

Applied Ethnobotany Spring

EBOT F251
SPRING SEMESTER, 2021
2 credits

Course Information

EBOT 251 is the spring section of a year-round course cycle consisting of two non-sequential courses that explore the seasonally-appropriate cultural uses of plants. Students will deepen their understanding of human-plant relationships through individual hands-on projects which will guide them into further studies in ethnobotany and related disciplines.

Instructor	Lisa Strecker lstrecker@alaska.edu Mailing Address: UAF Kuskokwim Campus, PO Box 368, Bethel, AK, 99559 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/yy6begkj) and join the Zoom meeting (below) Send email for alternative times or modality (e.g. over the phone instead of Zoom).									
Location	EBOT 251 is a synchronous course. It will be taught via distance delivery , using Zoom, WordPress and Blackboard . Students taking this class are required to have an email address, basic computer skills, and reliable computer internet access for all class sessions. Computer headset (headphones with microphone) can be helpful.									
Course websites	WordPress (https://ebot250.community.uaf.edu/) Blackboard (https://classes.alaska.edu/ ; only used for grading)									
Zoom	https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09 Password: EBOT									
Course dates	The following Saturdays from 9am to noon during spring semester 2021; for more details please refer to the course outline below. <table> <tr> <td>1. Jan 16</td> <td>4. Feb 27</td> <td>7. Apr 3</td> </tr> <tr> <td>2. Jan 30</td> <td>5. Mar 6</td> <td>8. Apr 17</td> </tr> <tr> <td>3. Feb 13</td> <td>6. Mar 20</td> <td>9. Apr 24</td> </tr> </table>	1. Jan 16	4. Feb 27	7. Apr 3	2. Jan 30	5. Mar 6	8. Apr 17	3. Feb 13	6. Mar 20	9. Apr 24
1. Jan 16	4. Feb 27	7. Apr 3								
2. Jan 30	5. Mar 6	8. Apr 17								
3. Feb 13	6. Mar 20	9. Apr 24								
Instructional methods	Student presentations, discussion, lecture, guest speaker;									
Course prerequisite	EBOT 100									

Course Description

The Applied Ethnobotany courses (EBOT 250 and 251) offer place-based, experiential learning in a distance learning environment. The vegetation in Alaska is strongly seasonal and so are the activities related to plants harvested from the wild. The activities as well as the context-embedded lectures of the course will be guided by plants available during the

second half of the annual vegetation cycle. This includes harvesting, processing and preserving of plants for use during the non-growing season. The course will provide a space for hands-on exploration of biological, ecological, chemical, and anthropological concepts through the lens of ethnobotany. The cultural aspects of the plant uses addressed will be complemented by their underlying scientific (e.g. ecological, biochemical) principles. The course builds on guided individual projects by the students or a team of students, fostering independent working and creative problem solving as well as discussing results within a group of peers and finally presenting in class or to a wider audience.

Due to the affiliation of the Alaska Ethnobotany Program (EBOT) with UAF's rural Kuskokwim Campus in Bethel, Western Alaska, we teach ethnobotany as an academic and applied discipline on the basis of plants and their relationships to humans in Alaska and other regions of the North. While the majority of examples and cases discussed in classes relate to Alaska, its people(s) and plants, the program is by no means limiting itself to this geographical focus. We welcome students from all places to our program and provide them the guidance and context to learn about ethnobotany and how it relates to their environment. The Applied Ethnobotany courses allows students to explore and learn about past and contemporary uses and relationships of plants to humans in their immediate surrounding, no matter if they live in an urban or rural environment, be it tropical or arctic.

Course Goals

Students will begin to learn and understand how plants and plant extracts can be and have been used in their home region by performing hands-on projects. Through this process, students will learn how to harvest and process plants and become aware of the strong seasonality of plants in their area and Alaska. In EBOT 251, students will develop the skills to harvest and process a selection of plants during their spring growth stages.

The course provides an introduction to plants and their uses during the second half of the annual vegetation cycle. Designing an individual project schedule will create awareness of the strong seasonality of plant life and living with plants in Alaska.

Student projects also create the framework for exploring and learning underlying scientific principles (e.g. ecological, biochemical) and cultural roles of the plants, plant materials and products involved. Through discussion, readings and reflection, students develop an awareness and sensitivity for topics such as cultural appropriation, political ecology, transgenerational trauma and the importance of revitalization of plant-related knowledge and practice for Indigenous communities. The guided hands-on projects conducted by the student or by a team of students foster independent work skills and creative problem solving; at the same time, the students discuss methods and results within a group of peers. Creating project documentation and sharing these with classmates or with a wider audience develops presentation skills.

The semester begins with an intense hands-on focus in an effort to take maximum advantage of the seasonal availability of plants: gathering, preserving, and documenting plants.

Student Learning Outcomes

Through this course students will:

- Identify culturally-important plant uses for the student's region from late winter and spring
- Show understanding of how the seasonal environmental factors determine the annual cycle of plants in Alaska
- Explain plant phenology and developmental stages of plants that are specific to late winter and spring
- Demonstrate basic proficiency in ethnobotanical literature relevant for Alaska
- Name medicinal and food uses of key native plants in Alaska
- Practice different ways of gathering plants and plant parts, as well as extracting and processing botanicals
- Demonstrate an understanding of the general principles of ethnobotany
- Employ a selection of ethnobotanical research methods

- Name and describe the main ethnobotanical traditions specific to the student's home region of Alaska
- Design and conduct individual ethnobotanical projects
- Create documentation of personal projects (e.g. film, image, and drawing)
- Report findings through monthly presentations

Resources & Materials

Required Literature

- Gray, Beverley. 2011. The Boreal Herbal: Wild Food and Medicine Plants of the North. Whitehorse YK Canada. Aroma Borealis Press.
- Jones, Anore. 2010. Plants That We Eat. Fairbanks AK. University of Alaska Press.

Additional required readings will be supplied by instructor via WordPress.

Expenses for conducting the monthly individual projects

For some projects, the students will have to purchase additional course material. The total expenses for all projects during one semester should not exceed \$50.

Instructional Methods

Class Participation

Class is used to present and discuss projects conducted during the month. Students are expected to actively listen and ask pertinent and respectful questions. Participation in the open forum blogs is expected. Attendance is part of the participation grade; if you must miss a class you will be expected to listen to the recording of the class and write an additional blog sharing your thoughts on what you heard and learned.

Blog Posts

Each student will write 8 blogs, 1-2 paragraphs long, in response to a class discussion, reading, project presentation, or topic related to ethnobotany. **Blog posts are due Wednesday before our next class. 5% of the grade for a post will be subtracted for every day the post is late.**

Blog Comments

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

Projects:

Every student will pick three projects to investigate and conduct. Try to create a well-balanced project combination: pick one project to create a container, one for an edible, and one non-edible product (medicine, food, craft, tool, etc.) using materials from your region.

Project schedule:

A draft of an individual **project schedule** will have to be submitted (shared with your instructor as google.docs) within a week after Session 1 (Jan. 23, 2021).

The project schedule should contain:

- Brief description of each project (at least one paragraph),
- Schedule of the single steps involved in conducting the project,

- Discussion of potential complications or challenges,
- Presentation date for each project,
- Estimate of the related costs (max \$50 total!),
- Literature that you plan to include (see below: **Working with academic literature and images**)

The draft of the project schedule will be returned to you before Session 2. If necessary, resubmit your project schedule by updating the shared google.docs document. Please send your instructor an email to let her know when you want her to look at the project schedule again. Your project schedule will count as complete once you have entered your presentation dates into the shared presentation schedule on the google drive. The final version of the project schedule is due one week after Session 2, on Feb. 6, 2021. Your instructor will then grade the latest version that you have shared with her on the google drive. There is no need to email the final version of your project schedule to your instructor.

You will present the visual documentation of every project in class and also share it with a wider audience (final projects will be posted on the EBOT website, with student's permission). The project documentations (= project blog posts) will be graded one week after presenting and discussing them in class.

Projects will consist of ...

- Visual documentation (at least one video documentation per semester, photos, or drawings);
- Written summary of the project (500-750 words, max. 1000 words) including references for
- Academic and other literature;
- Interview with an expert (one interview per semester).

In your written project description refer to relevant literature for cultural, anthropological, botanical, chemical, nutritional and other information. Be prepared to give a detailed description of how you did the project; address the cultural and economic value of the plant, the relevant biological and chemical aspects involved in processing the plant, as well as the cultural (and nutritional) value of the product. Your project description should consist of an introduction, a detailed project description, the background information as outlined above, list of costs, potential modification(s) of the project, and, if applicable, acknowledgments. Write in full sentences; you are expected to **synthesize** the **information** retrieved from your sources in order to create a well-rounded description of your plant and project.

You will be graded for content (40%), visuals (20%) language (10%), format (10%), citations (10%) and presenting (10%).

Final Project

Pick one of your three projects to be submitted as the final project. This project will be archived and posted online for the general public to see. This means, all steps of the project must be particularly well documented and, if necessary, explained clearly. If you have interviewed someone for this project or if you have pictures showing people in the blog post, please make sure to submit a **UAF model release** (WP>course materials) form to your instructor. Your final project will count as incomplete if you fail to submit a model release! A more in-depth (1000 words, max 2000 words) written description citing at least three academic and two other literature sources has to be posted for your final project as well. You will be graded for content (50%), visuals (20%) language (10%), format (10%) and citations (10%). Please have someone proofread your paper before the final grading. There is no need to actually submit the final paper; it will be graded off WordPress. Please check the box "final paper" so it appears in the respective folder in WordPress.

Working with academic literature and images

- You will be required to **find at least five relevant readings including three peer-reviewed academic articles for each project**. It is expected that you always consult the course books for potentially relevant information for every project.

- **Visit a library:** For at least one project, you are required to physically visit a university associated library to find literature.
- **Visit by a librarian.** We will have a librarian visit one of the EBOT classes to learn about how to use the library resource, finding ethnobotanical literature, assessing the credibility of online sources, etc. Although this session will not take place on a Saturday morning, you will be required to attend the session or listen to the recordings (and fill out a quiz afterwards).
- **Citing sources in your written assignments:** Facts that are not common knowledge require the indication of the source of information. Please use one of the following citation styles consistently: APA, MLA or Chicago. **In-text citations** should always contain the last name(s) of the author(s), the publication year and page of the source.
- **Internet resources:** URLs that don't have a DOI (Digital Object Identifier) need to have an access date (e.g. www.whateverwebsite.org, last accessed June 5, 2018).
- **Illustrations, videos:** Images have authors (artists, photographers), publication dates and locations as well. Refer to the source of images used either in the image's caption or in a section of your references. Google is a search engine, not a source of images. If you find an image through a search on google, please backtrack the original publication site. If you are the photographer, you can write either 'photo by author under every picture of you add a note at the end. **Always make sure that images do not exceed 1 MB data size!** If necessary, reduce image size; Look up How to... section of course website for instructions. In order to share videos on the course's WP site, upload them onto a streaming platform (e.g. YouTube, Vimeo) and share only the link to the video in your blog post. **Never upload videos directly onto the course website!** You have access to a YouTube account through your UA email account. Look up How to... on WP site for instructions.

Course Content: See Course Schedule (page 9)

Evaluation & Grading - Elements of Grades for EBOT 251

Element	Number to complete	Percent of grade
Class participation and presence, including	8	16%
In-person visit to library	1	2%
Project schedule	1	5%
Blog posts (3%)	8	24%
Blog comments (0.5%)	16	8%
Projects presentations and documentations	3	30%
Video documentation (as part of a project post)	1	2%
Interview with an expert (as part of a project)	1	3%
Final project	1	10%
Total		100%
BONUS: extra 5 blog posts		3%

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

A	A+: 98-100%	"A" (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.
	A: 93-97%	
	A-: 90-92%	

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: This course is an applied course. Students are asked to work on projects independently. The time to prepare, conduct and document a project is at least as important for the success of this course as the time spent in class. Please consider that college level science courses customarily require at least 2 to 3 hours of time outside of class for each hour spent in class.

Attendance: Student attendance and participation are necessary to pass this course. Each student is expected to attend each class session, to be on time, and to remain for the entire session. Late arrivals and early departures are disruptive and unfair to other students and guest lecturers. With the understanding that life happens, class may be missed up to 1 time. For classes missed, the student is asked to listen to the recordings and submit additional makeup assignments that will be assigned. It is your responsibility to check in with the instructor for the additional makeup assignment.

Assignments missed because of an excused absence, must be made up within one week after a student’s return to school. Because of logistical difficulties, some sessions and assignments may be difficult to make up, so be sure and please always talk with the instructor when you know that you will have to miss class(es).

Should school or class be officially cancelled (because of inclement weather, etc.), **exams, quizzes, 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 that you have or introduces material that you are especially interested in, we will discuss your questions or interests in more detail during the scheduled class period. **You must do the readings as they provide background for the topics discussed in class.** From time to time throughout the semester the instructors may assign additional reading material, with these not necessarily listed in the course outline below.

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 Department's (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 -

Policies of the College of Rural and Community Development (CRCDC) are summarized in the Fall 2020 Schedule of Courses. Policies of the University of Alaska Fairbanks (UAF) are summarized in the 2020-21 Catalog.

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/

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/academicsregulations/students-rights-responsibilities/>.

Non-discrimination statement:

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska prohibits illegal discrimination 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.

Title IX Policy: Our school is committed to fostering a safe, productive learning environment. The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school. The institution encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator (474-6600 or the KuC Title IX Coordinator at 543-4562). You may also access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043 or file a criminal complaint by contacting the University Police Department at 474-7721 or the Bethel Police Department at 543-3781.

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

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. I will work with the Office of Disabilities Services (203 WHIT, (907) 474-5655 | TTY: (907) 474-1827) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students: UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDC) and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit <http://www.uaf.edu/disability/index.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

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.

Academic Misconduct and Plagiarism

The faculty, staff, administration, and students of the University of Alaska Fairbanks (UAF) consider academic honesty and integrity fundamental to the mission of higher education and promote the highest ethical and professional standards of behavior in the classroom. To learn more about UAF's Student Code of Conduct, please continue reading here: <https://www.uaf.edu/csrr/student-conduct/academic-misconduct.php>

You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. To learn more about plagiarism and how to avoid here, please read here: <https://wts.indiana.edu/writing-guides/plagiarism.html>

Study Skills: This class requires good reading and study skills. If a student feels that he or she is falling behind, he or she should contact the instructor **immediately and we will work with you directly**. Issues of this type seldom resolve unless specific measures are taken in a timely fashion.

Harassment: CRCO and UAF have specific policies regarding harassment, and harassment will not be tolerated. Anthropology students address subjects that are considered to be delicate by many individuals and cultures. Both students and faculty are expected to act and speak with sensitivity and respect.

Use of College Equipment: Students are expected to use their utmost care to assure the continued availability of campus resources.

Emergency notification plan: Students will receive emergency notifications via phone or email. Please check your UAOnline account to confirm your emergency notification settings. For more information, please refer to the Student Handbook. In cases where you do not have access to your devices, as your instructor, I will take responsibility to relay any emergency notifications.

Covid-19: 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/uaf-students?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.

Covid-19 disability statement: Masks or face shields will be required for individuals accessing campus. For additional assistance or accommodations, students can contact UAF Disability Services and employees and visitors can contact UA Human Resources to receive guidance or request a reasonable accommodation.

Drop/Withdrawal/Incomplete: Ceasing attendance does not activate the drop, withdrawal, or incomplete grade process. The student must submit the appropriate forms for each of these processes by the published deadlines to end enrollment in this class. Failure to complete and submit the appropriate forms may result in a failing grade for this course on the student's permanent transcript. Deadlines for drop and withdrawal are listed below. **All paperwork must be completed and submitted by these dates.** Be aware that the college has specific policies and procedures for the assignment of incomplete grades.

Important Dates

Last day for 100% refund: Friday, January 22, 2021

Last day for student- and faculty-initiated withdrawals: Monday, April 26, 2021 (W appears on academic transcript)

Last day for course submissions to be considered for grading: Saturday, May 1, 2021

COURSE OUTLINE: TOPICS BY WEEK

Every session will be divided into student project presentations and a lecture or interactive portion focusing on theoretical or applied topics related to applied ethnobotany. This course syllabus is a general plan for the course; deviations announced by the instructor may be necessary.

Always share your presentation or files (e.g. texts, images, URLs) with classmates BEFORE the session you are going to present.

Session 1 (Jan. 16, 2021)

Introduction, purpose, and objectives of this course. What is ethnobotany?

Syllabus

Discussion of possible monthly assignments and how students are asked to perform and document them.

Discussion: Be prepared to briefly talk about your personal interest and experience in ethnobotany. Think about what is available to gather around you and share your thoughts and questions with the class. If you are not sure, describe where you live and the class will try to help think of plants that may be in season to harvest. Have the required course books at hand for information during all class sessions.

Homework for next session (or earlier):

- **Write up your personal project schedule** with your projects including literature and a timeline; choose your three projects and find relevant literature (if needed, ask your course instructor for help). Consider, for example, that if you plan to make a birch bark basket you will have to harvest the bark much earlier. **Submit a draft of your project schedule to your instructor as a google document via the google drive by Jan. 23, 2021. Please make sure that all your submissions have your name, title, course number and date in the document name; e.g.: Miller EBOT 251 project schedule 22 01 2021.**
- **Set up a profile** on WordPress. Write up your ethnobotanical biography and upload a picture of yourself
- **Prepare:** Presentation of a **training project:** 3-5 minute presentation on a plant that you have harvested and / or worked with in the past or on a plant that has a local (your home, your community) or a global meaning and use. Upload to the WordPress blog and tag it as 'little project (training)'. (= your first blog posts; write at least two responses to other students' posts).
- **Review the course books** to get ideas for your projects.
- As soon as you received positive feedback from your instructor regarding the choice of your projects, you can start working on them!

Session 2 (Jan. 30, 2021)

Presentation: Training Project (=mini project): 3-5 minute presentation on a project that you have conducted in the past or on a plant that you harvested and that has a local (your home, your community) or a global meaning and use.

Activity: Talk briefly about your schedule and address problems and questions that might arise during the process of your project and address them in class. 'Peer review': We will split up in small groups and read each other's project schedule, summarize it and make constructive suggestions to each other.

Homework for next session:

- Physically visit a library and search for literature for your projects. Consult a librarian!
- Edit your **project schedule** and **submit a second time for final approval by Feb. 6, 2021.**
- **Read** one academic article of your first project and be ready to present and discuss it in class. Share the paper that you are going to talk about prior to class via the email list with your classmates.
- **Write a blog post:** Introduce your classmates to your favorite plant book.

Session 3 (Feb. 13, 2021)

Student project presentations, individual presentation of research papers, discussion
Presentation of the library experience

Homework for next session:

- **Reading:** TBA (invasive plant related)
- **Write a blog post:** Non-native or invasive plant: Research a plant that is non-native or invasive to your region that has been assigned to you and create an additional blog post. Investigate the potential uses of the plant. Be ready to introduce your classmates to your plant during class.

Session 4 (Feb. 27, 2021)

Student project presentations, discussion

Lecture and discussion topic: Non-native and invasive plants. Students present on their non-native / invasive plant post.

Homework for next session:

- Spend some time with your two course books and compare how they approach and present the topic of ethnobotany. Be ready to discuss the differences and similarities in class.
- **Write a blog post** about a topic presented in the course books (we will divide up topics in class)

Session 5 (Mar. 6, 2021)

Student project presentations, discussion

Discussion topic: Our course books.

Homework for next session:

- **Reading and blog post:** Alaska Ethnobotany. Pick an Alaskan ethnobotanical book and write a review blog post about it. You can find several sources on WP (>Resources), also consult your local library.

Session 6 (Mar. 20, 2021)

Student project presentations, discussion

Lecture and discussion topic: Documentations of ethnobotanical knowledge and practice in AK

Homework for next session:

- **Write a blog post:** Plants in everyday life – find and document how plants and plant patterns are used as design elements.

Session 7 (Apr. 3, 2021)

Student project presentations, discussion

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

Homework for next session:

- **Write a blog post:** How to learn and identify plants – share your personal experience and approach.

Session 8 (Apr. 17, 2021)

Student project presentations, discussion

Homework for next session:

- Tag the project that you want to be graded as your final project as “final project” on WordPress before the last session (Session 9). If applicable, submit model releases for all people you recorded. Please have someone proofread your final project’s post.
- **Write a blog post:** TBA

Session 9 (Apr. 24, 2021)

Student project presentations, discussion
Closing discussion

Project posts are graded one week after the presentation date.

Last day for course submissions to be considered for grading: Saturday, May 1, 2021