

Ethical Wildcrafting

EBOT F210 UK1

1 credit

Course Description

Students will gain the knowledge and skills necessary to make informed and responsible decisions about ethical harvesting of plants in Alaska and beyond. Based on an interdisciplinary approach inclusive of Indigenous Knowledge, students will learn about the cultural and spiritual aspects, and the ecological, economic and legal dimensions of wildcrafting.

Instructor	Lisa Strecker lstrecker@alaska.edu Mailing Address: UAF Kuskokwim Campus, 201 Akiak Dr., Bethel, AK 99559 Phone: (907) 699-6414
Office hours	Mondays, 9 – 11 am via Zoom; Please sign up for an appointment slot on your instructor's google calendar (https://tinyurl.com/yy6be9kj) and join the Zoom meeting https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09 Password: EBOT Email for alternative times or modality (e.g. over the phone instead of Zoom).
Location	Distance Delivery Zoom and Canvas. Students taking this class are required to have an email address, basic computer skills, and reliable computer internet access for all class sessions.
Zoom	https://alaska.zoom.us/j/98144808854?pwd=b1VtMWQ1ajhJbndyTmZJY1hobk9kdz09 Password: EBOT
Course dates	Mondays 5:00 PM – 6:30 PM; LATE START: October 3, 2022 – December 5, 2022
Instructional methods	Lecture, student discussion, blogging, student presentations;

Course Goals

Upon successful completion of this course, the student will acquire an understanding of:

- The cultural, spiritual and ethical dimension of respectful and sustainable wildcrafting.
- The ecological basics of sustainably harvesting wild growing plants.
- Cultural, environmental and economic concerns of wild plant foraging, both locally and worldwide
- Alaska-specific regulations regarding commercial and non-commercial collection of plant materials from publicly and privately owned lands
- The possible pollution and health hazards being associated with gathering and using wild growing plants
- Non-timber forest products in Alaska and other regions as an economic opportunity in rural areas as well as a necessary mechanism to ensure sustainable resource use.

Student Learning Outcomes

In this course the student will –

- Apply a structured approach to ethical decision making in ethnobotany related questions
- Discuss and apply the Code of Ethics of the International Society of Ethnobiology
- Learn about the historical background of ethics in ethnobiology
- Investigate the global dimension of ethical issues related to ethnobotany
- Study implications of global developments for local plant harvest
- Demonstrate and understanding of Culturally Modified Trees (CMT)
- Familiarize her- or himself with legal documents related to ethics in ethnobotany
- Learn about case studies, such as Rights of Mother Earth
- Employ assessment tools for ethical wildcrafting
- Conduct individual project on sustainability assessment for a selection of plants harvested from the wild
- Identify and apply locally valid guidelines for ethical wildcrafting
- Discuss the potential impact of commodification onto sustainable use of wild-growing plants
- Demonstrate knowledge of international treaties regulating sustainable plant use
- Show understanding of the potential risks of environmental pollution in past and present for consumption of plants harvested from the wild.

Resources & Materials Required Texts

Hardison, Preston and Kelly Bannister. "Ethics in Ethnobiology: History, International Law and Policy, and Contemporary Issues." *Ethnobiology*. John Wiley & Sons, Hoboken New Jersey (2011): 27-49.

All readings mentioned in the syllabus will be posted on Canvas.

Readings from texts are to be read as assigned, and completed by the next class period. If reading material raises questions that you have or introduces material that you are especially interested in, we will discuss your questions or interests in more detail during the scheduled class period. **You must do the readings as they provide background for lectures, and because you will need to use the material when you prepare the discussion posts.** From time to time throughout the semester the instructors may assign additional reading material, with these not necessarily listed in the course outline below.

Course Content See Lecture Outline (below)

Evaluation & Grading

Element	Number	Percent of Grade
Presence, participation		18%
Assignments		20%
Discussion posts	6	42%
Reply to posts	10	
Student presentations		20%
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" (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

	C-: 70-72%	
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: College level science courses customarily require at least 2 to 3 hours of time outside of class (for reading, study, and preparation) for each hour spent in class. Students whose schedules cannot accommodate this level of commitment for whatever reason (work, family obligations, etc.) are unlikely to be successful in this class.

Attendance: Student attendance and participation are necessary to learning the material in this course. Each student is expected to attend each class session, to be on time, and to remain for the entire session. Late arrivals and early departures are disruptive and unfair to other students.

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

Should school or class be officially cancelled (because of inclement weather, technical difficulties etc.), **exams, quizzes, or assignments due during that cancellation will be given or due the next scheduled class session.** Notification of technical difficulties will be made via email, or a phone message (when necessary).

Assignments submitted late without an authorized excuse will be subject to a 10% grade reduction for each class period that the submission is delayed. **Any make up work not completed by the end of the course will receive a grade of zero (0) and this will be factored into your final grade.**

Assignments: 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 in class is both required and highly valued, and will count as part of the final grade. Active participation is also encouraged for the discussion post assignments and will count towards the final grade.

Discussion posts: The posts are to be published on Canvas.

Each student will write at least 8 blogs, 1-2 paragraphs long, in response to a class discussion, reading, project presentation, or topic related to ethnobotany. You have to reference your sources of information by adding in-text citations and a reference list at the end of each blog entry. Discussion posts are due on Monday before class. **Delays in posting will result in a reduced score for each post that is submitted late, 5% for each day.**

Blog Comments: You are expected to post responses to other students' discussion posts (two per assigned discussion post). This dialogue is meant to encourage questioning, critical thinking, learning, and getting to know each other. Please post at least one comment per required discussion post- feel free to respond to more than one if you wish. Comments are due on the day of next class. **Delays in replying to posts will result in a reduced score for each reply that is submitted late, 5% for each day.**

Student presentations: Choose one of the underlined and bold topics from the course schedule and prepare a presentation about it (10-15 minutes).

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.

Drop/Withdrawal/Incomplete: Ceasing attendance does not activate the drop, withdrawal, or incomplete grade process. The student must submit the appropriate forms for each of these processes by the published deadlines to end enrolment in this class. Failure to complete and submit the appropriate forms may result in a failing grade for this course on the student's permanent transcript. Deadlines for drop and withdrawal are listed below under 'Important Dates'. **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.

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

Last day for 100% refund: Friday, September 9, 2022

Last day for student- and faculty-initiated withdrawals: Friday, November 4, 2022 (W appears on academic transcript)

Last day for course submissions to be considered for grading: Saturday, December 17, 2022

COURSE OUTLINE: LECTURE TOPICS BY WEEK

Please note that the schedule will have some flexibility to accommodate possible guest speakers and the particular interests of students. Assignments are always due before the beginning of the next course meeting.

<p><u>Week 1</u> October 3, 2022</p>	<p>Introductions and introduction; syllabus, format and content of this class Considerations about ethics in wildcrafting and ethnobiology.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Personalize your profile on Canvas. • Read: Kimmerer - Restoration and Reciprocity. Be ready to discuss and answer questions. Text and questions are posted on Canvas. • Read and prepare for discussion in class: A Framework for Ethical Decision Making, Markkula Center for Applied Ethics https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making • DISCUSSION POST #1 - Find an example of ethical (or non-ethical) wildcrafting in AK or beyond and write a discussion post about it; include your personal ethical harvesting guidelines (all discussion posts are due on Saturday before class, replies are due on Mondays at noon; submission dates and times will be posted on Canvas)
<p><u>Week 2</u> October 10</p>	<p>Ethics in wildcrafting and ethnobiology Discussion of readings and students' discussion posts</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Read: Hardison, Preston and Kelly Bannister. "Ethics in Ethnobiology: History, International Law and Policy, and Contemporary Issues." <i>Ethnobiology</i>. John Wiley & Sons, Hoboken New Jersey (2011): 27-49. Read interactively and be prepared to share your highlights in class. • Read: Code of Ethics of the International Society of Ethnobiology • Optional reading: Martin 2004, pp. 239-251; • Optional reading: Declaration of Belém (original version and Belém 30+) • DISCUSSION POST #2: Create a discussion post about the ISE Code of Ethics and the Hardison & Bannister reading.
<p><u>Week 3</u> October 17</p>	<p><u>Code of Ethics of the International Society of Ethnobiology</u></p> <p>Assignment:</p> <ul style="list-style-type: none"> • Read the Universal Declaration on Rights of Mother Earth from Bolivia • DISCUSSION POST #3 - Create a discussion post about RME
<p><u>Week 4</u> October 24</p>	<p>Cultural and spiritual aspects of wildcrafting: <u>Rights of Mother Earth</u> Student presentation</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Familiarize yourself with website of United Plant Savers (https://www.unitedplantsavers.org and https://www.unitedplantsavers.org/species-at-risk-assessment-tool) • Read: Castle, Lisa Marie, et al. "Ranking tool created for medicinal plants at risk of being overharvested in the wild." <i>Ethnobiology Letters</i> 5 (2014): 77-88. • Prepare for group assignment in class (instructions on Canvas)
<p><u>Week 5</u> October 31</p>	<p>Biological aspects: <u>United Plant Savers and At-Risk Assessment Tool by United Plant Savers</u></p> <p>Assignments:</p> <ul style="list-style-type: none"> • Choose two plants that you have harvested in the past to present them to the class, discuss potential ethical wildcrafting concerns and how to address them. Create a summary for each

	<p>plant (one slide) and conduct an at-risk assessment for one of the plants; post your summaries and your at-risk assessment on Canvas (due 11/7/2022).</p> <ul style="list-style-type: none"> Read: State of Alaska, Department of Natural Resources 2008 Alaska Non-Timber Forest Products Harvest Manual. For Commercial Harvest on State-Owned Lands.
<p>Week 6 November 7</p>	<p>Biological aspects: Student presentations Assignment:</p> <ul style="list-style-type: none"> DISCUSSION POST #4: Find out which harvesting regulations apply in your area and post them on Canvas (due 10/20/2021)
<p>Week 7 November 14</p>	<p>Legal aspects: Land ownership and land management in AK & Alaska Non-Timber Forest Products Harvest Manual Assignment:</p> <ul style="list-style-type: none"> Read the Convention on Biological Diversity. DISCUSSION POST #5: Create a discussion post about the CBD Find a case of biopiracy and be ready to share it in class.
<p>Week 8 November 21</p>	<p>Legal aspects: Convention on Biological Diversity and Nagoya Protocol. Transnational regulations for trade with plants and parts of plants harvested from the wild. Global issues concerning ethics in wildcrafting: bio-piracy, patenting and sustainability. Assignment:</p> <ul style="list-style-type: none"> Read: Godduhn et al. 2013 Addressing historic environmental exposures along the Alaska Highway Read additional informational material related to the case described in the paper by Godduhn et al. Prepare questions to our guest speaker (A. Godduhn). Post your questions (at least one) on Canvas no later than Monday before next class.
<p>Week 9 November 28</p>	<p>Environmental pollution and a healthy harvest; Guest speaker Assignments:</p> <ul style="list-style-type: none"> Read: Turner, N. J. (2001). "Doing it right": Issues and practices of sustainable harvesting of non-timber forest products relating to First Peoples in British Columbia. Journal of Ecosystems and Management, 1(1). Read: Posey, D. A. (2002). Commodification of the sacred through intellectual property rights. Journal of Ethnopharmacology, 83(1-2), 3-12. Watch: https://www.youtube.com/watch?v=fJhztuiOT9w Prepare for our final discussion; Go to the App Making an Ethical Decision by the Markkula Center for Applied Ethics (https://www.scu.edu/ethics-app/) and apply it to devil's club in SE Alaska. Bring your notes to class and be prepared to defend your opinion. DISCUSSION POST #6 - Write about the topic of our final discussion and share sources that you found useful when conducting research on ethics in the context of harvesting our course plant.
<p>Week 10 December 5</p>	<p>Commercialization, sustainable harvest and ethics in wildcrafting. Final discussion; applying ethical decision-making in wildcrafting.</p>