Submit original with signatures + 1 copy + electronic copy to UAF Governance. See [http://www.uaf.edu/uafgov/faculty/cd](http://www.uaf.edu/uafgov/faculty/cd) for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

<table>
<thead>
<tr>
<th>SUBMITTED BY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td>Kuskokwim Campus</td>
</tr>
<tr>
<td><strong>Prepared by</strong></td>
<td>Rose Meier</td>
</tr>
<tr>
<td><strong>Email Contact</strong></td>
<td><a href="mailto:fnram2@uaf.edu">fnram2@uaf.edu</a></td>
</tr>
<tr>
<td><strong>College/School</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
<td>479-6935</td>
</tr>
<tr>
<td><strong>Faculty Contact</strong></td>
<td>Kevin Jernigan</td>
</tr>
</tbody>
</table>

1. **ACTION DESIRED (CHECK ONE):**

| Trial Course | New Course |

2. **COURSE IDENTIFICATION:**

<table>
<thead>
<tr>
<th>Dept</th>
<th>EBOT</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

Justify upper/lower division status & number of credits:

3. **PROPOSED COURSE TITLE:**

Introduction to Ethnobotany

4. **CROSS LISTED?**

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. **STACKED?**

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

6. **FREQUENCY OF OFFERING:**

| Every Summer |
| (Every or Alternate) Fall, Spring, Summer — or As Demand Warrants |

7. **SEMESTER & YEAR OF FIRST OFFERING (if approved):**

Summer 2009

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.

<table>
<thead>
<tr>
<th>COURSE FORMAT: (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

| 6 weeks to full semester |

**OTHER FORMAT (specify):**

Field camp, if offered in 2 week format

Distance delivery, using onsite facilities if in semester long format

9. **CONTACT HOURS PER WEEK:**

<table>
<thead>
<tr>
<th>2 hrs/ wk</th>
<th>LECTURE hours/weeks</th>
<th>3 hrs/ wk</th>
<th>LAB hours/week</th>
</tr>
</thead>
</table>

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/cd/credits.html](http://www.uaf.edu/uafgov/faculty/cd/credits.html) for more information on number of credits.

**OTHER HOURS (specify type):**

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**
This course surveys basic concepts of botany and ethnobotany, with emphasis on the native flora of Alaska and how people use these plants. Students will gain a basic understanding of plant biology and taxonomy; scientific methods of plant collection, including identification and curation; as well as the use of native Alaska plants for food and medicines, ethnobotanical methods of collecting plant-use information from indigenous cultures, and ways that this information contributes to other fields of study, such as resource management, community development, and human health.

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

   - H - Humanities
   - N - Natural Science
   - S - Social Sciences

   Will this course be used to fulfill a requirement for the baccalaureate core?   
   [ ] YES   [X] NO

   IF YES, check which core requirements it could be used to fulfill:

   - [ ] O - Oral Intensive, Format 6
   - [X] W - Writing Intensive, Format 7
   - [ ] Natural Science, Format 8

12. **COURSE REPEATABILITY:**

   Is this course repeatable for credit?   
   [ ] YES   [X] NO

   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?   
   TIMES

   If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?   
   CREDITS

13. **GRADING SYSTEM:**

   LETTER:   
   [X] PASS/FAIL:

14. **PREREQUISITES**

   None

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

   RECOMMENDED

   Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

   None

16. **PROPOSED COURSE FEES**

   $   

   Has a memo been submitted through your dean to the Provost & VCAS for

17. **PREVIOUS HISTORY**

   Has the course been offered as special topics or trial course previously?   
   [ ] Yes   [X] No

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

   Summer 2008, EBOT 193, field course taught in Quinhagak AK, 7-19 July 2008

18. **ESTIMATED IMPACT**

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

   This course is optimally taught as a field course so no facility space is necessary for this course. If it is taught on-site, local donated facilities will be used. KuC is both a traditional campus and a campus without walls. One full-time faculty member and one program coordinator have already been hired.

19. **LIBRARY COLLECTIONS**

   Have you contacted the library collection development officer (ffklj@uaf.edu, 474-
services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>X</th>
</tr>
</thead>
</table>

On 24 September 2008, Karen Jensen was forwarded the Format 3 for the Ethnobotany Program and is “satisfied that the library system can provide adequate resources for all EBOT courses”.

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)

Ethnobotany Certificate Program

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This course will prepare and motivate students interested in pursuing education in ethnobotany and other fields, such as science, anthropology, linguistics, etc.

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.

This course is a requirement for the proposed Certificate in Ethnobotany (EBOT) program, submitted for UAF approval 24 September 2008.

APPROVALS: SEE ATTACHED PAGES

Signature, Chair, Program/Department of:   Date

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

Signature, Dean, College/School of:   Date

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee   Date
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<table>
<thead>
<tr>
<th>No</th>
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<th>X</th>
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APPROVALS:

AS PER ATTACHED
Signature, Chair, Program/Department of:

AS PER ATTACHED - Both Division & Curriculum Council
Signature, Chair, College/School Curriculum Council for:

Signature, Dean, College/School of:

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

Date

Date 10/20/08

Date
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This course is a requirement for the proposed Certificate in Ethnobotany (EBOT) program, submitted for UAF approval 24 September 2008.

APPROVALS:

[Signature, Chair, Program/Department of: Ethnobotany] Date 30 October 2008

[Signature, Chair, College/School Curriculum Council for: ]

[Signature, Dean, College/School of: ]

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

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

[Signature, Chair, UAF Faculty Senate Curriculum Review Committee] Date
APPROVALS:

Signature, Chair, Program/Department of: Natural Science

Date 24 Oct 2008

Signature, Chair, College/School Curriculum Council for:

Date

Signature, Dean, College/School of:

Date

Signature of Provost (if applicable):
Offerings above the level of approved programs must be approved in advance by the Provost.

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

Date

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, Program/Department of:

Date

Signature, Chair, College/School Curriculum Council for:

Date

Signature, Dean, College/School of:

Date
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<table>
<thead>
<tr>
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<th>Yes</th>
<th>X</th>
</tr>
</thead>
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APPROVALS:

Signature, Chair, Program/Department of: 

[Signature] Date 10/29/08

Signature, Chair, College/School Curriculum Council for: 

[Signature] Date 

Signature, Dean, College/School of:

[Signature] Date 

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.
<table>
<thead>
<tr>
<th>SIGNATURE, Chair,</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/Department of:</td>
<td></td>
</tr>
<tr>
<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td></td>
</tr>
</tbody>
</table>
ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.

The department and campus wide 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 change will 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 Student Learning Outcomes (more specific)

6. 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.).

7. 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.

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

9. 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.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. Disabilities 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, 474-7043) to provide reasonable accommodation to students with disabilities.”
INTRODUCTION TO ETHNobotANY
EBOT 100
Summer 200X
3 credits

Course Information:
Location: TBA

Instructor:
Kevin Jernigan  Room 113, KuC
P.O. Box 368
Bethel, Alaska, 99559
907-543-4576; 907-474-4527 (fax)
lfkaj@uaf.edu
Assistant Professor, Ethnobotany

Office Hours:
Arranged by appointment.

Other Presenters:
Elders in Residence, TBA

Course Calendar:
This course will begin X June 200X and meet for 10 weeks, ending X August 200X.

Course Description:
This course surveys basic concepts of botany and ethnobotany, with emphasis on the native flora of Alaska and how people use these plants. Students will gain a basic understanding of plant biology and taxonomy; scientific methods of plant collection, including identification and curation; as well as the use of native Alaska plants for food and medicines, ethnobotanical methods of collecting plant-use information from indigenous cultures, and ways that this information contributes to other fields of study, such as resource management, community development, and human health.

Course Objectives:
Upon successful completion of this course, the student will:

- Be familiar with basic botanical terms and concepts in the following areas: plant morphology/anatomy/ taxonomy/ecology, field collection methods, and non-vascular plants
- Recognize regionally-important plant families based on field characteristics and by using scientific keys
- Collect and identify plants using scientific methods
- Set up a small teaching plant collection and voucher specimens
- Understand the impact of invasive plants on the local native flora and on wildcrafting activities
- Have explored the general principals of ethnobotany, including its history and importance in traditional and modern culture.
- Better understand the cultural relevance of the native flora to the indigenous culture of the Alaska
- Become familiar with standard ethnobotanical survey techniques
- Create their own ethnobotanical field notebook
- Learn about medicinal, food and non-food uses of Alaska native plants
- Better understand the importance of ethnobotanical knowledge in community decision-making processes
Resources & Materials,  
Required Texts:  


**Recommended Texts:** These are not required, but complements the required texts and provide good background and a more in depth review of some of the topics covered in lectures. One copy of each is provided for the class.


*Flora of Alaska and Neighboring Territories* by Eric Hulten, 1968, Stanford University Press

*Gwich’in Ethnobotany: Plants Used by the Gwich’in for Food, Medicine, Shelter, and Tools* by A. Alestine and A. Fehr, 2002, Gwich’in Social & Cultural Institute


*Nauriat Niginuaqtuat: Plants That We Eat*, by A. Jones, 1983, Maniilaq Association

*Tanaina plantlore, Dena’ina k’et’una* by Priscilla Russell Kari, 2003, Alaska Geographic Publishers

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, and because you will need to use the material when you prepare summary papers, and write the final exam.** From time to time throughout the semester the instructors may assign additional reading material, with these not necessarily listed in the course outline below.

**Instructional Methods:**

This course may be offered on site or via distance delivery. In the case of distance delivery lectures will be provided via the internet, using **ELuminate Live**. All participants will be able to download necessary software from the internet in order to participate in the course. ELuminate Live provides for live, interactive discussion and recording of all classes, allowing for later review by students. Students may use email, phone, or fax to ask questions outside of class. In addition to the course texts, supplementary readings, lecture materials, course hand-outs, etc., will be posted on the Blackboard portion of the UAF Website.

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). Windows, MAC or Unix computer (5 years old or less) with 64 MB RAM and sound card (PC only), computer headset (headphones with microphone) are required. Students must contact the program at (800) 478-5822
before the course starts, have downloaded software (available at [http://www.elluminate.com/support/](http://www.elluminate.com/support/)), setup their headset, and run through a trial run ELuminate Live session ([http://www.elluminate.com/demo/live_demo.jsp](http://www.elluminate.com/demo/live_demo.jsp)) before the first class so they will be prepared.

**Course Content:** See Lecture Schedule (pages 7-9)

**Evaluation & Grading:** Elements of Grades for EBOT 100:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Each</th>
<th>Total Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>40</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Lab notebook</td>
<td>60</td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td>initial review</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab notebook</td>
<td>100</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>final Lab</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Presentation</td>
<td>100</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>100</td>
<td>25%</td>
</tr>
</tbody>
</table>

| | | 400 | 100% |

**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: 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.

Exams and quizzes missed because of an excused absence, must be taken 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 XX/XX/XX will receive a grade of zero (0) and this will be factored into your final grade.

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.

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

Rural Student Services
http://www.uaf.edu/ruralss/
Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. They are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find a meaningful connection at UAF through RSS.

They can help you with:
* Academic Requirements
* Registration for Classes
* Finding Financial Aid
* Explaining Housing Options
* Declaring a Major
* Career Exploration

CONTACT RSS AT:
P.O. Box 756320, Fairbanks, AK 99775-6320
1-888-478-1452 (Toll Free within Alaska) or (907) 474-7871
Email us at fyrss@uaf.edu

Math Hot Line
Contact UAFs toll-free Math Hotline for problem solving and math help. Call 866-823-6284 (1-866-UAF-MATH) during regular fall and spring semesters.

Writing Center
http://www.alaska.edu/english/studentresources/writing/
The Writing Center is a student-staffed, student-oriented service of the English Department.
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246
* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Library Services for off campus students
http://library.uaf.edu/offcampus
Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. They work in support of the College of Rural & Community Development and The Center for Distance Education and Independent Learning, and can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact them, explain your information need, and they will send library materials to you so that you can write your paper.

Contact the Library at:
Off-Campus Services, Elmer E. Rasmuson Library
310 Tanana Loop, PO Box 756800
Fairbanks, Alaska USA 99775-6800
Phone: 1-800-478-5348 Email: fyddl@uaf.edu
For more off campus help go to:
http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html
**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 Alaska's (CRA) campuses and UAFs Center for Distance Education (CDE). Disability Services, a part of UAFs 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](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.

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**- General Information –**

**Policies of the College of Rural and Community Development (CRCD) are summarized in the Fall 2008 Schedule of Courses. Policies of the University of Alaska Fairbanks (UAF) are summarized in the 2007-2008 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:** CRA 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.

**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 ([http://www.uaf.edu/catalog/catalog_08-09/academics/regs1.html](http://www.uaf.edu/catalog/catalog_08-09/academics/regs1.html)).
Last Day for 100% Refund:
Last Day for 50% Refund:
Last Day for Withdraw:

Safety:  Any accidents or injuries are to be reported to the instructor immediately.
COURSE OUTLINE: LECTURE TOPICS and LAB ACTIVITIES BY WEEK
Each week includes 2 hours of lecture and 3 hours of lab

Week 1
Lecture
Introduction to the class, objectives, and expectations
Overview of scope of botany and ethnobotany to be covered
Basic plant morphology, belowground systems, shoots, leaves, flowers and fruits/seeds.
Focus on structures critical for identification.
Readings: Berg: Chapters 6, 7, 8, and 9 (read for general review of material)
Instructor's handouts for vegetative and reproductive morphology

Lab
Identify plant parts from wild collected plants
During lab time, we will seek out a diversity of examples of morphological diversity in plants and learn the identification of a few common local species.
Hand out individual notebooks and learn how to begin keeping a notebook/journal for class

Week 2
Lecture
Overview of Ethnobotany and the role in many disciplines
Considerations for multi-disciplinary learning (Ethnobiology and Ethnoecology)
Utility of Ethnobotany (Cultural preservation, Medicinal knowledge, Material usage, Magical and Shamanic studies)
Readings: Balick and Cox Chapter 1–4 (p.1-144)
Assignment of individual student plant profile for final presentation

Lab
Learn to prepare for field research
Overview outline and structure of ethnobotanical surveys (looking at some samples)
Sources and resources, finding the tools to help
Note-taking, plant presses, taking materials needed for chemical analysis
Being prepared, what does an Ethnobotanist take into the field?
Readings: Course reader references
Examples of ethnobotanical surveys

Week 3
Lecture
The following focus on those compounds, tissues, and processes that relate to human use as food, medicine, structural/building materials:
Basic plant chemistry and anatomy, structural tissues
Photosynthesis, secondary compounds
Seasonal changes in chemical composition
Readings: Berg: Chapter 2, 3, and 4 (read for general review of material)
Instructor's handouts of select chemical compounds.

**Lab**
Preparation of herbarium specimens  
Review of plant morphology in the field  
Instructor's handouts for making plant collections, collecting materials for class lab review, examples of making collections for both voucher specimens and chemical analysis.

**Week 4**

**Lecture**
Discussion on Ethics and Intellectual Property Issues  
Theories of knowledge  
Orientation to the place of study and engagement with local theories of knowing  
Examples: Doctrines of Signatures, Shamanic cultures.  
Preparation of release forms  
*Readings from course reader:* excerpt from Alaska Native Knowledge Network and The Writing Culture by George Marcus, Protecting Local Knowledge Paper as well as samples of release forms.

**Lab**
Qualitative research methods  
Observation (sketching, photographing, recording in the field) and participation  
Learning to interview  
Rules of engagement and practice within the class  
Rules of Engagement, Self Awareness  
Learning to ask questions that do not lead answers  
Group exercise to practice.  
*Readings:* Course readers contain practice questionnaires

**Week 5**

**Lecture**
Plant reproductive and dispersal methods (sexual, vegetative, seeds, cloning, fragmentation, etc.)  
Scientific names  
Plant identification using technical keys  
Field characteristics for some basic plant families common to area  
*Readings:* Berg: review Chapter 9 and 18, also p 146-147, p 489-492.  
Instructor's handouts on several common Alaskan plant families, scientific names, and technical keys.

**Lab**
Recognizing some families in the field  
More practice with keys, collecting, learning morphology in the field

**TURN IN LAB NOTEBOOK FOR INITIAL REVIEW**

**Week 6**

**Lecture**
Yupik/Cupik Eskimo Lecture  
Social History, Lore and myths  
*Reading from course reader:* Tanaina Plantlore, p. 2-22, course reader
Week 7

Lecture
Introduction to more plant families in the area
Invasive plant concerns
Ethical collecting concerns relating to plant conservation, resource conservation, and land ownership/policies.

Readings: Balick and Cox: Chapter 6; Berg: p 551-561.
Instructor's handouts for common plant families and Alaskan invasive species.

Lab
More practice with keying, collecting, all of the above, in field

Week 8

Lecture
Introduction to more plant families
Introduction to lichens and mosses
Establishing a small local herbarium and library of plant literature for teaching
How to get more information on your own

Readings: Berg: p 417-427, 434-442, 448-455
Instructor's handouts for lichens.
Literature and internet references for herbaria and general botany information

Lab
Collecting and analyzing data.
Group exercise to have peer counseling on individual projects

Week 9

Lecture
Verifying your research
Using the computer to help log data (Excel, PowerPoint)

REVIEW FOR LECTURE EXAM

Lab
Field time can cover more of all above, look for new plants not seen yet.
Instructor checks field notebook and class notebook/journal

Week 10
Lecture/Group Discussion
Ethnobotanical contributions to a modern world
Discussion of future study focus
Broader impact of Ethnobotany on Alaskan communities

Readings: excerpt from Traditional Peoples and Climate Change Issues Paper

LECTURE EXAM

B. Lab

C. PRESENTATIONS OF STUDENT’S ASSIGNMENT OF PLANT PROFILE

TURN IN LAB NOTEBOOK FOR FINAL GRADING