Course: ANTH 150, Pacific Northwest Ethnobotany (3 credits)
Meeting Details: To be arranged in NES 113 (in Building 16 on the Northwest Indian College Lummi Campus)
(Nota: This course also may include off-campus field trips.
Unless otherwise indicated we will meet in NES 113 prior to departing for field trips.)

Instructor Information:
   Instructor: Brian D. Compton, Ph.D.
   Office Location: Kwina Office/Classroom Complex #110 (in Building 15)
   Office Hours: As posted and by appointment
   Telephone: (360) 392-4321
   Fax: 360-392-4333 (c/o NWIC Enrollment Services, "ATTN: Brian Compton")
   Email: bcompton@nwic.edu
   Blog: http://blogs.nwic.edu/briansblog/

Course Description:
Study of traditional and contemporary knowledge, use, and other cultural roles of botanical organisms among Native American peoples of the Pacific Northwest. Lecture, field and lab activities. (SS, NASD)

Course Overview and Rationale:
Ethnobotany is the scientific study of the relationships that exist between people and plants. The term is formed by a combination of "ethno-" and "botany." The first part of this term is a word-forming element meaning "race, culture" from Greek ethnos, meaning "people, nation, class, caste, tribe; a number of people accustomed to live together." Botany is the study of plant life which comprises a branch of biology, the study of life. The term botany has been in use since the late 17th century and derives from botanic (from French botanique, based on Greek botanikos, from botanē 'fodder, herb, pasture, plants,' a derivative of the verb boskein 'to feed, graze'—this perhaps related to the idea of a livestock keeper needing to know which plants are safe for livestock to eat) (Ethnobotany, n.d.; Harper, 2012a, 2012b, 2012c & 2013a). Ethnobotany is considered to be a branch of ethnobiology, which includes the scientific study of the relationships between people and animals.

Plants are organisms whose membership in the category of "plant" varies according to historical and cultural considerations. This term has ancient origins having entered into English from Latin, where planta referred to "sprout, shoot, cutting." This Latin term in turn derives from terms associated with feet or flatness, perhaps in relation to the use of feet to push (plants) into the ground (Harper, 2012a).

The focus of ethnobotany is on how plants have been or are used, managed and perceived in human societies and includes plants used for food, medicine, divination, cosmetics, dyeing, textiles, construction, tools, currency, clothing, rituals and in social life. Human relationships with plants are ancient and all cultures possess unique plant knowledge. While surviving written works involving botany include ancient texts from several cultures of India, Iran, China, Europe and the Americas dating back thousands of years (e.g., Aztec and Mayan codices representative of traditional knowledge from before and after the time of the arrival of the Spaniards), many oral traditions regarding plants exist and may be even more ancient. The contemporary academic discipline of ethnobotany is multifaceted and reflects both historical and contemporary developments within the field. This course serves as an introduction to the ethnobotanical study of plants in the Pacific Northwest with specific reference to Coast Salish considerations.

Disclaimer: This syllabus is tentative and subject to change by the instructor.
Beyond these considerations, the study of ethnobotany is by definition interdisciplinary in nature. It relates to a number of topics and issues such as the following:

- Cultural, linguistic, botanical and ecological diversity as related to people and plants
- Native and non-native plant species, including common and uncommon forms
- Historical and contemporary issues regarding people and plants

**Prerequisites:** None, although it is beneficial for students to have completed ENVS 201, Northwest Plants prior to taking this course. In turn, this course is good

**Required Text:**
[ISBN-10: 1-55105-530-9, originally published as *Plants of Coastal British Columbia*]

- This is an excellent reference for the identification of local plants which also includes a significant amount of ethnobotanical information for many species of significance to Native peoples of our region. Note: All versions of this text are suitable for use in this course.

**Recommended Texts:**

- This is a seminal volume on the topic of Native science which is highly recommended not only for the chapter on plants but because it covers a range of important topics related to Native philosophy, ecology, ethnobiology, sense of place and others concepts.


**Online Support:** This course is supported by the instructor's blog (see above under Instructor Information). In the event of an unscheduled college closure, check this site for course assignments and updates so that you may continue your academic progress outside of class.

**Course Policies:**
1. **Student Rights & Responsibilities**—These will be observed as described in the *Northwest Indian College Catalog* and in accordance with Northwest Indian College policies.
2. **Attendance & Participation**—Regular attendance and participation are essential to your success in this course. It is your responsibility to attend class meetings regularly and on time. *Necessary absences should be reported to your instructor and multiple unexcused absences may result in grade reductions that will prevent you from passing this course.*
3. **Assignments & Due Dates**—All assignments are to be submitted as indicated by the instructor and in supporting course materials. You must complete your work as indicated in class or you will not receive credit for that work. Unless otherwise instructed, please submit your work via email to Brian Compton at bcompton@nwic.edu. *I will not accept late assignments without prior approval.*
4. **Assessment & Grades**—The grades that I will report on the class grade roster at the end of the quarter may be determined through a combination of faculty and student self-assessment as detailed in this syllabus or described in class and course materials.
5. **Electronic Devices (e.g., cell phones and laptop computers)**—Please be sure to reserve cell phone and laptop use for outside of class unless they are being used with the instructor's approval and in direct support of your on-task course work.
6. **Email**—I will use your NWIC email address to communicate with you in this course, so you must access it to receive any messages that I send to you via that address.
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College and Course Outcomes:

Tribal Outcomes:
As the result of this course students will be able to demonstrate an understanding of …
1. Sense of place.

NWIC Outcomes:
As the result of this course students will be able to …
1. Write Standard English.
2. Apply effective presentation skills.

Course Outcomes:
As the result of this course students will be able to …
2. Identify unknown plant specimens using a dichotomous plant identification key (and/or other culturally appropriate techniques).
3. List in botanical Latin, English and (if possible and applicable) Native language terms and classify (in scientific or Native American terms) the names of 25 species of plants (including those comprising each student's specimen collection).
4. Design a method of communicating scientific and culturally relevant information regarding a minimum of five of the 25 species associated with the student plant list and/or collection along with the justification and rationale for the methodology (e.g., scientific, cultural, linguistic, educational, social, health).
5. Describe and communicate information regarding historical and/or contemporary cultural roles for a minimum of five of the 25 species associated with the student plant list and/or collection.

Outline/Schedule of Topics: To be announced in class or posted weekly on the instructor's blog.

Assessment—Assignments & Grading

Note: This course will involve both faculty assessment and student self-assessment. Reading and writing assignments will be posted to the instructor's blog. Please check it for details regularly.

Requirements:
1. Pre-course examination on course outcomes (0% of final grade)
2. Weekly work
   a. Attendance and participation (in all class meetings, discussions and group work) (30 points possible for 20% of the total grade [3 points per week for a 10-week quarter]
3. Ethnobotanical specimen collection—25 ethnobotanical plant species, each specimen to be: a) properly pressed and completely dried, b) correctly identified, and d) fully labeled (all according to standard herbarium protocols) (25 points or 25% of final grade)
4. Written product—Student choice of one of the following (40 points or 40% of final grade):
   a. Research paper—Based on literature or original research and produced in accordance with appropriate style guidelines and submitted in electronic form, OR
   b. Poster—Based on literature or original research and produced in accordance with AIHEC & AISES guidelines and submitted in electronic form, OR
   c. PowerPoint presentation—Based on literature or original research and produced in accordance with AIHEC & AISES guidelines and submitted in electronic form
   Note: This course product should include a method of communicating scientific and culturally relevant information regarding a minimum of five of the 25 species associated with the student plant list and/or collection along with the justification and rationale for the methodology (e.g., scientific, cultural, linguistic, educational, social, health). The final project should include reference to historical and/or contemporary cultural roles for those species.
5. Final assessment (of your performance in this course) (5 points possible for 5% of the total grade)

Grading:
- Completion of a total of 70-79% of the requirements is required for a student to be eligible to earn a grade of C.
- Completion of a total of 80-89% of the requirements is required for a student to be eligible to earn a grade of B.
- Completion of total of 90-100% of the requirements is required for a student to be eligible to earn a grade of A.
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Please also note the following details regarding grading:

• Completion of an assignment does not ensure receipt of full credit for that assignment. I will assess your work for its appropriateness, completeness, quality and relationship to one or more assessment rubrics. All work should be completed by the final class meeting or—with permission of the instructor—by noon of the last day of the quarter.

• Grade qualifiers ("-" or "+") may accompany your final grade depending upon various factors to be determined by your instructor with respect to the quality and promptness of your efforts.

• A grade of "Incomplete" is available only in accordance with details as presented in the Northwest Indian College Catalog.

• Lower grades, including "D" and "F" also are possible for unsatisfactory or failing performance, such as not fulfilling the requirements for C level assignments or failing to submit them when they are due. Except in rare special circumstances, if you have not submitted all your assignments on the established due dates, and within the quarter in which you enrolled in this class, then the highest grade you will be eligible for in the course is a C level grade, and you may receive a lower grade as a result of chronically late assignment submissions or for otherwise not meeting the expectations of the assignments at an appropriate level of academic accomplishment. If you do not clearly understand this grading policy, or if you have questions regarding it, please consult your instructor. For other details regarding grades that are available to you, please consult with Enrollment Services.

References:


