# Introduction to Ethnobotany, (ONLINE + FIELD)

**EBOT F100 (CRN: 53301), ANTH F102 (CRN: 53355)**
**Online section: Mai 30 – June 24, 2022**
**Field course section in Bethel, Alaska: August 1 – August 5, 2022**
**3 credits**

**Catalog Description**

This blended online and hands-on course surveys concepts of botany and ethnobotany in the context of Alaska Native cultures, including: plant biology and taxonomy, scientific and ethnobotanical plant collection methods, traditional plant uses (working with Alaska Native Elders), and how the resulting ethical awareness contributes to other fields of study.

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| **Instructor** | **Lisa Strecker**<br>**lstrecker@alaska.edu**<br>Mailing Address: UAF Kuskokwim Campus, PO Box 368, Bethel, AK, 99559<br>Work phone: (907) 699-6414 |
| **Teaching assistant** | **TBA** |
| **Office hours** | Mondays, 9 – 11 am via Zoom<br>Please sign up for an appointment slot on your instructor's google calendar (https://tinyurl.com/yy6be9kj) and join the Zoom meeting (below)<br>Send email for alternative times or modality (e.g. over the phone instead of Zoom). |
| **Location** | This blended course consists of two portions; four weeks of distance-delivered, mainly asynchronous coursework followed by a one-week in-person field course in Bethel, Alaska. The online portion of the class will be taught via the online learning platform Canvas, Zoom, Google docs and Google drive. |
| **Virtual course platform** | **Canvas (https://alaska.instructure.com/)**. You will need your UA credentials to log on. |
| **Zoom** | https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09<br>Password: EBOT |
| **Course Schedule** | Online portion<br>Mainly asynchronous. After an initial virtual and synchronous class session via Zoom, you will work independently through the material on Canvas, participate in discussions on the course blog, and complete course assignments. You will submit your contributions to Canvas and check in with your instructor as needed.<br>In addition, students can join **optional, weekly meetings (not mandatory**) for more synchronous interaction with their instructor and their peers. During these meetings, the instructor will give on overview of the next unit, discuss assignments and answer questions. A recording of the session together with a short written summary will always be shared with all students.<br>Optional meeting times: Mondays, 6-8 pm. For exact dates and details, please see the Course Outline below.<br>Field portion<br>See course schedule below. Some days may run longer, especially when we do longer hikes and travel out of town. There may also be additional meeting times, depending on the availability of Elders, as well as the possibility of excursions. Students should expect to be busy most of the day. |

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| **Instructional methods** | Readings, lecture, discussion, blogging, hands-on learning, student-led projects, student presentations, Elder instruction, nature immersion; |
| **Course prerequisites** | Instructor approval. We interview all of our EBOT 100 field course students before admitting them to the course to ensure that the expectations of both parties match. |

## 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.

## Course Description

EBOT 100 Introduction to Ethnobotany surveys basic concepts of ethnobotany and botany with emphasis on the flora of Alaska and how people, Indigenous and non-Indigenous, interact with these plants. Ethnobotany is an interdisciplinary field of study; students will learn firsthand about the concept, benefits, synergies and possible challenges arising from working in a setting that involves several disciplines. Additionally, we build our coursework on views and approaches from mainstream academic disciplines ('Western science') as well as concepts and approaches rooted in Indigenous studies. Elders from the Bethel community will support the field course as co-instructors.

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, and ways that this information contributes to other fields of study, such as resource management, community development, and human health. Ethical considerations related to working with people and in particular, Indigenous cultures, will guide all activities of the course. Through the field section of the course, students will have the unique opportunity to learn about some human-environment relationships of Western Alaska, the tundra ecosystem and Yup'ik culture.

## 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.

## Resources and Materials

1. 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. (On Canvas)
2. Parker, Carolyn 2008 *Introduction to Ethnobotany, Summer Class, Course Manual.* UAF – Kuskokwim Campus & Effie Kokrine Charter School. (On Canvas)
3. Fienup-Riordan, Ann, Rearden, A., Meade, M., & Jernigan, K. 2021. *Yungcautnguuq Nunam Qainga Tamarmi/the Entire Surface of the Land Is Medicine: Edible and Medicinal Plants of Southwest Alaska.* University of Alaska Press.
4. Jernigan, Kevin; Mary Pete; Bethel Elders, n. y. A Guide to the Ethnobotany of the Yukon-Kuskokwim Region. Manuscript. (On Canvas)

Any reading listed in the Course Outline (will be provided to students on Canvas or emailed to them).

**Optional texts** will be provided on Canvas

We will hand out field notebooks in Bethel. Please bring pencils (including color pencils).

## Technical Prerequisites

Students are required to have a:

- UA 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 UA email address only)
- Working computer and basic computer skills
- Reliable computer internet access (Working phone line as a backup), 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.
- Computer headset (headphones with microphone) can be helpful.
- We will share a list of items recommended for the field course in class.

## Instructional Methods

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 videos, 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 short video recordings 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 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 8 blogs, each 1-2 paragraphs long, about topics listed in the Course Schedule. If you cite information from other sources, make sure to follow the citation guidelines as outlined under 'Projects' 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.

**Plant profile**

Write a plant profile of a plant that you consume on a regular basis. Please cover the following areas: Complete scientific plant name with author, plant family; brief introduction about your own cultural background and environment and the role that the plant or products derived from it play in it; botanical and ecological information of the plant; general cultural uses of the plant; other uses of the plant. Conclusion/summary.

Refer to at list five sources of information for your plant (at least three academic articles, sources specific to your course plant, primary literature, personal communication, gray literature, internet sources.). Please 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 paper (including references): 2000 words. Please keep this in mind when writing the first draft. Submit the first draft of your final paper to both course instructors via Google Docs by June 19, 2022. Your paper will be graded for content (70%), language (10%), format (10%), citations (10%). If you need general support in writing this paper or want someone to proofread it, please contact the UAF Writing Center.
We expect you to give a brief oral presentation (ca. 5 mins, no ppt) of the plant at one of our morning meetings during the field portion of the class.

Field course plant project: At the beginning of the field course, you will pick a plant on which you will conduct a miniature ethnobotanical fieldwork. You will be able to gather information on the plant from our course library and from Elders and other experts that you will interact with during the field course. We also require you to conduct a small project with your plant (we will talk about our expectations in the beginning of the field course). The students' projects will be presented to the class as well as to the wider public of the community that our field course is going to take place in. After returning from the field course, create a detailed and illustrated blog post about your field course project and post it to the course website. The field course plants project posts are due no later than Monday after the last day of the field course (Aug 8, 2022). You will be graded for content (50%), visuals (20%) language (10%), format (10%), citations (10%). Please have someone proof read your paper; contact the UAF Writing Center if you need general support in writing this paper or need someone to proofread it. The field course plant project posts will also be published on the Alaska Ethnobotany Program's website.

## Course Content

Please see Course Outline below.

## Evaluation and Grading

| ONLINE COURSE | % of final grade |
|---|---|
| Submit your model release form * | 1 |
| Seven (7) blog posts and two replies each | 21 |
| Quizzes 1 A and 1 B: Questions about readings Nolan & Turner, Parker<br>1 A Botanical Classification and Nomenclature (Parker) (2 points) | 4 |

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| 1 B Questions for Nolan and Turner (2011) (2 points) | |
| Quiz 2: Evaluating McClatchy's 'Introduction to the Culture of Ethnobotany' | 4 |
| Quiz 3: Recap Unit I. Ethnobotany basics | 4 |
| Assignment 1: Plant leaf forms | 4 |
| Quiz 4: Plant morphology | 4 |
| Assignment 2: Recorded mini-introduction to plant families | 5 |
| Quiz 5: Taxonomy video | 4 |
| Paper: Plant profile (plant that you consume regularly) | 10 |
| FIELD COURSE | |
| Class presence and participation | 5 |
| Assignment 3: Hands-on ethnobotanical project | 4 |
| Assignment 4: Herbarium specimen | 4 |
| Quiz 6: Plant identification during field course | 5 |
| Assignment 5: Field diary | 4 |
| Final presentation | 5 |
| Assignment 6: EBOT flashcards | 2 |
| Field project post | 10 |
| TOTAL | 100 |

## **Grading Scale** (based on the percentage of total possible points)

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| **A** | **A+**: 98-100%<br>**A**: 93-97%<br>**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%<br>**B**: 83-86%<br>**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%<br>**C**: 73-76%<br>**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%<br>**D**: 63-66%<br>**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 understandffing 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 | |

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| | 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.

## Policies & Procedures

**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.

**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, actively participate in discussions on the blog, deliver all required assignments on time and join distance delivered learning sessions with the other participants on the times indicated.

During the field portion of the class, you are expected to attend and actively participate in all class sessions and activities, to be on time, and to remain for the entire session. Late arrivals and early departures are disruptive and unfair to other students.

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 July 3, 2022 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.

## Syllabus Addendum (Revised 8/18/2021)

**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)

**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
1692 Tok Lane, 3rd floor, Constitution Hall, Fairbanks, AK 99775
907-474-7300
uaf-deo@alaska.edu

Additional syllabi statement for courses including off-campus programs and research activities:

University Sponsored Off-Campus Programs and Research Activities

We want you to know that:

1. UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination.
2. Incidents can be reported to your university's Equity and Compliance office (listed below) or online reporting portal. University of Alaska takes immediate, effective, and appropriate action to respond to reported acts of discrimination and harassment.
3. There are supportive measures available to individuals that may have experienced discrimination.
4. University of Alaska's Board of Regents' Policy & University Regulations (UA BoR P&R) 01.02.020 Nondiscrimination and 01.04 Sex and Gender-Based Discrimination Under Title IX, go to: http://alaska.edu/bor/policy-regulations/.
5. UA BoR P&R apply at all university owned or operated sites, university sanctioned events, clinical sites and during all academic or research related travel that are university sponsored.

For further information on your rights and resources click here.

**Important Dates:**

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| Last day for 100% refund: | June 3, 2022 |
| Last day for withdrawal: | June 3, 2022 (with a W grade on transcript) |
| Last day for submissions to be considered for grading: | Monday, August 8, 2022 |

## COURSE OUTLINE
## (Units I – IV online + field course section)

## UNIT I - Field of Ethnobotany (week 1: 5/30 - 6/5/2022)

1. Join our first Zoom call on Monday evening, 6-8pm (mandatory meeting).

   https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09
   Password: EBOT

2. Read Nolan, J. M., & Turner, N. J. (2011) Ethnobotany: The Study of People-Plant Relationships. *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.

3. Create **Discussion 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 Wednesday). Reply to at least two of your classmates' #1 blog posts (due Friday).

4. Read pages 93-95 of C. Parker's 'Introduction to Ethnobotany Manual'. Verify all your Latin/scientific plant names in Discussion post #1 on the website of the Integrated Taxonomic Information System (itis.gov) 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. World Flora Online (worldfloraonline.org).

5. Answer questions about the readings (Nolan & Turner and Parker) in **Quiz 1 (Quiz 1 A and Quiz 1 B)** (due Wednesday).

6. Watch Introduction to the 'Culture of Ethnobotany' by ethnobotanist Will McClatchey. This video was created as part of a series of online lectures by the Ethnobotany Program 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 ethnobotany community.

7. Complete the **Quiz 2** on Canvas – Evaluating McClatchy's 'Introduction to the Culture of Ethnobotany' (due Friday).

8. Create **Discussion post #2** – Share your thoughts about the McClatchey video and the Nolan & Turner paper on the class blog (due Friday) and respond to two of your classmates postings (due Sunday).

9. Submit the name of the plant that you have chosen for your plant profile (see page 5) to your instructor (lstrecker@alaska.edu) (due Friday).

## UNIT II - Plant Anatomy, Physiology, and Morphology (week 2: 6/6 - 6/12/2022)

1. OPTIONAL: join our Monday evening MEETING, 6-8pm.

   https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09
   Password: EBOT

2. Before beginning Unit II, please complete the **Quiz 3** (Unit I recap assessment) on Canvas – Ethnobotany Basics (due Monday).

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 Canvas.

4. Create **Discussion post #3** – in 'Plants That I Eat' 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 Tuesday).

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 Canvas (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 Wednesday).

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

8. **Discussion 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 Discussion 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 Thursday). Reply to at least two of your classmates' #4 blog postings (due Saturday).

9. Complete **Quiz 4** – Plant Morphology (due Saturday).

## UNIT III – Plant Taxonomies (week 3: 6/13 - 6/19/2022)

1. OPTIONAL: join our Monday evening MEETING, 6-8pm.

   https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09
   Password: EBOT

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

3. Complete **Assignment 2** 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. Unsure of how to pronounce scientific plant names? Consult google translate (https://translate.google.com) for pronunciation!

   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 Tuesday).

4. Create **Discussion 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 CANVAS) and Struwe (on CANVAS). 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 Tuesday).

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 5** – Respond to the questions about the Taxonomy video on Canvas (due Wednesday).

7. With your new ideas of taxonomy in mind, have a closer look at *Edible and Medicinal Plants of Southwest Alaska* (our 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. **Write and submit** the **first draft** of your **plant profile**. The plant profile should focus on a plant that you consume on a daily basis (the plant you identified and submitted to the instructors for Unit I, Activity 8). For details on the Plant Profile, please refer to page 5 (due Sunday).

## UNIT IV - Preparing for Ethnobotanical Fieldwork (week 4: 6/20 - 6/24/2022)

1. OPTIONAL: join our Monday evening MEETING, 6-8pm.

   https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09

Password: EBOT

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

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

4. Create **Discussion 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 Monday)

5. **Complete and submit the final draft of plant profile**. As introduced in the syllabus (p. 5) and again in Unit III, the plant profile should focus on a plant that you consume on a regular basis (the plant you identified and submitted to the instructors for Unit I, Activity 8). If you need general support in writing this paper or want someone to proofread it, please contact the Writing Center. (Due Friday)

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## FIELD COURSE SECTION (August 1 - 5, 2022)

While in Bethel, we will be maximizing our time and will start our days early. Breakfast will be from 7 to 8 am. At breakfast, we usually revise the past day, talk about the upcoming activities and topics and make announcements; therefore, we expect you to be to breakfast no later than 7:30 am. Computer use: There are computers at the dorms that we can use. You don't need a computer for your assignments during the field course.

**Field course plant project:** At the beginning of the field course you will pick a plant on which you will conduct a miniature ethnobotanical fieldwork. You will be able to gather information on the plant from our course library and from Elders and other experts that you will interact with during the field course. We also require you to conduct a small, hands-on ethnobotanical project with your plant (we will talk about our expectations in the beginning of the field course) and to prepare a herbarium specimen from it. The students' projects will be presented to the class as well as to the wider public of the community that our field course is going to take place in (final presentation). Finally, upload your field course project to the course website and submit your information to the EBOT flashcard collection (final blog post and flash card are due the next Monday after the last day of the field course, August 8, 2022).

**Graded assignments during field portion of the class:**

- **Assignment 3**: Hands-on ethnobotanical project

  Conduct a small scale, hands-on ethnobotanical project with the plant that you chose for your field course project. We will discuss potential project ideas at the beginning of the field course and provide supplies if needed.

- **Assignment 4**: Create a herbarium specimen of your field course project plant. Details will be discussed during field course, supplies are provided.

- **Quiz 3**: Plant identification during field course

  During the field course, you will learn to identify some of the culturally most relevant, ecologically characteristic or otherwise conspicuous local plants of the field course's locality. On

the last day of the field course, you will be presented a selection of local plants (ca. 30 species) that you will have to identify.

- **Assignment 5**: Field notebook

  We will hand out field notebooks to students and explain how to use them. You are expected to keep a field notebook; the notebooks will be graded on the last course day.

- **Final presentation**

  On the last day of our field course, students will present the findings of their mini fieldworks about their project plant to a wider audience. We will have supplies available to create posters; **no** PowerPoint presentation.

- **Assignment 6**: EBOT flashcards

  Provide information about your field course project plant to the EBOT program's flashcard collection. Include visuals of the plant. This assignment is due one week after the final day of the field course. A link to the flashcard file will be provided on the course's website.

- **Blog Post #8 Final project post**

  Create a detailed and illustrated blog post about your field course project, the plant, the hands-on project, the knowledge you gained from books and learned from people in Bethel. The final project post is due on Monday after the final day of the field course (August 8, 2022). For details, please see description on page above. You are more than welcome to comment on each other's final blog post, but it is not a requirement for your grade.

**Last day for submissions to be considered for grading: Monday, August 8, 2022**