

**Kuskokwim Campus, CRCO
University of Alaska Fairbanks
Applied Ethnobotany Syllabus**

**EBOT F251
Instructor
Spring 2017**

**Applied Ethnobotany Spring
EBOT F251
SPRING SEMESTER, 2017
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.

The course will provide an introduction to the plants and their uses during the first 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.

The student projects will also create the framework for exploring and learning the underlying scientific (e.g. ecological, biochemical) principles. The guided projects conducted by the student or a team of students will foster independent work skills and creative problem solving; at the same time, the students will practice how to discuss methods and results within a group of peers. Creating project documentation and sharing these with class mates or with a wider audience will develop presentation skills.

Student Learning Outcomes:

Through this course students will:

- Identify culturally-important plant uses for the student's region in spring and early summer
- 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 spring and early summer
- 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:

1. Required Literature

Bandringa, Robert W. 2010. Inuvialuit Nautchiangit: Relationships Between People and Plants. Inuvik NWT. Canada. Inuvialuit Cultural Resource Centre.

Gray, Beverley. 2011. The Boreal Herbal: Wild Food and Medicine Plants of the North

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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 (Jan. 5th)

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: Be prepared to briefly talk about your personal interest and experience in ethnobotany as well as projects you have done in the past. You are welcome to share images or other video files with the class (not required).

Homework for(bf)-9 Tc -0.08(b)nx(o)0.6(h)-2(1-0.004ui22 -a4u1(d)-)4.67):0 0 9.96 122.76 253m.

Session 3 (Feb. 2nd)

Discussion of seasonal activities during February

Student project presentations, discussion

Lecture and discussion topic: Gray, B. Boreal Herbal Part 1: Getting Started (pg 19-36; list of questions will be posted on Blackboard.)

Homework for next session:

Read one scientific and one other source on your February 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: Turner, N and K.

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Session 7 (April 6th)
Discussion of seasonal activities during April