

2 credits

Course Information

Location: Distance Delivery: Audio Conference via the internet and telephone. Students taking this class are required to have an email address, basic computer skills, and reliable computer internet access for all class sessions (this can be dialup access). Computer headset (headphones with microphone) can be helpful if calling in via computer.

Call in Number: (866) 8327806, Participant conference code: TBA  
or join via Blackboard Collaborate

Prerequisites: EBOT F100

Instructor:

Office:

Phone

E-mail:

Office Hours:

Course Calendar: Every other Thursday from 5:30-30pm

Course Description:

This is the fall section of a year-round course cycle, consisting of two non-sequential applied courses (Fall and Spring) that explore the seasonally appropriate cultural uses of plants in a native and non-native, mainly Alaskan, context. Emphasis



Kuskokwim Campus, CRCD  
University of Alaska Fairbanks  
Applied Ethnobotany Syllabus

EBOT F250  
Instructor  
Fall 2017



Reading: Students are expected to have read the material listed in the attached Lecture Schedule prior to class 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



### 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.

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

#### Session 1 (Aug. 31)

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

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

Discussion: Think about what is available to gather around you and share 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.

Homework for next session

Write up your personal project schedule with your projects, a timeline and your individual, additional required readings; choose your 3 projects and find relevant literature (if needed, ask your course instructor for help) or pick project suggestions from the folders on Blackboard. Consider for example, that if you plan to make a birch bark basket you will have to harvest the bark much earlier. Submit your individual schedule draft by Sept 21, 6pm.

Review Gray B. *Boea Herbal* Part III: Plant Preparation and Recipes (pages 274-277) and Bandringa, R. *Inuvialuit Nautchiangit* Table of Contents to get ideas for your fall projects.

Begin to harvest, process, and preserve plant material as needed

Write a blog post: you are required to post and respond to a post after every session.

Complete course survey (on Blackboard) by Sept 21, 6pm

#### Session 2 (Sept. 7)

Presentation: Training Project: 5 minute presentation on a plant that you collected (over the summer or more recently) or on a plant that has a local (your home, your community) or 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.

Assessment will not be graded, but will be used as a self-evaluation tool.

Homework for next session

Redo your project schedule and submit a second time for final approval before Session 3 on Sept. 21

Read one scientific and one other source on your October project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.

Write a blog post: you are required to post and respond to a post after every session.

Read and be ready to answer questions Spray, Z. 2002. Alaska's vanishing Arctic cuisine. *Gastronomica: The Journal of Critical Food Studies* 3.1 30-40. (List of questions will be posted on Blackboard)

Session 3 (Sept. 27)

Discussion of seasonal activities during October

Student project presentations, discussion

Lecture and discussion topic: Spray, Alaska's vanishing Arctic cuisine (List of questions will be posted on Blackboard)

Homework for next session

Read one scientific and one other source on your October project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.

Write a blog post: you are required to post and respond to a post after every session.

Read and be ready to answer questions: Dinstel, J. Cascio, and G. Koukel, 2013. The antioxidant level of Alaska's wild berries: high, higher and highest. International Journal of Circumpolar Health 72: 21188.

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3751288/>) (List of questions will be posted on Blackboard)

Session 4 (Oct. 5)

Student project presentations, discussion

Lecture and discussion topic: Dinstel et al. 2013 The antioxidant level of Alaska's wild berries: high, higher and highest

Homework for next session

Read one scientific and one other source on your October project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.

Write a blog post: you are required to post and respond to a post after every session.

Read and be ready to answer questions: Jones, A. 2010. Plants That We Eat. pages 140-152. (List of questions will be posted on Blackboard)

Session 5 (Oct. 19)

Discussion of seasonal activities during November

Student project presentations, discussion

Lecture and discussion topic: Jones, A. 2010. Plants That We Eat pages 140-152

Homework for next session

Read one scientific and one other source on your November project and be ready to present and discuss them in class. Share the sources (via email through the blackboard class list) that you are going to talk about prior to class.

Write a blog post: you are required to post and respond to a post after every session.

Read and be ready to answer questions: TBA [topic will be related to guest speaker of following session] (List of questions will be posted on Blackboard)

Session 6 (Nov. 2)



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