

EEB445H1S – Ethnobotany – T. A. Dickinson

The roles of plants in human societies including modern ethnobotanical research and its methods; ethnobotanists, and ethnobotany as a career; plant products, cultural uses and perceptions of plants; folk taxonomy, and scientific plant taxonomy. Students will deliver two oral presentations, one on either a methodological topic or on a plant, plant product, or a cultural interpretation of a plant or plant product. The other will be on an ethnobotanist and their career. One of these two presentations will be researched further, so as to write a term paper on the topic.

Instructor contact information: I do not keep office hours, but we can arrange to meet at the ROM at a mutually convenient time. Contact me by e-mail at tim.dickinson@utoronto.ca.

Duration: 12 weeks, Jan-April 2015, Wednesdays 1400-1700h

Location: ROM Mammalogy Classroom, CC 2B05E

Syllabus:

7 January 2015 – Course organization; “Ethno-” What is ethnobotany, and who are ethnobotanists? Visit to the *ROM Daphne Cockwell Gallery of Canada: First Peoples*.

14 January 2015 – “-botany;” what is ethnobotany? Ethnobotany as a scientific activity; taxonomy, floristics; specimens; Global patterns in biodiversity; what is ethnobotany? (examples from TAD and others)

21 January 2015 – Cotton; guest lecture and display; artifacts from the ROM textiles collection?

28 January 2015 – Integrating ethnobotanical, chemistry, and taxonomic data: Hawthorn agroforestry (TAD) ; visit to TRT (TAD, TRT staff)

4 February 2015 – TBA

11 February 2015 – TBA; **project proposal due on 13 February.**

Midwinter Break 17-20 March 2015

25 February 2015 – Domestication* (TAD); TBA

4 March 2015 – TBA

11 March 2015 – TBA

18 March 2015 – TBA

25 March 2015 – TBA

1 April 2015 – Ethical issues* (TAD)

* These are topics I expect we will cover, but the sequence and depth of coverage remain to be determined. The exact dates of asterisked lectures may change.

Marking scheme:

- Project proposal – 15%, due on 13 February (or before; submit via Turnitin.com). Please note: students presenting on or before 12 February must discuss their topic with the instructor at least two weeks before the presentation date, and then turn in the project proposal on 13 February. Please see below for rubric.
- Two seminar oral presentations – 25% each (Powerpoint presentation; notes distributed to class preceding Monday via e-mail as .pdf file); see first page for scheduled presentation dates (to be determined by a random process). Presentations should be 15 minutes long, to be followed by questions and presenter-led discussion.
- Project written report (submit via Turnitin.com) – 35%, due on 5 April (tentative).
- Participation – 5% – Students should be prepared to discuss (i.e. ask questions about, make comments on) lectures and the presentations of fellow students.

Project proposal rubric: The project proposal is basically an outline of the course research project on which you do an oral presentation and write a report of 10-20 pages (plus references and illustrative material; line-and-a-half spacing). The important thing to document at this stage (the proposal) is that you have a topic that you can develop in terms of both its botany (approx. 1/3) and its cultural or technical context (approx. 2/3), together with an array of references that will ensure that you are able to evaluate your topic critically.

In doing this course project (proposal, presentations, written report) you are encouraged to draw upon experiences in your work, education, family, and (or) community in addition to using the relevant literature (scientific, ethnological, fictional, reportage, etc.). The objective of the project is to have you examine the interaction between humans and plants in a manner that is substantially critical. If experience, feeling, or belief is also relevant, by all means speak to this fact, but do not allow this aspect to predominate. The project may be descriptive, or hypothesis-testing, or entirely conceptual. The point

is to research a topic thoroughly and write about it, effectively synthesizing what you've learned about these different aspects.

Reference/text: Balick, M. J. & P. A. Cox, 1997. *Plants, people, and culture – the Science of Ethnobotany*. Scientific American Library. I will request that copies of this book be put on reserve for us in Robarts and in the ROM Library. If you are interested in obtaining a personal copy, there will be a few second-hand copies available at the UofT Bookstore, and others may be available from online sellers. The book is also available from Apple as an e-book that is readable on an iOS device (\$8.99; <https://itunes.apple.com/ca/book/Plants-People-and-Culture/id553575759?mt=11&s=143455>). Please note that while I will be using this book, and others, as references for some aspects of the course this book will **not** be our textbook as such.

I expect that another book about which I have enquired with the UofT Bookstore will also be available, namely Alexiades, M. N. (ed.), 1996. *Selected Guidelines for Ethnobotanical Research: A Field Manual*. New York Botanical Garden Scientific Publications.

Directions to the ROM Mammalogy classroom: Please proceed to the ROM Staff Entrance, just W of the multi-doored Schools Entrance on the S side of the ROM. These two entrances are in sight of the entrances to the TTC Museum subway stop on Queen's Park.

Inside the Staff Entrance, proceed to the Security desk to negotiate admission to the Curatorial Center. The Mammalogy Classroom (CC 2B05E) is down one level, then right to the end of the hallway, left through the next to last door (i.e. not the glass door into the Botany/Mammalogy common area), and all the way down the corridor and through the doorway at the end. Please note that the Mammalogy Classroom is a collection storage area, where NO FOOD IS ALLOWED. This is inconvenient, but please respect the opportunity to use ROM facilities. If alternative arrangements prove to be feasible, they will be made on an as needed basis.

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. These principles are summarized very effectively (outside the academic context) by Nina Paley at <https://archive.org/details/CreditIsDue> (or visit her blog).

Please familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences are described in various places; this URL

(http://courses.eeb.utoronto.ca/eeb337/F_Organization/337AcademicIntegrity2012.html#source) is from another course that I have taught,

and provides a reminder of these expectations to help you avoid accidental offences. The university now expects you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work will not be graded.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

All assignments must be submitted to the instructor via Turnitin.com, accompanied by a signed Academic Integrity Checklist (see above). Extenuating circumstances will be considered on a case-by-case basis. Please let me know if you need help getting started with a Turnitin student account. I will advise you how to find the course account and will provide you with the password in class. If need be, e-mail the instructor for the password.

Penalty for lateness: If an assignment is handed in after the deadline given in the course outline above (without having made prior arrangements for an extension) 10% of the final mark component will be deducted. If the assignment is handed in the following week, a further 10% will be deducted, and so on, on a weekly basis.

Writing support: Please remember that you can take advantage of the wide range of writing-related resources available in Arts and Science.

1. Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. The teaching approach of the college writing centres is described at <http://www.writing.utoronto.ca/writing-centres/learning>.

2. The home page for the website "Writing at the University of Toronto" is www.writing.utoronto.ca. You can use the navigation bar or

the search function to find pages relevant to your course. Students will benefit from your recommendations.

- More than 60 Advice files on all aspects of academic writing are available at www.writing.utoronto.ca/advice. A complete list of printable PDF versions are listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
- You may in particular want to refer students to "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources; these are listed in the section at www.writing.utoronto.ca/advice/using-sources.

3. Please refer students to the Writing Plus workshop series, described at <http://www.writing.utoronto.ca/writing-plus>. A flyer for this series is attached.

4. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. You might particularly want to recommend the following activities:

- the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term for practice with oral skills like class discussion and presentations
- Reading eWriting, an online program that helps students engage course readings more effectively. You can also find further instructional advice files for students and for classroom instruction on this site. For more information, please contact the ELL Coordinator Leora Freedman at leora.freedman@utoronto.ca