timber Forest Product Opportunities in Alaska (List of questions will be posted on Blackboard.)

Homework for next session:

- Read one scientific and one other source on your April 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 (Apr. 29)

Student project presentations, discussion

Lecture and discussion topic: TBA

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 (May X, TBD during finals week)

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.