**ETHNOBOTANY**

ENVIRONMENTAL STUDIES 542/ANTHROPOLOGY 582

SPRING 2016

Dr. Kelly Kindscher, 1:00-2:15 PM, TR, 202 Robinson

Office: 135 Higuchi Hall, Phone: 864-1529; Office Hours, by appointment

Email: kindscher@ku.edu; web page: http://kindscher.faculty.ku.edu/

**Date Topic Reading for class**

January 19 The Ethnobotany Journey—Mine/Yours; Course Objectives; Edible Prairie Plants

January 21 Native Medicinal Plant Research Program; **Assignment 1 due**

January 26 Plant Structures, Functions and Applications of food and medicine

January 28 Ethnobotany of a Species—*Case Study of Echinacea*, Paper to Read

Feb. 2 Methods in Ethnobotanical Study; Tribal ethnobotany; Melvin Gilmore

Feb. 4 Case Study: Ethnobotany of the Ho-Chunk (Winnebago) tribe-KK Paper to Read;

Feb. 9 Guest: Barbara Timmermann—Medicinal Plants and Chemistry Research

Feb. 11 The Ethnobotany of Physalis species—wild tomatillos---north of Mexico **Assignment 2 due**

Feb. 16 Food and Crops—Abundance and Famine lecture; Michael Pollan, Paper to Read

Feb. 18 Community Gardening; Paper: Southeast Asian Community Gardeners

Feb. 23 Discussion of At-Risk medicinal plants; paper to read

Feb. 25 Medicinal Plant History—Entering the Other World; Paper by Martin Terry to read;

March 1 Osha (*Ligusticum porteri*), Ethnobotany and Sustainable medicinal plant harvest with Natasha Myhal

March 3 **Paper Topic** (**Assignment 3 due) Due**/ Plants in Material Culture; exam review

March 8 **Mid-term Exam**

March 10 Food Systems/food sovereignity; guest speaker—Laurel Sears; paper to read

March 15, 17 **Spring Break**

March 22 Applied Ethnobotany: Biological Conservation—lecture notes

March 24 Guest: Ocoee Miller—the work of a local herbalist;

March 29 Applied Ethnobotany in Sustainable Development—**Assignment 4 due**

March 31 Ethno-linguistics; Paper to Read;

April 5 Case Study: Anti-Aids/Anti-Cancer Compounds in Plants; KK paper to read

April 7 Panel: Local Food Systems with Matt Hyde of 715 restaurant

April 12 Food and Too Much Food; also Organic Food vs Conventional; Case study of Milk and recent Paper to Read; **Assignment 5 due**

April 14 Discussion of Mediterranean Diet—KK with discussion

April 19 Discussion: Gender Roles: Rodney, Gabe, Hallie, Cassandra, Randi

April 21 Discussion: Plant Species—Lindsay, Will, Taylor, Grant, Katelyn

April 26 Discussion: Tribal—Runa, Runningwolf, Kelsey, Deb, Natasha, Monica

April 28 Discussion: Wild Lands—Josey, Theo, Adessa, Jeffrey, Tim

May 3 Discussion: Psychoactive—Zack, Jack, Anna, Cameron, Madelyn, Kaleb

May 5 **Paper or Project Due/** Class feedback; Future work and ethnobotany

Text: No required text, but I will assign readings that will be posted on Blackboard

Optional Text: Medicinal Plants of the Prairie: An Ethnobotanical Guide. University Press of Kansas, Kelly Kindscher, 1992.

**Course Criteria and Objectives:**

Students are expected to actively participate in the class, read the papers and complete the assignments posted on Blackboard, and write a final paper. Also, I want to:

1. create an active learning environment for students to gain an understanding of concepts and principles relating to ethnobotany (the cultural use of plants for food, medicine and other uses). Lectures, presentations, discussion of assigned readings, and projects will be used to foster this learning.
2. engage students in learning about the value of plants in their own culture and how this compares to the intrinsic value of useful plants within other cultures.
3. provide an opportunity for students to pursue their ethnobotanical interests by researching and writing a term paper on an ethnobotancial topic of their interest.

**Attendance/Participation:** Role will be taken for classes and attendance is part of the final grade. Please try not to be late because it is disruptive to our classroom environment and you may be counted as absent. Your participation in this class is important to making it more interesting for all of us. Cell phones should be shut off during class.

**Examination:** There will be one examination on March 8 that will cover material from lectures and found in papers and reading materials posted on Blackboard. The questions on the exam will be based on the material presented in the lectures and readings, and will be a mix of short answer and essay questions. There will be no final examination in the course; instead there is a paper or project.

**Paper/Project:** Your paper should be (approximately) 10-15 pages double-spaced. The topic is of your choice (with review and approval from the instructor). Any of the topics used for the discussion sessions or an original topic of your choice will be appropriate, and I have some suggested topics on Blackboard. Any topic will require more research than what may be presented in class. Topics, as part of Assignment 3, are due at class on March 3. The three references must be books or journal articles; Web pages are not sufficient, although references can be found on the web. Also, any copying or lifting sections of text from the Internet are not allowed. Anyone who would like to know what grade they will likely receive for their final paper should submit a 1-2 page outline on their paper topic by April 7 of the material to be covered in the paper. I will then give the outline a grade for what a well-written, 10-15 page paper would receive (this entire outline procedure is optional). Anyone who wants to begin on this paper sooner, can give me the appropriate materials before the end of the semester. The final paper is due the last day of class on May 5. Electronic submissions are fine but must reach me before the last class and need to be sent as a .doc or .pdf file extension. The paper is considered as accepted when you hear back from me that I have received it. Please contact me if you do not receive a response.

**Presentations:** You will volunteer or be assigned to work with a small group of 5 or 6 to make a class presentation and lead discussion on an ethnobotanical topic. The instructors will work with the team to help find suitable presentation materials. The discussion team should provide materials that can be posted on Blackboard, including an outline, one class session before the discussion so that the materials can be posted on Blackboard ahead of time.

**Bonus class** on Saturday (in May or June; date not set yet): A local ethnobotanical field trip to our Medicinal Plant Research garden; you will provided details to this optional class

**Grading:** Course grade allocation:

Mid-term exam 100 points

Paper 100 points

Presentation by the group 100 points

Assigments (5), each 10 points 50 points

Participation and attendance 50 points

Total 400 points