SEMINAR IN ETHNOBOTANY
EBOT 200
SPRING SEMESTER, 2016
1 credit

Course Information

Location: Distance Delivery: Audioconference via the internet. 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:

Prerequisites: EBOT F100; or permission of instructor

Instructor: Shannon Busby sbusby3@alaska.edu

Office Hours: Arranged by appointment.

Course Calendar: Tuesdays, 5:10 - 6:10pm, January 19th to April 26th, 2016.

Course Description:
This course surveys basic concepts of ethnobotany and ethnoecology, with emphasis on how people use plants, the role of plants in traditional food systems, and the dynamics of human-plant-ecosystem interactions in a context of rapid social, ecological and climatic change. Lectures and discussion focus specifically on plant use in Alaska and other parts of the world. Students will gain a basic understanding of agriculture, plants and ecosystem services; the use of plants for food and medicines; the economics of innovative plant-based businesses; and the cultural and economic significance of plant use to other cultures worldwide.

Course Objective:
Through a diverse range of presenters students will be given a well-rounded background into the different areas of ethnobotanical study, touching on research methods and career opportunities. Students will be exposed to the importance of people-plant relationships within different contexts and given an opportunity to interact with professionals within their field.

Student Learning Outcomes:
In this course, students will:
- Acquire an understanding of the general principals of ethnobotany
- Become familiar with different areas of ethnobotany research and methods
- Explore the cultural relevance of the flora to the indigenous cultures of the Alaska
- Learn about medicinal and food uses of Alaska native plants
- Explore the nutritional ecology of traditional food systems
- Learn about native plant-based business operation in Alaska
- Become familiar with career opportunities within the field of ethnobotany
- Gain insight into how ethnobotany is related to and a part of ethnoecology

Resources & Materials:
Required Texts:
Foraging in Alaska for Fun and Profit, by Charles Walsh, available free online at: http://www.alaskaherbtea.com/Foraging/foraging_and_wildcrafting.htm

Additional articles to be supplied by instructor

**Recommended Text:** This is not required, but complements the required texts and provides good background and a more in depth review of some of the topics covered in lectures.


**Instructional Methods:**

**Class Participation:** Most classes will feature presentations by guest speakers. 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 five blogs, 1-2 paragraphs long, in response to a class discussion, reading, guest speaker, or topic related to ethnobotany. Blogs are due by midnight of the dates found on the calendar.

**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.

**Student Led Class:** Students will be part of a group responsible for leading one class session. The group will pick the topic and presentation format. Be creative, find something you are curious to know more about, and devise a way for all of us to join in that learning experience. The presentation will be 45 minutes long, leaving 15 minutes for questions.

**Course Survey:** Evaluation surveys will be administered at the start of the semester and at the end to measure what was learned through the course.

**Course Content:** See Lecture Schedule (page 5)

**Evaluation & Grading: Elements of Grades for EBOT 200:**

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<thead>
<tr>
<th>Element</th>
<th>Number</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Blog Posts</td>
<td>5</td>
<td>40%</td>
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<tr>
<td>Blog comments</td>
<td>5</td>
<td>10%</td>
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<tr>
<td>Student led class</td>
<td>1</td>
<td>35%</td>
</tr>
<tr>
<td>Evaluation Survey</td>
<td>2</td>
<td>5%</td>
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<tr>
<td>Total</td>
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**Grading Scale** (based upon the percentage of total possible points):

- **A** 90% or higher  Distinguished Achievement
- **B** 80 – 90%      Outstanding Achievement
Policies & Procedures:

**Time Commitment:** College level science courses customarily require at least 2 to 3 hours of time outside of class (for reading, study, and preparation) for each hour spent in class. Students whose schedules cannot accommodate this level of commitment for whatever reason (work, family obligations, etc.) are unlikely to be successful in this class.

**Attendance:** Student attendance and participation are necessary to learning the material in 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, but those recordings must be listened to and additional makeup work 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 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 (0) 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 lectures.** 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-Aleutians 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 Spring 2016 Schedule of Courses. Policies of the University of Alaska Fairbanks (UAF) are summarized in the 2015-16 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: CRCD 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 enrollment 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, 2016
Last Day for Withdraw: March 25, 2016 (with a W grade on transcript)
COURSE OUTLINE: LECTURE TOPICS BY WEEK

Week 1 (Jan. 19th): Introduction, purpose, and objectives of this course. What is ethnobotany?
**Homework:** Complete Survey, & Read: Davidson-Hunt, Ecological Ethnobotany: Stumbling Toward New Practices and Paradigms

Week 2 (Jan. 26th): Community Based Research: Connecting researchers with community needs in culturally appropriate ways
Guest Lecture: Beth Leonard
**Read:** Battiste, Research Ethics for Protecting Indigenous Knowledge and Heritage

Week 3 (Feb. 2nd): Ecosystem Services: putting a value on natural resources and natural spaces
Guest Lecture: Carlos Aguilar
**Read:** Gomez-Baggethun et al., The history of ecosystem services in economic theory and practice
Muradian et al., Reconciling theory and practice: An alternative conceptual framework for understanding payments of ecosystem services

Week 4 (February 9th): Wildcrafting: ethics and economics of small-scale native plant-based business development in rural and urban Alaska.
Guest Lecture: Rainey Hopson
**Read:** Foraging in Alaska for Fun and Profit, by Charles Walsh
**Blog Post #1 Due**

Week 5 (February 16th): Open Sharing Forum: Questions, Ideas, and Experiences

Week 6 (February 23rd): Nutritional Ecology: The relationship between human health and ecosystem health and the importance of a diverse food system.
Guest Lecture: Phil Loring
**Read:** Gerlach & Loring, Rebuilding Northern foodsheds

Week 7 (March 1st): Non-timber forest products, and other non-medicinal, non-food uses of Alaska native plants.
Guest Lecture: Glen Holt
**Read:** Nontimber Forest Product Opportunities in Alaska
**Blog Post #2 Due**

Week 8 (March 8th): Food as Medicine: nutrition and traditional food diets in Barrow Alaska
Guest Lecture: Angela Valdez
**Read:** Johnson et al., Factors Related to Fruit, Vegetable, and Traditional Food Consumption

Week 9 (March 22nd): **Student Run Class**
**Blog Post #3 Due**

Week 10 (March 29th): Agriculture: Growing food in Alaska
Guest Lecture: TBA
**Read:** Loring & Gerlach, Outpost Gardening in Interior Alaska

Week 11 (April 5th): **Student Run Class**

Week 12 (April 12th): Ethnosciences and Ecoliteracy: understanding people's relationship with the natural world
Guest Lecture: Evan Sterling
**Read:** Rist & Dahdouh-Guebas, Ethnosciences- A step towards the integration of scientific and indigenous forms of knowledge in the management of natural resources for the future
**Blog Post #4 Due**

Week 13 (April 19th): Plants as medicine: What is herbalism?
Guest Lecture: TBD
Week 14 (April 26th): Course Wrap Up, potential final guest speaker
Homework: Final Survey
Blog Post #5 Due

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