

ETHNOBOTANICAL TECHNIQUES, EBOT F220
Kuskokwim Campus, College of Rural Alaska
University of Alaska, Fairbanks
Fall Semester 2015
2 credits
Dr. Brosi

Course Information: Location, Distance

Instructor Contact Information: Dr. Sunshine L. Brosi, slbrosi@frostburg.edu

Office Hours: Monday and Wednesday, 4:00-5:00 pm via Skype: slbrosi
Additional times are available by appointment <https://sunshine.youcanbook.me/>

Course Hours: Monday and Wednesday, 5:10-6:10 pm
This course will begin on September 9, 2015 and End on December 16, 2015

Course Audio Conference Number: TBD

Core Textbooks: **Order textbooks at www.crcd-gotbooks.com**

Nancy J. Turner, 2014, Ancient Pathways, Ancestral Knowledge Book (2 volume set), McGill-Queen's University Press, Isbn-13: 978-0773543805

Additional reading material will be made available online and through email.

Course prerequisite: EBOT 100, Introduction to Ethnobotany; and EBOT 200, Seminar in Ethnobotany, *or permission of instructor*

Course Description: Provides required skills for conducting field investigations into the human use of plants. Focuses on interviewing Elders about native plant uses and methods for conducting structured and non-structured interviews, plant collection, participant observation and data analysis. Ethical issues in ethnobotany, e.g., intellectual property rights, benefits-sharing and conservation of native plants.

Course Objectives:

Communication:

- **Writing Intensive:** you will have several tasks and assignments that are focused on writing and resulting in writing 1 pages or 400 words of text per week.
- **Reading Intensive:** you will be required to read at least 50 pages of text per week. You will read a total of around 750 pages throughout the semester. There will be required textbook reading and several online reading assignments. Evaluation of reading will occur through online reading quizzes and lecture exams.

Discipline Specific Standards:

Biology Standards:

- “Ability to tap into the interdisciplinary nature of science: Biology is an interdisciplinary science.
- Ability to understand the relationship between science and society: Biology is conducted in a societal context” (Brewer et al 2011).

Ethnobiology Standards:

- “Connections: all living things are connected, both to each other and their environments,
- Awareness for different worldviews
- Change: in cultures, human interactions, and the environment” (McClatchey et al. 2013).

Learning Objectives, Tasks, & Assessments:

Upon successful completion of this course you will have gained the following skills, knowledge, & abilities:

- to become certified to complete research with human participants through the National Institute of Health (NIH),
- to identify, name, and describe and explain principles, ethics, and techniques of research involving humans,
- to give examples of ethnography techniques used by ethnobotanists around the globe used to test hypothesis in ethnobotany, and
- to apply ethnobotanical techniques to develop interview questions for our guest speakers.

Learning Objective	Task	Assessment
LO 1: to become certified to complete research with human participants through the National Institute of Health (NIH)	Task 1: Complete the online course through NIH	Assessment 1: Upload your certification certificate on Blackboard
LO 2: to <i>identify, name,</i> and <i>describe</i> principles, ethics, and techniques of research involving humans (knowledge)	Task 2: Review materials from NIH, & read Code of Ethics linked online	Assessment 2: Online reading quizzes
LO 3: to <i>identify, name,</i> and <i>describe</i> ethnography techniques used by ethnobotanists around the globe used to test hypothesis in ethnobotany (knowledge)	Task 3: Participate in call in classes with guest speakers and develop questions for guest speakers	Assessment 3: Questions for guest speakers
LO 4: <i>compose</i> questions for Elder guests (synthesis)	Task 4: <i>Writing</i> and <i>rewriting</i> questions for guest Elders	Assessment 4: Questions for guest Elders

Format for course time period:

This is the general format for course time and will be modified throughout the semester as needed. Generally online material will be focused on incorporating core content knowledge and class time will be focused on competency development. This is a 200-level course and it is expected that you are self-motivated and complete extensive work between call-in times.

Monday

- 5:10 - 5:30 pm Course starts at 5:10pm sharp! Overview of materials from the week before, assignments, and reading quizzes
- 5:30 - 5:45 pm Overview of new topic and details, information on content knowledge
- 5:45 – 6:00 pm Overview of questions to ask the guest ethnobotanists
- 6:00 - 6:10 pm Class wide discussion of issues, areas of concern

Wednesday

- 5:10 - 5:30 pm Course starts at 5:10pm sharp! Typically a guest speaker will give an overview of their expertise, area of study, and ethnography advise
- 5:30 - 6:00 pm Specific questions asked to the guest speaker
- 6:00 - 6:10 pm Wrap up and overview of the class period

Guest speakers will usually be calling in to the class on Wednesday but this may change based on their schedule. The beginning of the semester will have guest ethnobotanists describing specific techniques they use in interviewing people. The second part of the semester will have guest Elders from rural Alaska. You will need to electronically submit your questions for the guest ethnobotanists or Elders on blackboard by Monday at 3:10 pm for the review process. You will need to incorporate suggestions from the group discussion on Monday and repost your question by Wednesday at 3:10 pm.

Have your textbooks, working drafts, laptop or other computer (if available), and project notebook for every class time, failure to do so will result in a reduction on your participation grade. Turn in your class assignments by 3:10 pm for review prior to the class call in time. Call into class on time, 5:10 pm, and plan to stay on the call for the full period of the class, until 6:10 pm.

Question: Do you have a favorite plant that you eat? Email the instructor with your name and the name of your favorite edible plant.

Grading Policy

Final grades will be determined by averaging assignments, reading quizzes, questions, projects, and class attendance and participation. Letter grades will be based on a standard scale:

Grade	Percentage	Description
A+	100-97.00	indicates a thorough mastery of course content and outstanding performance in completion of course requirements
A	96-93.00	
A-	92-90.00	
B+	89-87.00	indicates a high level of acquired knowledge and performance in completion of course requirements.
B	86-83.00	
B-	82-80.00	
C+	79-77.00	indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.
C	76-73.00	
C-	72-70.00	
D	69-67.00	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.
D+	66-63.00	
D-	62-60.00	
F	less than 60	indicates failure to meet a minimal level of understanding of course content and (or) performance in completion of course requirements.

C- is the minimum acceptable grade that undergraduate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course. Please Note: This class can only be taken for credit. CR, DF, and AU are not options for this course.

Course Grading Structure:

Task	Category	Weight by % of grade	Point Value
1	Course Orientation	10%	10 points each for sample uploads, practice tests, and other orientation assignments
2	NIH Certificate	10%	100 points for the online course
3	Reading Quizzes	30%	300 points reading quizzes due throughout
4	Discussion Board & Blogs	5%	50 points discussion board entries, responses, blogs
5	Guest Speaker Questions	20%	200 points questions for our guest speakers
6	Interview Project	20%	200 points proposal drafts 1, 2: 50 pts., final: 100 pts.
7	Class Participation	5%	50 points, participation in course activities
	Total	100%	1000 points

1000 points possible**Course Orientation**

There will be an online orientation to the course which will help with getting familiar with the course structure and how to submit assignments. 100 pts. total.

Assignment Submission

The assignments must be turned in electronically on the day before the time it is due. I strongly suggest that you turn in the assignments before their due date to avoid last-minute, unexpected delays such as technical computer problems. Upload your assignment into the assignment section for the course. Before you upload your assignment save the file in the following format: Lastname_ProjectTitle (*for example, Brosi_Interview_Questions*). **Late and incomplete assignments will not be accepted.** Missing assignments will result in a failing grade for that particular assignment.

NIH Assignment

You will become certified through NIH in Human Participant Research. 100 pts. total.

Reading Quizzes

It is essential that you read the assigned materials prior to coming to class. Reading quizzes will be administered to determine your comprehension of the assigned materials. Many reading quizzes will be online and due prior to coming to class. Be sure to read all assignments and be prepared to summarize the material. The reading quizzes will vary but typically are around 20-30pts. each. There will be a total of 13 reading quizzes throughout the semester. **300 pts. total.**

Guest Speaker Questions

There will be a series of 11 guest speaker questions. Your lowest grade or a missing assignment will be dropped. Your grade will be an average of the 10 remaining guest speaker questions. Each set of questions will be worth 20 pts. each. **200 pts. total.**

Interview Project

You will have a project where you will write a proposal and interview questions to address a specific hypothesis that you are interested in studying. You will submit two drafts and a final draft of your proposal including the questions. 200 pts. total.

Class Participation & Blogs

Attendance and participation is required during all call in times and outside course activities. One unexcused absence for call in will not impact your grade. Two unexcused absences for call in will lower your participation aspect of your grade to a zero. If a student has an excused absence, I must be notified within one week to arrange make-up assignments. If you feel uncomfortable talking in class you can use the blog assignments to gain participation points. 50 pts. each for participation & blogs.

Reminder: Please notify the instructor if you will be without access to the internet for alternative assignments or extensions. The instructor understands that internet may not always be available for each week but expects you to still call-in for class.

Course Policies:

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 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.

Quizzes and assignments 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.

Should school or class be officially cancelled (because of inclement weather, etc.), 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 class period that the submission is delayed. Any make up work not completed by 12/16/15 will receive a grade of zero (0) and this will be factored into your final grade.

Student Behavior: Students registered with this institution are expected to contribute to the maintenance of an environment that is conducive to learning and respectful of others. Consequently, you 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. All contributions to and with the class are encouraged, with participation highly valued as part of your final grade.

Study Skills: This class requires good reading and study skills. If you feel that you are falling behind, you should contact the instructor immediately and I will work with you directly.

Harassment: College of Rural and Community Development (CRCDD) and University of Alaska Fairbanks (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. Accidents or injuries are to be reported to the instructor immediately.

Support Services: The Kuskokwim Campus Student Services Coordinator provides services by appointment and on a walk-in basis. Staff at Kuskokwim Campus

understand the unique challenges of rural students and will assist by providing advising services, assessment tests, financial aid information and advising, and assistance with forms and applications if needed. Services are not limited to those listed and other services will be provided if possible. For more information or to make an appointment, contact the Kuskokwim Campus (907) 543-4500.

Disabilities Services: UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDD) campuses 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> 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 by email at uaf-disabilityservices@alaska.edu, by phone at (907)474-5655, or by TTY at (907)474-1827. The instructors will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Title IX Policy: 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. If you believe you are experiencing discrimination or any form of harassment including sexual harassment, misconduct, assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600 or the KuC Title IX Coordinator at 543-4562; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721 or the Bethel Police Department at 543-3781.

Confidentiality Statement: Faculty and staff are obligated to follow the State's reporting requirements for suspected child abuse or neglect. Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Faculty and staff are mandated reporters, and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse, whether or not the suspected incident was previously reported. Incidences must be reported even if they learn about the maltreatment for the first time from an adult victim who was under the age of 18 when the incident occurred. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.

Academic honesty and misbehavior: Cheating in any capacity in this course will not be tolerated. If cheating or plagiarism is encountered, the instructor may administer a grade of zero or an F in the class depending on the severity.

Course Schedule:

#	Date	Description	Due
Part 1: Introduction to Research with Human Participants			
1	Sept. 9	Syllabus discussed, assignments described, questions about the course answered	
2	Sept. 14	Introduction to first guest speaker & description of Research with Human Participants Certificate through NIH	Orientation Assignments Due
	Sept. 16	NIH Research with Human Participants Certificate	NIH certificate due
3	Sept. 21	Review of Draft 1 of questions for guest speaker, feedback for question discussion	RQ1, Ques.1: Submit draft questions
	Sept. 23	Guest Speaker 1	
4	Sept. 28	Chapter 1 Discussion	RQ2, Ques.2
	Sept. 30	Guest Speaker 2	
Part 2: The Process of Interviews			
5	Oct. 5	Chapter 2 Discussion	RQ3, Ques.3
	Oct. 7	Guest Speaker 3	
6	Oct. 12	Chapter 3 Discussion	RQ4, Ques.4
	Oct. 14	Guest Speaker 4	
7	Oct. 19	Chapter 4 Discussion	RQ5, Ques.5
	Oct. 21	Guest Speaker 5	
8	Oct. 26	Preface Discussion	RQ6, Ques.6
	Oct. 28	Guest Speaker 6	
Part 3: Integration & Management			
9	Nov. 2	Chapter 8 Discussion	RQ7, Ques.7
	Nov. 4	Guest Speaker 7	
10	Nov. 9	Chapter 9 Discussion	RQ8, Ques.8
	Nov. 11	Guest Speaker 8	
11	Nov. 16	Chapter 10 Discussion	RQ9, Ques.9
	Nov. 18	Guest Speaker 9	
12	Nov. 23	Chapter 11 Discussion	RQ10
	Nov. 25	No class, Thanksgiving Break	
Part 4: Underlying Philosophy			
13	Nov. 30	Chapter 12 Discussion	RQ11, Ques.10
	Dec. 2	Guest Speaker 10	Project Draft 1
14	Dec. 7	Chapter 13 Discussion	RQ12, Ques.11
	Dec. 9	Guest Speaker 11	Project Draft 2
15	Dec. 14	Chapter 14 Discussion	RQ13
	Dec. 16	Course Overview Discussion	Project Final Draft

This course syllabus is a general plan for the course; deviations announced by the instructor may be necessary.

Course Reading Schedule, Turner et al. 2014, all due on Mondays:

#	Date	Reading	Due
3	Sept. 21	Book Preface & Note on Writing System	RQ1
4	Sept. 28	Chapter 1: Introduction to the Book	RQ2
5	Oct. 5	Chapter 2: Into the Past	RQ3
6	Oct. 12	Chapter 3: Reflections on Plant Names	RQ4
7	Oct. 19	Chapter 4: Change, Loss, & Adaptation	RQ5
8	Oct. 26	Preface for Volume 2	RQ6
9	Nov. 2	Chapter 8: Moving for the Harvest	RQ7
10	Nov. 9	Chapter 9: Cultural Institutions	RQ8
11	Nov. 16	Chapter 10: Trade & Exchange	RQ9
12	Nov. 23	Chapter 11: Management & Sustainability	RQ10
13	Nov. 30	Chapter 12: Narratives in Transmission	RQ11
14	Dec. 7	Chapter 13: Worldview & Belief Systems	RQ12
15	Dec. 14	Chapter 14: Retaining & Renewing Knowledge	RQ13

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