Anthropology 431/531: Fall 2014

PLANTS AND PEOPLE

Professor: Dr. Daphne Gallagher
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Office Hours:  Mon 9-10:30
             Wed 10:30-12
             Fri 2:30-4:00

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Email: mlevin@uoregon.edu
Office: Condon 365B
Office Hours:  Monday 2-3
              Thursday 4-5

Librarian: Miriam Rigby
Email: rigby@uoregon.edu
Office: Knight Library
Office Hours: by appointment

Lecture: 4:00-5:20, Monday-Wednesday, Agate Hall Rm 100
Laboratory: Varies (check class listings)

Course Description: Plants have been a critical resource for every human society. Understanding how humans interacted with plants in the past and in current societies is one of the key issues in archaeology and anthropology. The course will explore the ways in which information can be derived from plant remains and ethnographic data and how this information can be used for understanding the diverse uses of plants in various geographical, environmental, and temporal settings. The course will introduce students to a range of major research topics in ethnobotany and archaeobotany. Topics to be covered may include plants as food resources, plants as medicines, plants as raw materials, plants as symbols, and the adoption and adaptation of plants in new cultural settings.

Learning Objectives:
Following successful completion of this course, students will be able to:
• describe the diverse cultural roles and uses of plants in past and present human societies.
• evaluate current methods in ethnobotany.
• apply ethnobotanical data to the interpretation of plant use in the archaeological record.
• integrate data from the natural and social sciences.
• locate, analyze, and incorporate appropriate sources and academic literature in the context of interdisciplinary research.

Readings: Readings will all be available as PDF files on the course Blackboard site.

Accommodations: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.

Academic Integrity: I take academic integrity very seriously: please review the University’s Academic Honesty Policy posted on the blackboard website, and contact me if you have any questions.

Inclusion Statement
The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.
Office Hours and Email: I am always happy to meet with you during my office hours. If you cannot make my office hours, please contact me to set up an alternate meeting time (daphne@uoregon.edu). If you email me, I will try to respond promptly, but it is not always possible for me to do so.

Class Etiquette and Computer Use: It is essential that we all work together to create a favorable learning environment. Disruptions during class (including texting, movement in and out of the room, playing games on handheld devices, etc.) affect the learning experience of everyone in the room. Turn your cell phone and other electronic gadgets off and focus on classroom activities. The use of laptops is permitted in this class, provided they are used for class-related purposes and in a manner that is not distracting to other students in the room.

Requirements for Anthropology 431

Grading: Your grade for this class is based on the following:
- In Class Exams (2 x 20%) = 40%
- Laboratories = 12%
- Research Paper Benchmarks (4 x 4%) = 16%
- Plant Research Paper = 32%

In-Class Exams: These exams will take place in lecture and provide you with an opportunity to integrate and synthesize the course material and major themes. Exams will consist of two essay questions, which will be provided in advance of the exam.

Laboratories: For each laboratory you will be expected to attend for the entire class and to engage actively with the class material. Depending on the section topic, you may need to complete a reading or preparatory activity prior to the lab meeting, or complete some written work during the lab meeting to receive full credit.

Research Paper Benchmarks: A focus of this class is improving your research skills. To facilitate this, you will turn in two annotated (1-2 sentence) bibliography sets that you will draw on to write your paper. You will also be asked to submit a detailed outline, and to participate actively in the in-class writing group meetings.

Plant Research Paper: You are required to write a 12-15 page (ca. 3000 word) research paper exploring a particular plant. In this paper, you will present the ecology of a particular useful plant, and then place that plant in cultural context through the presentation of a detailed historical or contemporary case study of its use. You will then draw on this background to model the contexts with which evidence of this use of this plant would be found in the archaeological record. Your paper will need to cite at least 12 peer-reviewed sources.

Policy on Late Assignments: Late research paper benchmarks will be accepted with a 10% penalty if turned in one class meeting late, and subsequently with a 25% penalty until the last day of class. Research papers and exams may not be turned in late. Depending on the topic, it may not be possible to make up missed sections in general, assignments must be turned in on paper. In extenuating circumstances, you may turn in an assignment on time via email, and on paper at the next class meeting. Abuse of this allowance by individual students will result in its revocation. Late research papers will not be accepted.

Grading: The following grade scale and expectations will be used for Anthropology 431. This class will not be graded on a curve. The following thresholds will be used:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>C+</td>
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<td>F</td>
<td>59.9% or below</td>
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If the class is taken P/NP, a C- or higher is required to pass the course.
A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

SCHEDULE OF CLASS TOPICS, READINGS, AND ASSIGNMENTS
All readings listed as “Recommended” are required for students enrolled in Anth 531

WEEK 1

September 29 (Lecture): What is Ethnobotany?
(Introduction to Ethnobotany)

October 1 (Lecture): Understanding the natural world: ethnoecology and folk taxonomy
Recommended: Turner 2000, General plant categories in Thompson (Nilaka’pamux) and Lilooet (Stl’atl’imx), two Interior Salish languages of British Columbia, in Ethnobotany, ed. by Minnis, University of Oklahoma Press, Norman, pp. 88-117

October 3 (Laboratory): Introduction

WEEK 2

October 6 (Lecture): Shea Butter: Ecology, Ethnography, and Archaeology
Writing Group Meeting One: Choosing Topics
October 8 (Lecture): Ethnobotany: Methods and Practice
(Methods in Ethnobotanical Study)

October 10 (Laboratory): Scientific and Folk Taxonomies (Class will be outside: dress accordingly)
*Deadline to Choose Research Paper Topic*

WEEK 3

October 13 (Lecture): Paleoethnobotany: Methods and Practice
*Writing Group Meeting Two: Strategic Planning*
Recommended: Oeggl 2009, The significance of the Tyrolean Iceman for the archaeobotany of Central Europe, *Vegetation History and Archaeobotany* 18:1-11

October 15 (Lecture): Plants and Farms (class will be outside, please dress accordingly)
*Guest Lecture, Harper Keeler, Director of the UO Urban Farm*

October 17 (Laboratory): Ethnobotanical Methods
**WEEK 4**

**October 20 (Lecture): Production and Management of Wild Plant Foods and Landscapes**

*Writing Group Meeting Three: Ecology Research*


**October 22 (Lecture): Domestication and Agriculture**

*Exam 1 Questions Distributed*


**October 24 (Laboratory): Paleoethnobotanical Methods (Class Meets in Archaeobotany Laboratory)**

*Ecology Research Paper Benchmark Due*
WEEK 5

October 27 (Lecture): Cooking and Eating
Writing Group Four: Ecology Assessment/Case Study Planning
Osseo-Assare 2002 ‘We eat first with our eyes’ on Ghanaian cuisine, Gastronomica 2(1):49-57.

October 29 (Lecture): Exam 1 in class for students in Anth 431

October 31 (Laboratory): Research Paper Library Session
Class meets in the Edmiston Classroom, Knight Library

WEEK 6

November 3 (Lecture): Traditional Ecological Knowledge and Resource Management
Exam 1 Due in Lecture for Students Enrolled in Anth 531
Writing Group Five: Case Study Research
Required: Berkes 2008 Sacred Ecology Routledge, New York, pp. 204-224 (How local knowledge develops: cases from the West Indies)

November 5 (Lecture): Forests and Society

November 7 (Laboratory): Lawns in Society (Class will be outside: dress accordingly)
Case Study Benchmark Due
WEEK 7

November 10 (Lecture): Social and Ritual Contexts of Drug and Alcohol Use  
Writing Group Six: Case Study Assessment  
Recommended: Goldstein, Goldstein, and Williams 2009, You are what you drink: A sociocultural reconstruction of Pre-Hispanic fermented beverage use at Cerro Baul, Moquegua, Peru in *Drink, Power, and Society in the Andes* ed. by Jennings and Bowser, University Press of Florida, Gainesville, pp. 133-166  

November 12 (Lecture): Medicines, Bioprospecting and Intellectual Property  
Geniusz 2009, *Our Knowledge is not Primitive: Decolonizing Botanical Anishinaabe Teachings* Syracuse University Press, Syracuse, pp. 89-121 (The colonization and decolonization of Anishinaabe-gikendaasowin)  

November 14 (Laboratory): Ethics in Ethnobotany- Chiapas Case Study  
WEEK 8

November 17 (Lecture): Plants in Material Culture

Writing Group 7: Archaeological Implications


November 19 (Lecture): Invasives and Introductions


Broombusters: Cut Broom in Bloom http://www.broombusters.org/

Recommended: Coates 2006 excerpts from American Perceptions of Immigrant and Invasive Species: Strangers on the Land University of California Press (Strangers & Natives, Arboreal immigrants)

November 21 (Laboratory): Archaeological Modeling of Plant Use I: Collection, Processing, Use, and Discard


WEEK 9

November 24 (Lecture): African Plants in the Atlantic World
Writing Group Eight: Outline Planning
Final Exam Questions Distributed

November 26 (Lecture): No Class (Thanksgiving)
** OUTLINE BENCHMARK DUE THROUGH BLACKBOARD BY 5:20PM**

November 28 (Laboratory): No Class (Thanksgiving)

WEEK 10

December 1: Maize, Potato, and Chocolate
Writing Group 9: Outline Assessment and Writing
TBA
Recommended: Mintz 1985, Sweetness and Power, Penguin Books, NY, pp. 3-18 (Food, Sociality, & Sugar)

December 3: Exam 2 in class for students in Anth 431

December 5: Research Paper Workshop

RESEARCH PAPERS DUE BY 5:00 PM TUESDAY DECEMBER 9
For students enrolled in Anth 531, Exam 2 is also due at this time
Requirements for Anthropology 531

Grading for Anthropology 531 will be as follows:
Take Home Exams (2 x 25%) = 50%
Plant Research Paper = 50%

Take Home Exams: These exams will be essay based and provide you with an opportunity to integrate and analyze the course material and major themes. Exams will consist of two essay questions, and you will have one week to complete the exam. You will be expected to draw on lecture, laboratory, and all assigned readings and produce thoughtful, critical, and well-structured responses to the questions.

Plant Research Paper: You are required to write a 28-30 page (ca. 6000 word) research paper exploring a group of three plants. In this paper, you will present the ecology of three useful plants that either co-occur in the same region or were utilized by the same cultural group, and then place these plants in cultural context through the presentation of detailed historical or contemporary case studies of their use. You will then draw on this background to model the contexts with which evidence of these uses of these plants would be found in the archaeological record. Your paper will need to cite at least 15 peer-reviewed sources. You may petition to replace this paper topic with one of your choosing that is appropriate to the course. Students enrolled in Anthropology 531 should arrange a meeting with Dr. Gallagher no later than the second week of class to discuss the paper assignment.

Graduate students will not be required to complete the research paper benchmarks although they are strongly encouraged to do so. In addition, while laboratory participation is not required, they are encouraged to attend laboratories. Please inform the class GTF by Wednesday lecture each week if you plan to attend section that Friday.

Please be aware that students in Anthropology 531 will be evaluated by Dr. Gallagher, and all grade-related inquiries should be directed to her.

Policy on Late Assignments: Late research papers will not be accepted.

Grading: The following grade scale and expectations will be used for Anthropology 531. This class will not be graded on a curve. The following thresholds will be used:

A+ = 97.5-100%  
A  = 92.5-97.4%  
A-  = 90-92.4%
B+ = 87.5-89.9%  
B  = 82.5-87.4%  
B-  = 80-82.4%
C+ = 77.5-79.9%  
C  = 72.5-77.4%  
C-  = 70-72.4%
D+ = 67.5-69.9%  
D  = 62.5-67.4%  
D-  = 60-62.4%
F  = 59.9% or below

If the class is taken P/NP, a C- or higher is required to pass the course

- A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
- A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at a high level.
- B+: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- B: Quality of performance meets the requirements for graduate students; demonstrates the minimum level of understanding of course content for graduate-level.
- C+ to D: Quality of performance is inadequate for graduate-level work; demonstrates only an undergraduate-level of understanding of course content.
- F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.