

Seminar in Ethnobotany Syllabus

EBOT F200

SPRING SEMESTER, 2022

2 credit

Course information

This course surveys basic concepts of the interdisciplinary academic field of ethnobotany. Through readings, integration of Indigenous/Alaska Native plant knowledge, interactive exploration, and discussions of case studies of human-plant relationships, students will learn and reflect on the role and importance of ethnobotany in light of contemporary societal and environmental issues.

Instructor	Lisa Strecker lstrecker@alaska.edu Mailing Address: UAF College of Rural and Community Development, PO Box 756500, Fairbanks, AK 99775-6500 Work phone: (907) 699-6414
Office hours	Mondays, 10 am – noon via Zoom Please sign up for an appointment slot on your instructor's google calendar (https://tinyurl.com/yy6be9kj) and join the Zoom meeting (below) Send email for alternative times or modality (e.g. over the phone instead of Zoom).
Location	EBOT 200 is a synchronous class and will be taught via distance delivery , using Zoom, Canvas, and google apps . Students taking this class are required to have an email address, basic computer skills, and reliable computer internet access for all class sessions.
Course platform	Canvas (https://alaska.instructure.com/). You will need your UA credentials to log on.
Zoom	https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobkgkdz09 Password: EBOT
Course Schedule	Mondays , 5:30 – 7:30 pm. See schedule below. LATE START: January 24 – April 25, 2022.
Instructional methods	Readings, lecture, discussion, blogging, hands-on learning, student-led projects, student presentations;
Course prerequisite	EBOT F100;

Course Goals

Through information from readings and other sources, guided student research, blogging, discussion, interactive assignments, guest and instructor lectures students will be given a well-rounded background into the different areas of ethnobotanical study and its application in the context of contemporary socio-ecological issues. The exploration of the history and main trends of ethnobotany as an academic discipline will help students to identify different research paradigms in past and modern ethnobotanical publications. The reflection and discussion of trends in ethnobotanical research will increase the students' literacy of ethnobotanical literature and prepare them for their own future ethnobotanical projects. At the same time, the exploration of the academic past of ethnobotany will open up the discussion into the responsibilities of researchers working in the field of ethnobiology towards the people and communities they work with.

Modern ethnobotanists study different groups of people, e.g. Indigenous and non-Indigenous, cultural subgroups and migrants and their plants in a variety of localities such as remote, rural and urban areas or the virtual space. While being

inclusive of the breadth of ethnobotanical research, this class will focus on topics and issues most relevant in the context of Alaskan ethnobotany. In addition to environmental change and its multifaceted impact on human-environment relationships, we will also actively investigate and discuss topics of social and racial inequality and how they are reflected and addressed in past and modern ethnobotanical research. By this, we fully acknowledge the responsibility of academic research as contributing to social injustice and discrimination; at the same time, we will explore cases where ethnobiological data and methods were crucial in revitalizing plant-related cultural practices which in turn contribute to emotional, cultural and physical well-being and healing. Learning about past injustices will help to reflect on the underlying mechanisms and hopefully contribute to overcoming these negative patterns. The goal of this course is to educate students about the discipline of ethnobotany and to sensitize them for their responsibilities as a researcher and human being in light of the social and environmental issues we are facing as a society.

Student Learning Outcomes

Through this course, students will:

- Acquire an understanding of the main trends in the history of ethnobotany as an academic discipline
- Recognize and name core concepts of ethnobotany in contemporary or historical research
- Become familiar with different areas and cases of ethnobotanical research and methods
- Actively explore human-plant relationships in Alaska and beyond.
- Be able to explain how ethnobotany is related to ethnoecology
- Understand the relevance of ethnobotany for studying and addressing impacts of environmental change
- Learn about the role and importance of addressing past and contemporary socio-ecological issues
- Be enabled and encouraged to critically reflect on the importance of plant-related knowledge for physical, cultural and spiritual well-being
- Develop an understanding and sensitivity for the importance of social inequalities and historical trauma in the context of ethnobiological research.
- Gain insights into how ethnobotany can serve as a strategy for building personal resilience and
- Learn about the importance and applications of ethnobotany for cultural revitalization and healing

Resources and Materials

Articles and book chapters will be provided by instructor via Canvas. For titles, please consult the course schedule below (page 9).

Instructional Method

Class Participation

Active participation in class and on the course's Canvas site are key to the student's success in this course. In order to be able to participate in the discussions of this course, students will have to read all texts assigned for homework and conduct their own independent research where necessary (e.g. discussion posts). 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 discussion post sharing your thoughts on what you heard and learned (post under the category of the next discussion post due).

Discussion Posts

Each student will write 13 discussion posts, 1-2 paragraphs long. Discussion posts should show that you read and understood the assigned reading and that you are able to transfer the knowledge to other cases. Ideally, you summarize the key point(s) of the reading and then present your own thoughts or example. For topics of the discussion posts, please refer to the course outline below. **Discussion posts are due on Mondays before the following class. 5% of the grade for a post will be subtracted for every day the post is late.**

Discussion Post Comments

You are expected to post responses to other students' discussion posts. This dialogue is meant to encourage questioning, critical thinking, learning, and getting to know each other. Post at least two comments per required discussion post and feel free to respond to more than two if you wish. **Discussion post comments are due on Wednesdays before class. 5% of the grade for the post will be subtracted for every day the discussion post comments are late.**

Quiz

The quiz will test you for concepts taught in the introductory part of the class (readings, instructor presentations and discussions). The quiz will be posted on Canvas. You will have one week to work on the quiz and you are allowed to use all resources and notes from this class to answer the questions. **Submit your quiz before Feb 28, 2022, noon.**

Presentation, and Paper

Every student will pick one topic from the course outline below (starting after the quiz), prepare a presentation for the class, upload it under the corresponding category, present and write a summary paper about it.

Presentation - When preparing your presentation, consider time for questions and discussion and include discussion provoking questions (See grading rubric below). **Submit your presentation to your instructor one week before your presentation date for discussion.** Please upload your presentation or a link to onto Canvas before presenting.

Summary paper - In your summary paper, give a definition of your topic and discuss how it relates to ethnobotany. The text of your summary paper should be one full page long; font 11, line spacing 1.5, 1 inch margins, references should be written on a separate page. Use in-text citations that include information on the source's author(s), the publication's year and the page, e.g. (Smith 2008: 34). All sources cited have to appear on the reference list. You are free to choose any citation format as long as you use it consistently. Submit your paper one week before your presentation to your instructor via google docs for feedback; Submit your summary paper on Canvas together with your presentation before presenting.

Grading Rubrics

Presentation	
Content	50/
Oral presentation (clarity, language, expression)	10/
Engage listeners in conversations	15/
Presentation slides* (format, language, citations)	15/
Visuals & multimedia	10/
Total	100/

Paper	
Content	70/
Language	10/
Format	10/
Citations	10/
Total	100/

Quiz	
Content	30/
Clarity of concepts	30/
Creativity	40/
Total	100/

*You can either prepare presentation slides (e.g. PowerPoint) or an illustrated discussion post on Canvas.

Course Content

See Course Schedule below

Evaluation & Grading - Elements of Grades for EBOT 200:

Element	Number	Percent of grade
Class participation and presence I (before midterm)		13%
Class participation and presence II (after midterm)		13%
Discussion posts	13	26%
Discussion post comments (= replies)	26	13%
Quiz	1	10%
Your topic's presentation	1	15%

Paper: summary of your topic	1	10%
Total		100%

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.	

Policies & Procedures

Time Commitment

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 1 time. For classes missed, it is the student's responsibility to listen to the recordings, write a summary and submit it as an

additional post to the course website. Please always inform your instructor when you have to miss a class.

Assignments missed because of an excused absence, must be made up within one week after a student's return to school. Some sessions and assignments may be difficult to make up for, so be sure to 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, presentations 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 every week 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, 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.

Effective communication

Students who have difficulties with oral presentations and/or writing are strongly encouraged to work with the UAF Department of Communication's Speaking Center (907-474-5470, speak@uaf.edu) and the UAF English Department's Writing Center (907-474-5314, Gruening 8th floor). The UAF writing center offers proof reading services to on-campus and distance students. Please consider contacting the writing center with your submissions to receive constructive feedback on how to improve your writing skills.

For more information and resources, please see the Academic Advising Resource List (https://www.uaf.edu/advising/lr/SKM_364e19011717281.pdf)

General Information

Syllabus Addendum (Revised 8/10/2021)

COVID-19 statement: Students should keep up-to-date on the university's policies, practices, and mandates related to COVID-19 by regularly checking this website: <https://sites.google.com/alaska.edu/coronavirus/uaf?authuser=0>

Further, students are expected to adhere to the university's policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

Student protections statement: UAF embraces and grows a culture of respect, diversity, inclusion, and caring. Students at this university are protected against sexual harassment and discrimination (Title IX). Faculty members are designated as responsible employees which means they are required to report sexual misconduct. Graduate teaching assistants do not share the same reporting obligations. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: <https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>.

Disability services statement: I will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities.

Student Academic Support:

- Speaking Center (907-474-5470, uaf-speakingcenter@alaska.edu, Gruening 507)
- Writing Center (907-474-5314, uaf-writing-center@alaska.edu, Gruening 8th floor)
- UAF Math Services, uafmathstatlab@gmail.com, Chapman Building (for math fee paying students only)
- Developmental Math Lab, Gruening 406
- The Debbie Moses Learning Center at CTC (907-455-2860, 604 Barnette St, Room 120, <https://www.ctc.uaf.edu/student-services/student-success-center/>)
- For more information and resources, please see the Academic Advising Resource List (https://www.uaf.edu/advising/lr/SKM_364e19011717281.pdf)

Student Resources:

- Disability Services (907-474-5655, uaf-disability-services@alaska.edu, Whitaker 208)
- Student Health & Counseling [6 free counseling sessions] (907-474-7043, <https://www.uaf.edu/chc/appointments.php>, Whitaker 203)
- Center for Student Rights and Responsibilities (907-474-7317, uaf-studentrights@alaska.edu, Eielson 110)
- Associated Students of the University of Alaska Fairbanks (ASUAF) or ASUAF Student Government (907-474-7355, asuaf.office@alaska.edu, Wood Center 119)
- Kuskokwim Campus **Student Support Services**, call (800) 478-5822

Nondiscrimination statement: The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination. For more information, contact:

UAF Department of Equity and Compliance
1760 Tanana Loop, 355 Duckering Building, Fairbanks, AK 99775
907-474-7300
uaf-deo@alaska.edu

Important Dates

Last day for 100% refund:	Friday, January 21, 2022
Last day for student- and faculty-initiated withdrawals:	Friday, March 25, 2022 (W appears on academic transcript)
Last day for course submissions to be considered for grading:	Saturday, April 30, 2022

Course Schedule

Always share your presentation or files (e.g. texts, images, URLs) with classmates BEFORE the session you are going to present. Homework is always assigned for the upcoming class. All due dates are posted on Canvas.

24-Jan	<p>1. About this course, syllabus, introductions. Lecture: Development of ethnobotany as an academic discipline. Homework (always assigned for the next class):</p> <ul style="list-style-type: none"> - Read: Nolan, J.M. and Turner, N.J., 2011. Ethnobotany: The study of people–plant relationships. <i>Ethnobiology</i>, pp.133-147. - Read: Baldauf, C., 2019. From the colonialist to the “autobotanical” approach: the evolution of the subject-object relationship in ethnobotanical research. <i>Acta Botanica Brasiliica</i>, 33(2), pp. 386-390. - Personalize your profile on Canvas, upload a photo of yourself. - Write DISCUSSION POST #1: What is Ethnobotany for you? (DISCUSSION POSTs are always due on Monday before class, responses on Wednesday before class; exact submission dates will be posted on Canvas).
31-Jan	<p>2. What is Ethnobotany? Homework</p> <ul style="list-style-type: none"> - Read: Nabhan, G.P., 2009. Ethnoecology: Bridging disciplines, cultures and species. <i>Journal of Ethnobiology</i>, 29(1), pp.3-8. - Read: Jernigan, K., Belichenko, O., Kolosova, V., Orr, D. and Pupynina, M., 2019. Gathering “Mouse Roots,” Among the Naukan and Chukchi of the Russian Far East. <i>Ethnobiology Letters</i>, 10(1), pp.129-138. - Write DISCUSSION POST #1: Ethnoecology; ethnobotany as in interdisciplinary field.
7-Feb	<p>3. Ethnoecology Homework</p> <ul style="list-style-type: none"> - Watch: The surprising pattern behind color names around the world. Vox 2017. https://www.youtube.com/watch?v=gMqZR3pqMjg - Read: Voeks, R.A., 1995. Candomblé ethnobotany: African medicinal plant classification in Brazil. <i>J. Ethnobiol</i>, 15, pp.257-280. - Write DISCUSSION POST #3: The role of language in human-plant relationships.
14-Feb	<p>4. Linguistic Ethnobotany, taxonomies Homework</p> <ul style="list-style-type: none"> - Read: O’Malley, Julia. Feb 8, 2019. At the Alaska Native Medical Center, healing comes in a bowl of seal soup. <i>Alaska Daily News</i>. - Balick, M.J. and Cox, P.A., 2020. <i>Plants, People, and Culture: The Science of Ethnobotany</i>. Garland Science. Chapter 2 Plants that heal. - Spend time reading in: Garibaldi, Ann. <i>Medicinal Flora of the Alaska Natives: A compilation of knowledge from literary sources of Aleut, Alutiiq, Athabascan, Eyak, Haida, Inupiat, Tlingit, Tsimshian, and Yupik traditional healing methods using plants</i>. Alaska Natural Heritage Program, Environment and Natural Resources Institute, University of Alaska Anchorage, 1999. - Write DISCUSSION POST #4: Ethnobotany and medicinal plants.
21-Feb	<p>5. Ethnobotany and medicinal plants, medicinal ethnobotany and ethnopharmacology Homework</p> <ul style="list-style-type: none"> - Read: Howard, P.L., 2003. Women and the plant world: an exploration. <i>Women & Plants. Gender Relations in Biodiversity Management & Conservation</i>.-London (Zed Books), pp.1-48. - Write DISCUSSION POST #5: Ethnobotany and Gender. <p>QUIZ – Submit your quiz before Feb 28, noon (Quiz will be posted on Canvas).</p>
28-Feb	<p>6. Ethnobotany and Gender Homework:</p> <ul style="list-style-type: none"> - Read: Quinlan, M.B., Quinlan, R.J., Council, S.K. and Roulette, J.W., 2016. Children’s acquisition of

	<p>ethnobotanical knowledge in a Caribbean horticultural village. <i>Journal of Ethnobiology</i>, 36(2), pp.433-456.</p> <p>- Supplementary reading: Turner, N.J., Marshall, A., Thompson, J.C., Hood, R.J., Hill, C. and Hill, E.A., 2008. Ebb and flow: transmitting environmental knowledge in a contemporary Aboriginal community. <i>Making and Moving Knowledge: Interdisciplinary and Community-based Research in a World on the Edge</i>, pp.45-63.</p> <p>- Write DISCUSSION POST #6: Transmission of plant knowledge.</p>
Asyn-chronous class	<p>7. Transmission of plant knowledge</p> <p>Homework:</p> <p>- Pember, M.A., 2016. Intergenerational trauma: Understanding Natives' inherited pain (pp. 1-2). Indian Country Today Media Network.</p> <p>- Read at least one of the following:</p> <ol style="list-style-type: none"> 1. Vick, R.A., 2011. Cherokee adaptation to the landscape of the West and overcoming the loss of culturally significant plants. <i>American Indian Quarterly</i>, 35(3), pp.394-417. OR 2. Davis, R.A., 2013. Coping with diabetes and generational trauma in Salish tribal communities. <i>Fourth World Journal</i>, 12(1), p.45. <p>- Write DISCUSSION POST #7: Historical / transgenerational trauma and plant knowledge.</p>
14-Mar	<p>8. MEET ETHNOBOTANISTS</p> <p>Choose two recorded interviews with two different ethnobotanists (list provided on Canvas), listen to / watch them attentively and write a DISCUSSION POST (#8). Introduce your classmates to the researchers, their research projects and approach to ethnobotany; share quotes and details that stood out to you.</p>
21-Mar	<p>9. Historical / transgenerational trauma and plant knowledge</p> <p>Homework:</p> <p>- Read: Introduction and Chapter 3 in: Geniusz, W.M., 2009. <i>Our knowledge is not primitive: Decolonizing botanical Anishinaabe teachings</i>. Syracuse University Press.</p> <p>- Read / watch: TBA (cultural appropriation)</p> <p>- Find an example of cultural appropriation online and be ready to share it in class.</p> <p>- Write DISCUSSION POST #9: decolonization.</p>
28-Mar	<p>10. Decolonization & cultural appropriation</p> <p>Homework:</p> <p>- Watch: Deconstructing White Privilege with Dr. Robin DiAngelo; https://www.youtube.com/watch?v=Dwlx3KQer54</p> <p>- Read: McIntosh, P., 1988. <i>White privilege: Unpacking the invisible knapsack</i>.</p> <p>- Supplementary reading:</p> <p>- Write DISCUSSION POST #10: White privilege</p>
4-Apr	<p>11. Racism and white privilege</p> <p>Homework:</p> <p>- Read: Armstrong, C.G. and Brown, C., 2019. Frontiers are frontlines: Ethnobiological science against ongoing colonialism. <i>Journal of Ethnobiology</i>, 39(1), pp.14-31.</p> <p>Read: TBA (provided by guest speaker)</p> <p>- Optional reading: Armstrong, C.G. and McAlvay, A.C., 2019. Introduction to Special Section on Action Ethnobiology. <i>Journal of Ethnobiology</i>, 39(1), pp.3-13.</p> <p>- Write DISCUSSION POST #11: Action Ethnobiology, advocacy</p>
11-Apr	<p>12. Action Ethnobiology, advocacy</p> <p>Guest speaker</p> <p>Homework:</p> <p>- Read: Pieroni, A., Pawera, L. and Shah, G.M., 2016. Gastronomic ethnobiology. In <i>Introduction to ethnobiology</i> (pp. 53-62). Springer, Cham.</p>

Seminar in Ethnobotany Syllabus

Kuskokwim Campus, DANSRD
University of Alaska Fairbanks

EBOT F200, 2022
Instructor: Lisa Strecker

	<ul style="list-style-type: none">- Read: Gerlach, S.C. and Loring, P.A., 2013. Rebuilding northern foodsheds, sustainable food systems, community well-being, and food security. International journal of circumpolar health, 72(1), p.21560.- Write DISCUSSION POST #12: Nutritional ecology.
18-Apr	13. Nutritional ecology Homework: <ul style="list-style-type: none">- Read: TBA- Write DISCUSSION POST #13: Review ethnobotanical journals (links provided on Canvas)
25-Apr	14. TBA Final discussion