INTRODUCTION TO ETHNOBOTANY

Syllabus

EBOT 100

June 29 – August 7, 2020

3 credits

COURSE INFORMATION

Location: distance delivered

Students will access and engage with each other via Blackboard, the WordPress course website, and other forms of distance communication including telephone, Skype, and Google Hangouts.

- For our three virtual class sessions, we will use **Zoom** (link on WordPress)
- **Blackboard** Web Site: http://classes.uaf.edu/
- The **EBOT 100 WordPress (WP)** site is https://ebot100.community.uaf.edu/. You will need your UAF ID to log into the course website.

  Google drive: **tinyurl.com/yady5kxf**

Instructor Lisa Strecker
Email: lstrecker@alaska.edu
Phone: (907) 699-6414
Office hours: arranged by appointment

Course Schedule

Mainly asynchronous. After an initial virtual and synchronous class session via Zoom, you will work independently through the material on the course website, participate in discussions on the course blog, and complete course assignments. You will have to submit your contributions to the course blog and check in with your instructor as needed. There will be two more Zoom sessions, one for the presentation of the hands-on project (Project A) and one for the final project (Project B, research).

Important Dates:

Last day for 100% refund:	July 6, 2020
Last day for withdraw:	July 22, 2020 (with a W grade on transcript)
Last day for submissions to be considered for grading:	August 9, 2020

Course prerequisites: Instructor approval

Course Description

This course surveys basic concepts of botany and ethnobotany with emphasis on the 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 Alaskan 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 Goals

This course will introduce the students to the interdisciplinary field of ethnobotany and some research methods in the context of Alaska. The students will be familiarized with basic botanical terms and concepts and acquainted with Alaskan native and non-native flora. Thereby, the course will convey the cultural relevance of plants to some of the Indigenous cultures of the Alaska. It is the aim of the course to raise awareness for ethical issues and mindfulness when working with people and plants.

Student Learning Outcomes

The successful students will…

- Become familiar with the general principles and basic ideas of ethnobotany as an interdisciplinary field of study. This will include folk taxonomy and cognitive ethnobotany as well as the discipline's history and its importance in traditional and modern culture in both the global and the Alaskan context.
- Gain basic understanding in plant morphology, anatomy, taxonomy, and ecology as well as field collection methods.
- Become acquainted with standard qualitative ethnobotanical survey techniques and learn how to apply them.
- Create their own ethnobotanical field notebook and learn how to set up a small teaching plant collection of voucher specimens.
- Be trained to recognize regionally-important plant families based on field characteristics by using scientific keys to collect and identify plants.
- Learn about some plants that have been important to Alaskan Natives in the past and present.
- Learn about medicinal, food, and other uses of Alaska native plants.
- Develop awareness to contemporary ecological issues, such as invasive species and contemporary wildcrafting.

Required Texts

Guertin, P., Barnett, L., Denny, E.G. and Schaffer, S.N., 2015. *USA National Phenology Network Botany Primer*. USA-NPN Education and Engagement Series 2015-001. (Link on WP)

Parker, Carolyn 2008 *Introduction to Ethnobotany, Summer Class, Course Manual.* UAF –

Kuskokwim Campus & Effie Kokrine Charter School. (Link on WP)

Jones, Anore, 2010. *Plants that We Eat: Nauriat Nigiñaqtuat: from the Traditional Wisdom of the Iñupiat Elders of Northwest Alaska.* Fairbanks: University of Alaska Press.

Jernigan, Kevin; Mary Pete; Bethel Elders, n. y. A Guide to the Ethnobotany of the Yukon-Kuskokwim Region. Manuscript. (Link on WP)

Any reading listed in the course schedule.

Optional Texts will be provided on course website under > Resources

Instructional Methods and Technical Prerequisites

Students are required to have a:

- Working phone line,
- UAF email address, (If you use a different email address, make sure you set up automatic forwarding for your private email account as we will communicate with you through your UAF email address only),
- Working computer and basic computer skills,
- Reliable computer internet access, and an
- Electronic device to take photographs and short videos (e.g. camera, phone, iPad) and the setup and technical skills necessary to upload the photographs and videos onto your computer and onto the web.

The teaching techniques deployed in this course are a selection of various forms of distance instruction (asynchronous and synchronous) and hands-on experiential learning. The student assignments will consist of independent readings, watching video clips, listen to interview recordings, creating blog entries, and replying to other students' blog posts. The students will maintain a field notebook. Students will work on individual assignments and present them virtually through video clips and in-person to their peers and the public.

Class Participation: While the forms of participation in an online environment are different from those in a face-to-face teaching situation, you are always expected to actively participate in this class. Your personal learning outcome from this course depends to a large portion on the degree of your engagement with the learning material, your peers as well as your instructors. If you have questions about the course content or the class itself, please always ask. The participation in the blog is a central part of this class and we expect you to read all posts of your peers carefully.

Blog Posts: Each student will write at least 10 blogs, each 1-2 paragraphs long, about topics listed in the course schedule. I you cite information from other sources, make sure to follow the citation guidelines as outlined under 'Projects' below.

For instructions for the project posts (Projects A and B), please read below.

Blog Comments (= replies to blog posts): 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 two comments per required blog post; feel free to respond to more than two if you wish.

Immersion: During your three one-hour long immersion sessions you are required to sit still in a place and observe your environment with all your senses. Afterwards, but before leaving, take your notebook and document your experience. The grading of your immersion sessions will be done through the blog posts that you will write up under the weekly >Field Notebook posts.

Field notebook: Take your water resistant notebook along on your walks and use it to take notes of the plant(s) that you collect, make drawings of plants, describe the surrounding of the plants and thoughts. You will jot down your key points, observations and thoughts from your immersion sessions in your notebook as well. It is important that you take your notes immediately. You will upload selected pages into your weekly field notes posts. Your field notebook will be graded through your field notebook posts. Commenting on other students' field notebook posts is not required but you are invited to do so.

Projects

Post for your Ethnobotanical Hands-On Project (Project A)

Several of the assignments that you have submitted so far are going to be part of your post for project A: common plant name, currently valid scientific plant name (including author), image of your herbarium specimen, photograph of your plant, morphological drawing, documentation of your steps; Post your project on the course website under >Hands-on Project.

Structure and elements of your hands-on project post:

- Introduction (e.g., why did you choose the plant or the project? What is the project about? Cultural relevance of the project, your own cultural background and (if applicable), the role that the project or the plant plays in it)
- The plant
- The process (describe the steps involved, add illustrations)
- The product
- Conclusion (What you have learned and what you would modify next time)
- References (only if you refer to other sources in your text)

If you refer to other source, please pay attention to proper citation, include sources of information and in-text citations; choose one citation style and use it consistently. No matter which citation style you decide to use, you are required to use in-text citations that consist of the last name of the author(s), the year the sources were published and the page (Author(s) year:page). For websites, always provide an access data (not needed if you have a DOI). Total length of the post (including references): 2000 words. Your post will be graded for content (50%), visuals (30%), language (10%), format and citations (10%). If you need general support in writing this post or need someone to proofread it, please contact the UAF Writing Center.

You are expected to give a brief oral presentation (5 min) of the hands-on project during our second synchronous class session on July 24, 2020, 6 – 8 pm).

Post for your Ethnobotanical Research Project (Project B)

At the beginning of the course, you will pick a plant for your ethnobotanical research project from a list of tundra plants (See google drive). You will learn about the importance and uses of

your plant for Alaska Native and non-Native people from our course book and other published sources (please look up information in other books, e.g. at the library) and resources available on WP; your first hand research experience will be to listen to recorded interviews with Alaska knowledge holders that are made available by UAF's oral history archive (http://library.uaf.edu/oral-history). Listen to at least three recordings with an overall length of at least 120 min.

Final presentation
Date: Friday, August 7, 2020, 6 – 8 pm.
The virtual final presentation via Zoom will be open to the public, you are very welcome to invite guests!

Every student will present one of the two course projects of her or his choice (your hands-on project OR your research project). The corresponding project posts will be published, e.g. on the Alaska Ethnobotany Program's website. You are required to submit model releases (if needed) for the post that you are going to present during the final presentation together with your project post (Email the model releases to your instructor). Please find a blank UAF model release form on WP under >Course Information >Course Materials.

The research project posts are due on Thursday (Aug 6, 2020). You will be graded for content (60%), visuals (10%) language (10%), format (10%), citations (10%). Please have someone proof read the text for your project post; contact the UAF Writing Center if you need general support in writing or need someone to proofread.

Course Content: See Course Outline below.

Evaluation & Grading

Task	% of final grade
Ten blog posts and two replies each	25
Quizzes 1. A and 1 B: Questions about readings Parker, Nolan & Turner (A Botanical Classification and Nomenclature (Parker) (2 points); B Questions for Nolan and Turner (2011) (2 points) 2. Evaluating McClatchy's 'Introduction to the Culture of Ethnobotany' 3. Recap Unit I. Ethnobotany basics 4. Plant morphology 5. Recap. Herbarium collections 6. Taxonomy video 7. Recap. Tundra	 1+1 2 2 2 2 2 2
Assignment 1: Plant leaf forms	4
Assignment 2: Herbarium specimen	4
Assignment 3: Recorded mini-introduction to plant families	4
Assignment 4: Flashcard for Project B	4
Six Field notebook posts	12

Project A post Project A presentation	10 3
Project B post Project B presentation (=final presentation)	10 5
Class presence and participation	5
TOTAL	100
Extra credit	3 max.

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

A	**A+**: 98-100% **A**: 93-97% **A-**: 90-92%	"A" (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.
B	**B+**: 87-89% **B**: 83-86% **B-**: 80-82%	"B" (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.
C	**C+**: 77-79% **C**: 73-76% **C-**: 70-72%	"C" (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.
D	**D+**: 67-69% **D**: 63-66% **D-**: 60-62%	"D" (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.
F	**F**: below 60%	"F" indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.
W	**Withdrawn** — Indicates withdrawal from a course after the first two weeks of a semester.	
I	**Incomplete** — An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C (2.0) or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an I grade. Instructors include a statement of work required of the student to complete the course at the time the I grade is assigned, and a copy of the notice of the incomplete grade will be sent to the dean of the school or college in which the course is given. An incomplete must be made up within one year or it will automatically be changed to an F grade. **One year is the longest amount of time allowable for completion of the I.** The I grade is not computed in the student's GPA until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an F. A senior cannot graduate with an I grade in either a university or major course requirement. To determine a senior's GPA for honors at graduation, the I grade will be computed as a failing grade.	
NB	**No Basis** — Instructors may award a No Basis grade if there is insufficient student progress and/or attendance for evaluation to occur. No credit is given, nor is NB calculated in the GPA. This is a permanent grade and may not be used to substitute for the Incomplete. It cannot be removed by later completing outstanding work.	

More information about the University of Alaska's grading system and grade point average computation can be found here: http://catalog.uaf.edu/academics-regulations/grading-system-gpa-computation/

'C' is the minimum acceptable grade that undergraduate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

Please Note: This class can only be taken for credit.

Turnaround time: Emails will be answered the same day and no later than 48 hours. Your submitted and delivered assignments will be graded within a week.

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) per credit hour. 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 independently work through the material, deliver all required assignments on time and join a distance delivered learning session with the other participants on the times indicated. Distance delivered learning sessions can be Zoom, teleconferences, google hangouts or other distance communication forms.

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 day that the submission is delayed. Any make up work not completed by August 07, 2020 will receive a grade of zero (0) and this will be factored into your final grade.

Plagiarism/Academic integrity: Plagiarism and cheating are serious offenses and may result in failure on exams, papers, projects, or courses. The entire purpose of this class is to acquire useful skills. To cheat is to lose the opportunity to acquire skills.

– General Information –

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. UAF has a **zero tolerance policy for drugs and alcohol in dorms and on course-affiliated trips**. Please consider this policy when choosing your hands-on project. For details, please refer to the UAF Student Code of Conduct: https://alaska.edu/bor/policy/09-02.pdf.

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.

Technical Support: The instructors are available to help students in this course. However, there are certain tasks that the instructors cannot fix, include things like forgetting the login to Blackboard and ELMO, registration issues, and other technical issues with Blackboard or computer software. Most of these issues can be solved by contacting the University of Alaska's Office of Information Technology (https://www.alaska.edu/oit/).

Please always contact the instructors with content-related questions, keep them informed of technical difficulties, and contact the Office of Information Technology with technical concerns.

Effective communication: Students who have difficulties with oral presentations and/or writing are strongly encouraged to get help from the UAF Department of Communication's Speaking Center (907-474-5470,speak@uaf.edu) and the UAF English's Department's Writing Center (907-474-5314, Gruening 8th floor).

Harassment: CRA and UAF have specific policies regarding harassment, and harassment will not be tolerated. Students address subjects that are 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.

Safety: Any accidents or injuries are to be reported to the instructor immediately.

Student protections and services statement: Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/.

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: alaska.edu/nondiscrimination.

ONLINE COURSE OUTLINE

UNIT I - Field of Ethnobotany

1. Read Ethnobotany: The Study of People-Plant Relationships. Nolan, J. M., & Turner, N. J. (2011). Ethnobotany: The study of people–plant relationships. In E.N. Anderson, D. Pearsall, E. Hunn, and N. Turner (eds.) *Ethnobiology* pp. 133-145. Hoboken: Wiley & Sons.

2. Create **Blog Post #1** – Create a blog post about Plants I Live With to introduce your classmates to five plants that you encounter on a daily basis. Please provide illustrations (photographs with captions; captions should indicate what the image shows as well as the source of the image) and the complete and correct scientific name (*Genus*

species AUTHOR). Explain the role of these plants in your life (due July 1, 2020). Reply to at least two of your classmates' #1 blog posts (due July 3, 2020).

3. Read pages 93-95 of C. Parker's Introduction to Ethnobotany Manual. Verify all your Latin/scientific plant names in blog post 1 on the website of the Integrated Taxonomic Information System or another authoritative database. Yes, cultural plants have scientific plant names, too! Students from outside of Alaska: If your plant is not listed on ITIS, please use a different, comparable database, e.g. The Plant List or Tropicos.

4. Answer questions about the readings (Nolan & Turner and Parker) in **Quiz 1 (Quiz 1 A and Quiz 1 B)** (due July 1, 2020).

5. Watch Introduction to the Culture of Ethnobotany by ethnobotanist Will McClatchey. This video was created as part of a series of online lectures of the Ethnobotany Curriculum at the University of Hawai'i. Unfortunately, this program was discontinued a few years ago. The Ethnobotany of Alaska Program has a slightly different scope than the merely academically focused Hawai'ian counterpart but nevertheless, the teaching materials were generously made public and are a trove of knowledge and inspiration for the ethnobotanical community.

6. Complete the **Quiz 2** on Blackboard – Evaluating McClatchy's 'Introduction to the Culture of Ethnobotany' (due July 3, 2020).

7. Create **Blog Post #2** – Share your thoughts about the McClatchey video and the Nolan & Turner paper on the class blog (due July 3, 2020) and respond to two of your classmates postings (July 5, 2020).

8. Immersion into Nature. **Create your Field Notebook post for Week I.** For your field notebook entries, you are welcome to use materials from your notebook (e.g. drawings, pictures from entries) and photographs (due July 5, 2020).

    - Week I – **Find your walk**. Pick a walk that you can do on a regular basis (at least once a week). On that walk, find a spot where you can sit comfortably. 3 x 1h (Weeks II, IV, VI).

    - **Pick some plant friends** on your walk; plants that you are going to describe and observe every time you come here. Provide descriptions of your plants using your own words that would allow any person to recognize them. In your first observation, you are not required to know the common or scientific name of the plant. Based on your observations, just give it a name that you think is fitting!

9. Over the weekend, think of a plant for each of your course projects: during EBOT 100, you will conduct two ethnobotanical projects; a hands-on ethnobotanical project (Project A) and an ethnobotanical research project (Project B, final).

    - **Hands-on ethnobotanical project (Project A)**. Choose a plant that you would like to learn more about. Ideally, you pick a plant that grows somewhere along your plant walk (as a second choice option, find a plant that grows in your surrounding or that

you listed under Plants That I Live With). You will make a herbarium specimen and draw the plant to point out characteristic morphological features. You will conduct a hands-on ethnobotanical project of your own choice, document your project, and write a project blog post. You will learn more about these tasks later in the course. For now, submit the name of the plant (or a picture if you don't know the name yet) and the project idea that you have chosen for your hands-on ethnobotanical project to your instructor via email (lstrecker@alaska.edu) no later than July 5, 2020.

- **Ethnobotanical research project (Project B)**. Please have a look at the list of tundra plants provided in our shared course folder in google drive and choose one (and enter the name onto the List of Student Project Plants (google drive) no later than July 6, 2020). You will conduct ethnobotanical research using primary and secondary sources. As we won't be able to talk to Elders in Bethel in person this summer, please meet Elders and other knowledge holders through recorded interviews and conversations. The UAF Rasmuson library has rich archives of sound and film recording that we will tap into for information regarding the use of plants in Alaska's Indigenous cultures.

UNIT II - Plant Anatomy, Physiology, and Morphology

1. Enter the names of your two project plants (one for your hands-on project (Project A) and one for your research project (Project B) onto the project plant list by Monday, July 6, 2020.

2. Before beginning Unit II, please complete the **Quiz 3** (Unit I recap assessment) on Blackboard – Ethnobotany Basics (due July 6, 2020).

3. Read: Guertin et al.—Introduction, pages 5-19, Stems & Buds, page 20-27, and Roots, page 28-31. You can find a digital version of Guertin et al. on WP under >Course Information > Course Materials >Resources.

4. Create **Blog Post #3** – Create a blog post Plants That I Eat to describe five plants whose stems, buds, and/or roots you regularly consume. Please provide illustrations (photographs with captions) and the complete and correct scientific name (*Genus species* AUTHOR) for each of the plants that you share. Also, in your posting, please describe how you use this plant, harvest this plant (if it is not cultivated), why you like to eat this plant, and a family story or familial connection that you may have to this plant (due July 7, 2020). Reply to at least two of your classmates' blog posts (due July 9, 2020).

5. Read: Guertin et al.— Leaves, page 32-41.

6. Complete **Assignment 1** – Plant Leaf Forms - Take your camera or notebook and go outside to visit some of the plants that you live with, include the plant for your hands-on project. Find leaves from eight different plants and have a close look at them. Try to recognize and name forms, structures and patterns that you learned from reading Guertin et al. on pages 31-41 and as outlined on WP (Unit II). Take pictures or make drawings of the leaves and identify the parts and forms of the leaves in your drawing or on the photographs. Once you're done, please upload your pieces of art as photographs or scans to your instructor by

uploading them into the folder 'plant leaf forms' on the google drive. Make sure to have your name in the name of the file (due July 8, 2020).

7. Read: Guertin et al.—Flowers and Inflorescences, page 42-49 and Reproduction & Fruits, pages 50-53.

8. Create **Blog Post #4** – Create a full drawing of your hands-on project plant and note as many morphological features as you can identify; include the description of the leaves as outlined in Assignment 1. If possible, choose a plant sample with flowers and/ or fruits. Create blog post #4 My Plant's Morphology, upload a scan/photograph of your drawing and introduce your plant to your classmates in no more than 2 paragraphs. These paragraphs should include why you've chosen this plant, and any special or unique features of this plant that fascinate you (due July 9, 2020). Reply to at least two of your classmates' #4 blog postings (due July 11, 2020).

9. Watch the demonstration Making Herbarium Specimens: Pressing Plants (by Steffi Ickert-Bond) and the video What in the World is a Herbarium?

10. Read: Nesbitt 2014 Use of Herbarium Specimens in Ethnobotany (on WP).

11. **Assignment 2: Herbarium specimen**: Find a representative sample of your plant to make a herbarium specimen. Make sure that you choose a plant that shows all characteristic traits, including roots, flowers and/or seeds. Press and dry the plant, use paper glue to mount the dried plant on a sheet of thicker paper or cardstock (letter size or larger), add the filled out herbarium label. It is understood that the drying and mounting of the plant will need some time. Start creating your Assignment #2 post by posting an image of your plant or the process of pressing it (due July 12, 2020). Finish the entry by posting an image of the final product (no later than the end of Week 3, July 19, 2020). For more details and instructions, look up Instruction for Assignment 2: Herbarium Specimen on WP.

12. Complete **Quiz 4** – Plant Morphology on Blackboard (link on WP, due July 11, 2020).

13. Go for your plant walk, take your notebook and camera along. Create an illustrated **Field Notebook post (Week II)** about your first Immersion; spend one hour sitting alone and observe your surroundings. Leave your phone at home, just listen and watch. Before getting up, take your notebook and jot down your observations; e.g. what you saw and heard, but also how you felt and if your perception changed, how you experienced the assignment; Include photographs (or drawings) of your walk in your blog post (due July 12, 2020).

UNIT III – Plant Taxonomies

1. **Quiz 5** Recap herbarium collections (due July 13, 2020)

2. Watch Thomas Elpel's video 'Botany in a Day'. Check out additional resources for plant families on WP (Parker, Elpel, Struwe).

3. Complete **Assignment 3** Recorded Mini-Introduction to Plant Families. Record a mini-introduction (about 2 minutes long) about the family of your hands-on project plant. The mini-introduction should include the key features of the plant family; point out typical

features of the plant family on your plant. To create the mini-introduction, you can either record a video in which you point out the key characteristics of the plant family and your plant, or create a PowerPoint presentation and record your audio to accompany the slides as you present.

If you choose the video option, please keep in mind that this video is meant to introduce the plant family and its characteristic features and not you as a presenter. Make sure to show what you talk about. Videos can be posted to your UAF webmail YouTube account, which can be accessed via the upper right corner of your webmail account: click on the nine little squares and scroll down to the bottom where is says 'more', there you'll find your YouTube account. Here you can upload the recorded video. Please copy and paste the link to the video and email it to your instructor. You are welcome to use any other video streaming platform as well. DO NOT upload the video onto the course website.

If you choose the recorded PowerPoint presentation, please do not use the recording function embedded in PowerPoint but use free online screencast recorders, such as https://screencast-o-matic.com/ or https://www.screencastify.com/ (a Chrome browser plugin). At the end, you will be able to download your presentation as a mp4 file that you then upload the same way as the video (see above).

After your instructor reviews the mini-introduction, she will then post the links of the students' contributions on the course website. You will be graded for content (40%), visuals (40%), language (10%), and citations (10%); (due July 14, 2020).

4. Create **Blog Post #5** – *My Project Plants' Relatives*: Find out which plant family your project plants (Projects A and B) belong to; e.g. by checking on itis.gov. Have a close look at both of your project plants and try to identify the key characteristics of the plant's family on the plant. For key characteristics of each plant's family, please refer to the following resources by Elpel, Parker (on WP) and Struwe (on WP). For your blog post, you can create a drawing of your plant and label the family's characteristics (and upload the images into your blog), or you write a descriptive paragraph for each plant (due July 14, 2020, reply due July 16, 2020)

5. Watch Will McClatchey's presentation on taxonomy. Take your time to watch the video and try to write down the key concepts while you watch.

6. Complete **Quiz 6** – Respond to the questions about the Taxonomy video on Blackboard (link on WP, due July 15, 2020).

7. With your new ideas of taxonomy in mind, have a closer look at 'Plants that we Eat' by Anore Jones (course book) as well as 'A Guide to the Ethnobotany of the Yukon-Kuskokwim Region' by Kevin Jernigan et al. Think about how these books are organized and why? Take notes.

8. Create **Blog Post #6** – *Language and human-plant interactions:* Post your thoughts about taxonomy and the role of language in human plant interactions. Draw information from the Taxonomy video as well as from Anore Jones' 'Plants That We Eat' and Kevin Jernigan's

'A Guide to the Ethnobotany of the Yukon-Kuskokwim Region'; add your observations and thoughts of the previous task (due July 16, reply by July 18, 2020)

9. **Finalize your post for Assignment 2**, Herbarium Specimen by July 19, 2020.

10. Go for your plant walk and visit your plant friends! Create your **Field Notebook** post for Week III by July 19, 2020.

11. Start your blog post for your hands-on project (Project A), draft version due by July 19, 2020. If you would like to receive feedback before grading, please let your instructor know via email before the final submission date for the Project A (hands-on) post on Thursday, July 23, 2020.

UNIT IV - Preparing for Ethnobotanical Research

1. Learn more about ethnobotanical research methods by reading Qualitative Methods on the Research Methods Knowledge Base by the Webcenter for Social Research Methods.

2. Watch Devil's Club: Tlingit Traditions of Helen Watkins by Sarah Betcher / UA Museum of the North. Take notes with following assignment in mind:

3. Create **Blog Post #7** – *Practicing Participant Observation*: Focusing on one of the four listed video segments (0:00 – 1:30; 1:50 – 3:50; 5:38 – 7:20; or 11:45 – 15:22) in Devil's Club: Tlingit Traditions of Helen Watkins, in two paragraphs, discuss some of the information you could document if you were conducting participant observation with Helen Watkins as she harvests and processes Devil's Club. Include concepts that you learned from task Unit IV, 1. Be sure to share some of your observations, and noted patterns or dynamics of the situation that surprised you. Please be sure to note which video segment your posting focuses on and, as always, respond to two of your classmates' Blog 7 postings (due July 20, reply July 22, 2020)

4. Finish your **blog post for your hands-on project (Project A)** by Thursday, July 23, 2020. If you need general support in writing this paper or would like someone to proofread it, please contact the UAF writing center (www.uaf.edu/english/writing-center).

5. Unsure of how to pronounce scientific plant names? Consult google translate (https://translate.google.com) for pronunciation!

6. Call in (or Zoom-in) on **Friday, July 24, 6-8 pm and present your hands-on project to your peers** (project A). No need to create presentation slides, just use your illustrated project post. You will have 5 minutes to present your project to the class.

7. **Field Notebook post #4.** Get ready for your second immersion. Share your experience in your post (due July 26, 2020).

8. As a preparation for your upcoming blog post, watch contemporary videos about Bethel and the Yup'ik culture of the YK Delta (links on WP).

UNIT V – People and Plants of Western Alaska I

1. **Blog post #8**: In the present section of the EBOT 100 online course, we are about to venture into an ethnobotanical research project. In order to be able to study the relationship of a group of people to their plants, one has to learn as much about the place and the people as possible. In blog post #9, please share some impressions and thoughts from watching the videos (1-2 hours) about contemporary Yup'ik culture. Due July 27, reply July 29, 2020)

2. **Tundra** – reading / resource / activity TBA

3. Take **Quiz 7: Tundra Recap** on Blackboard (July 28, 2020)

4. **Listen to the recordings containing ethnobotanical information.** The oral history recordings that you will analyze for your ethnobotanical study can be found in the respective folder in google drive. Listening to recordings is work and requires attention; you might need to take frequent breaks while listening or will have to repeat some sections. Listen for information pertaining to your personal research project plant and knowledge related to its use; write out key passages and the time stamp. You will need this information to be able to properly cite your sources of information. Please allow for sufficient time to do your research. Overall, you will be required to listen to at least 120 minutes of recording.

5. Write **Blog Post #9** about your experience of listening to the recordings. What did you find out about your plant so far? What else did you learn? Any unexpected information? (Due July 29, reply due July 31, 2020)

6. **Extra credit (optional)** – choose a recording that doesn't have a summarized transcript yet, listen to the recording and write up a transcript. Please refer to the transcript guidelines to comply with the expectations of the oral history archive. Your effort will be rewarded with an extra credit point (will be added to your final grade!). You can earn no more than three extra credit points by writing transcripts. Before starting your work, please get in touch with your instructor to avoid that another student is already working on the transcript you chose (submit no later than August 5, 2020).

7. Start writing on your final blog post about your ethnobotanical research project (Project B). Post a draft of your research project post (Project B) no later than August 2, 2020.

8. Read a resource specific to your research project plant (= tundra plant); the reading will be emailed to you. In your upcoming blog post #10 (due next week), you will summarize the content of the reading and present it together with the information that you retrieved from the recordings about your tundra plant.

9. **Field Notebook post #5**: Go on your plant walk, check in with your plant friends. How have they changed? Pay attention to the environment they are growing in. How would you describe their habitat and the plant communities they are part of? Take notes in your notebook, make drawings and take pictures; share your notebook entries and images in your post (due August 2, 2020).

10. Read / Watch resources TBA about tundra ecology

UNIT VI – People and Plants of Western Alaska II

1. **Blog post #10**: Synthesize the information about your tundra plant from your reading (see Unit V, 8.) the oral history recordings, the corresponding pages and sections in our course book (Plants That We Eat) and A Guide to the Ethnobotany of the Yukon-Kuskokwim Region by Jernigan et al. You are more than welcome to add information from any other resource that you found. Always make sure that you cite your sources properly (use in-text citations including the page, e.g. Jones 2010:34, provide full reference list at the end). Provide common names of the plant in Indigenous language(s) (make sure to add the name of the language or local dialect and your source) and English as well as the full scientific name of your plant and the plant family. (Due August 3, reply by August 5, 2020)

2. **Assignment #4 - Flashcard**: Provide information about your field course project plant to the EBOT program's flashcard collection. Find the empty template in the flashcard folder in google drive and upload the completed file back into the same folder. Make sure you include your name, your plant's name and the year in the file name; e.g. EBOT 100 2020 Flashcard Smith Fireweed. (Due August 5, 2020)

3. Finish writing your **research project post (Project B)**. Create a detailed and illustrated blog post about your field course project, the plant, the knowledge you gained from the recordings and readings (=blog post #10). Make sure to include the full scientific name of the plant, the plant's family, common name(s), description and distribution of the plant, general cultural importance and mainly, how it is used by people in Alaska. You are more than welcome to comment on other student's final blog posts, but it is not a requirement for your grade. Write 1000-2000 words (including references), submit no later than Thursday, August 6, 2020.

4. Join the final **Zoom conference and present one of your projects (A or B)** to our group and visitors (you are welcome to invite visitors for this occasion!). on Friday, August 7, 2020, 6-8 pm.

5. **Field Notebook post #6.** Get ready for your third immersion. Share your thoughts and experience in your last field notebook post. Due August 9, 2020.

Last day for submissions to be considered for grading: August 9, 2020