Anthropology 431/531: Fall 2016
PLANTS AND PEOPLE

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Office: Condon 253  Office: Condon 256
Office Hours: Wed 9:00-11:00  Office Hours: Monday 2-3
Thurs 1:30-3:30  Wednesday 2-3

Lecture: 3:30-4:50, Monday-Wednesday, McKenzie 229
Laboratory: Thursday, Condon Hall 204

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 ethno botanical 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 Topic Choice (2 x 1%) = 2%
- Research Paper Benchmarks (4 x 4%) = 16%
- Plant Research Paper = 30%

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 Topic Choice: We will ask you to submit both preliminary topic ideas and a final topic choice.

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

Plant Research Paper: You are required to write a 12-15 page (ca. 3000-4000 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 explore evidence for the use of this plant 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. 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:

- 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 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 26 (Lecture): What is Ethnobotany?

September 28 (Lecture): Botany and Plant Ecology
Required: JSTOR Global Plants (plants.jstor.org, requires authentication through library)
Recommended: *Field Techniques Used by the Missouri Botanical Garden*

September 29 (Laboratory): Introduction/Keying Plants (Class will be partially outside; dress accordingly)

WEEK 2

October 3 (Lecture): Ethnobotany: Methods and Practice
Crepaldi and Peixoto 2010, Use and knowledge of plants by “Quilombolas” as subsidies for conservation efforts in an area of Atlantic Forest in Espírito Santo State, Brazil. *Biodiversity and Conservation* 19(1): 37-60.

October 5 (Lecture): Understanding the natural world: ethnoecology and folk taxonomy
Writing Group Meeting One: Choosing Topics

October 6 (Laboratory): Ethnobotanical Methods
Deadline for Generalized Research Paper Topic: Submit through Canvas by 2:00 pm
WEEK 3

October 10 (Lecture): Wild Plants I: Foods
Kubiak-Martens 1999, The plant food component of the diet at the late Mesolithic (Ertebolle) settlement at Tybrind Vig, Denmark. Vegetation History and Archaeobotany 8(1-2): 117-127.

October 12 (Lecture): Wild Plants II: Forests
Writing Group Meeting Two: Narrowing Your Topic & Strategic Planning
Recommended: Noshiro 2016, Change in the prehistoric use of arboreal resources in Japan: From their sophisticated management in the Jomon period to their intensive use in the Yayoi to Kofun periods. Quaternary International 397: 484-494.

October 13 (Laboratory): Library Session for Research Paper (class meets in Knight Library)
Deadline for Specific Research Paper Topic: Submit online through Canvas by 2:00pm
WEEK 4

October 17 (Lecture): Agricultural Landscapes
(class will be outside at the Urban Farm, please dress accordingly)
Guest Lecture, Harper Keeler, Director of the UO Urban Farm

October 19 (Lecture): Domestication and Agriculture
Writing Group Meeting Three: Ecology Benchmark
Exam 1 Questions Distributed
Required: Harris 2007, Agriculture, cultivation, and domestication: exploring the conceptual framework of early food production, in Rethinking Agriculture: Archaeological and Ethnoarchaeological Perspectives, ed. by Denham, Iriarte, and Vrydaghs, Left Coast Press, Walnut Creek, CA, pp. 16-35.

October 20 (Laboratory): Lawns in Society (Class will be outside: dress accordingly)
Ecology Research Paper Benchmark Due: Submit online through Canvas by 2:00pm
**WEEK 5**

**October 24 (Lecture): Moving Plants**

**October 26 (Lecture): Invasives and Introductions**
*Writing Group Four: Ecology Assessment/Case Study Planning*
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)

**October 27 (Laboratory): Exam 1 in laboratory for students in Anth 431**

**WEEK 6**

**October 31 (Lecture): Traditional Ecological Knowledge**
*Exam 1 Due in Lecture for Students Enrolled in Anth 531*
Geniusz 2015, *Plants have so much to give us, all we have to do is ask: Anishinaabe botanical teachings*, University of Minnesota Press, Minneapolis, excerpts.
November 2 (Lecture): Bioprospecting and Intellectual Property
Writing Group Five: Case Study Research
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 3 (Laboratory): Ethics in Ethnobotany - Chiapas Case Study
Required: Case Study from the Fifth Global Forum on Bioethics in Research (2004), “The Collection of Ethnobotanical Information from Chiapas, Mexico”
Historical/Contemporary Case Study Research Paper Benchmark Due: Submit online through Canvas by 2:00pm

November 7 (Lecture): Cooking and Fermentation
November 9 (Lecture): Plants in Material Culture
Writing Group Six: Case Study Assessment


November 10 (Laboratory): Plants and Material Culture
Class meets at the Museum of Natural and Cultural History

WEEK 8

November 14 (Lecture): Paleoethnobotany: Methods and Practice


November 16 (Lecture): Archaeology of Foodways
Writing Group 7: Archaeological Case Study

Required: Graham and Smith 2013, A day in the life of an Ubaid household: archaeobotanical investigations at Kenan Tepe, south-eastern Turkey. Antiquity 87(336): 405-417.


November 17 (Laboratory):
Paleoethnobotanical Methods
Archaeological Case Study Research Paper Benchmark Due: Submit online through Canvas by 2:00pm
WEEK 9

November 21 (Lecture): Archaeology of Timber and Fuelwood
Writing Group Eight: Archaeological Case Study Assessment
Final Exam Questions Distributed

November 23 (Lecture): No Class (Thanksgiving)

November 24 (Laboratory): No Class (Thanksgiving)

WEEK 10

November 28: Archaeology of Symbolic Uses of Plants
Writing Group 9: Outlines and Writing
Kolb and Murakami 1994, Cultural dynamics and the ritual role of woods in pre-contact Hawai'i. *Asian Perspectives* 33: 57-78.

November 30: Exam 2 in lecture for students in Anth 431

December 1: Research Paper Workshop

RESEARCH PAPERS DUE BY 5:00 PM TUESDAY DECEMBER 6
Requirements for Anthropology 531

Grading for Anthropology 531 will be as follows:
  Take Home Exams (2 x 20%) = 40%
  Short Topical Reviews (2 x 25%) = 50%
  Short Topical Review Revision = 10%

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.

Short Topical Reviews: You will be asked to write two short topical reviews. Of the two reviews you write, you will choose one to revise with the goal of submitting it to the journal Ethnobiology Letters.

The Ethnobiology Letters author guidelines describe short topical reviews as follows:

“Suggested Length: 700-1200 words. Word limit: 1500 words, 5-15 cited references, 1 figure. Short Topical Reviews (previously called Mini-Reviews) are brief critical reviews of the most relevant literature on a narrow topic of particular interest or neglect in ethnobiology. It is essential to select a sufficiently narrow topic that may be adequately reviewed within the very limited space allowed. A Short Topical Review need not cite all of the existent literature on a given subject but must cite the most relevant sources given the chosen topic and focus.” (http://ojs.ethnobiology.org/index.php/ebl/about/editorialPolicies)

More details and examples will be provided through the course Canvas site. Students enrolled in Anthropology 531 should arrange a meeting with Dr. Gallagher no later than the second week of class to discuss their topic choices for the first assignment.

Due dates:
  **Short Topical Review 1**: Monday, October 24
  **Exam 1**: Monday, October 31
  **Short Topical Review 2**: Monday, November 21
  **Exam 2**: Wednesday, November 30
  **Short Topical Review Revision**: Tuesday December 6

While laboratory participation is not required, you are encouraged to attend laboratories. Please inform the class GTF by Wednesday lecture each week if you plan to attend section that Thursday.

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

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.