

CHAMINADE UNIVERSITY Fall 1999 EVENING PROGRAM * Oct 4 - Dec 16 * SCHOFIELD ED CENTER

Course: BI 130⁴ Ethnobotany LECTURE (3.0 cr) + Lab (1.0 cr); Tu/Th w/in 5:30-9:55 p.m.timeframe
Instructor: Shirley Black Gerum, B.A., Botany; MPH, Environmental Health
e-mail: gerum@hawaii.edu Snail Mail: P.O. Box 18: Haleiwa, HI 96712
Ofc Hours: Immediately after each class; or by appointment (CUH-SB tel: 624-2515)
Text: None - See Annotated References List

I. COURSE DESCRIPTION. This course provides an overview of ethno-/economic botany for the non-science major with an introduction to the native and introduced plants of Hawaii. The word, ethnobotany has two components: ethno + botany - a combination of the Greek term *ethnos* (people) and the Creek term *botanikos* [botany (plant)]. Since botany is the study of plants, ethnobotany is devoted to the study of "people's plants" and borrows equally from anthropology, and botany. Since man's existence, development, medicine, migration, history, economy, and (in some cases) belief systems have been shaped by plants over time, you will find the study of ethnobotany has direct links to many different fields and majors. We will track uses of plants from the Stone Age to the Space Age. Student input/experiences will make our discussions richer. As events and speakers, fieldtrip options become available, we will accommodate these opportunities. Our focus will be local—Hawaiian/Pacific ethnobotany, but our reach will be global.

II. CLASS OBJECTIVES: To be able to identify ethnobotanically important plants and plant families; to analyze the conditions and trends that give rise, thru natural selection, to the unique flora of Hawaii; to learn endemic, indigenous, Polynesian-introduced, European-introduced plants in the Hawaiian environment; to learn the uses of ethnobotanically important plants; to work with and make useable articles/implements from plant materials; to appreciate the role of plants in our global cultural history; to understand the importance of plants in economics, aesthetics, medicine and their place in the future; to instill an appreciation for the natural world; to foster environmental awareness; to fully appreciate and preserve biodiversity to protect the habitats of ethnobotanical plants, to learn consumer awareness/safety issues for herbals; to understand rights of indigenous peoples and their plant uses; to preserve biodiversity; to distinguish between; etic and emic observations of other cultures; to learn tools for analyzing published research.

III. METHODOLOGY/CLASS FORMAT: Class lectures & assignments will be structured to provide students with the basis for further explorations and applications of ethnobotany. Life experiences will be incorporated whenever applicable. Since we live in such exciting times of discovery, news you bring in to share from newspapers, journals, trade publications about ethnobotanical issues, applications and solutions will be a part of required assignments. Let's seek out novel uses of plants and algae. In the seminar portion of our class, we will all learn from the student's inquiry-based research projects, crafts, or research papers.

IV. REQUIREMENTS AND GRADING:

No makeup exams of quizzes. Exception.- <u>documented</u> work/medical absence (i.e., TDY, field)	5 Assignments or Exams * (50 points each) 250 is 3 News/Journal Articles to Share re Ethnobotany ... 15 pts Attendance/Sportsmanship/Participation S is 280 pts
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A= 90-100% (252-280); B = 80-89% (224-251.99); C = 70-79% (196-223.99); D = 60-69% (168-195.99); F= Below 60% (167)

2000 B.C. - Here, eat this root (Adapted from unsourced, forwarded e-mail)
 1000 A.D. - That root is heathen. Here, say this prayer.
 1850 A.D. - That prayer is superstition. Here, drink this potion.
 1940 A.D. - That potion is snake oil. Here, swallow this pill.
 1985 A.D. - That pill is ineffective. Here, take this antibiotic
 2000 A.D. - That antibiotic is no longer effective. Here, eat this root.

"In the end, we will conserve only what we love, we will love only what we understand and we will understand only what we are taught." Baba Dioum, Senegal

to Ethn

Other Cul

Plants: Plan Anatomy/Taxonomy and Pollination

2 Oct 7 Thur Who are the Hawaiians? Where Did They Come From? Two Theories Emory-Binoto (M-E) vs. Thor Heyerdahl (E-W)

3 Oct 12 Tu PO, -
Post-Contact Introduced Plants: Exotic/Alien Plants and Other Threats to the Hawaiian Ecosystem - -

Making

of Heiau: The
Hawaiian Health - Ola and Medicina Plants
is and Pp/p§ for Strength, Stamina, Coordination, Health

Plants of and Fishing

Oct

Food Plants: Polynesian
Coconut, Banana and Two

thno

Hawaiian Food Plants Continued

Consumer Beware: Herbal Supplements

PM Vctr

12 Nov 9 Tu

HOLIDAY

S DAY - MAHALO

3 Nov 16

Plant A Tree;

1 ONE 18

and Archaeology, History, Crim Jus: Forensic Botany

25 Nov 23 Tu

The Ethnobotany of

Id Rice, Sw Potatoes, Cranberries, Squash, Onions

25 Thur

CLASS

Holiday - Happy Thanksgiving

+ Plant Anatomy Lab Quiz 2

2

any of

the Bodh Tree + Student Presentations

Holly, Ivy, Myrrh, Frankincense
Christmas Cactus Christmas Rose; Review for Exam

TURN ASSIGNMENTS
IN FOR CREDIT**

Q= 16 Thur FI
*****NO CLASS MAKEUP FOR FIELDTRIP DAY

V. STUDENT RESPONSIBILITIES:

t. **Academic Honesty:** Chaininade University policies regarding academic honesty are clear. (See CU Undergraduate Catalog) **Plagiarism** is the offering of work of another as one's own and may include, but is not limited to: (a) Complete or partial copying direct from a written published or unpublished source without proper acknowledgment to author. (Minor changes in wording or syntax—without acknowledgment to the author—is NOT sufficient to avoid plagiarism charges.), (b) Paraphrasing the work of another without proper author acknowledgment. (c) Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, internet information or other assignment that has been prepared by another individual. **Cheating:** No student may give or receive help from another or use notes during exams. No student may hand in car cause to be handed in another student's work as his/her work. The copying of another's assignment(s) is also forbidden and will result in an "F" for that assignment—for the one copying and the one allowing his/her work to be copied. Failure to adhere to these standards may result in the receipt of the grade " " for the assignment and/or an "F" for the course. This remains subject to the student's right of appeal and/or referral. The usual penalty for academic dishonesty is failure in the course for the 1st offense, and disciplinary action, not to exclude suspension or expulsion from the university for the 2nd offense.

2. **Attendance/Participation/Sportsmanship (APS)** : Attendance, participation and sportsmanship are vital to maintaining interactive excellence. **Attendance:** Students with the highest grades are often those who have participated in hands-on activities/materials, discussions, are present for demonstrations, special speakers, and A/Vs. The pace of an accelerated class does not allow time to repeat material missed due to absence or late arrival. **Participation:** The input of class members is one of the most valuable components of a university level class. Your questions, comments open doors. To emphasize the importance of participation, support for those presenting ideas to the class and to underscore zero tolerance for unwelcome marks, 15 points of the total grade will be based on APS. Good **Sportsmanship** goes a long way in any field—yielding to those who are speaking, withholding negative comments and judgments. A science class is a good place to polish up skills in polite scholarly debate to support or challenge existing theories, technology, society standards.

3. **Missed Quizzes/Exams:** Out of respect to students who come prepared to take quizzes/exams in spite of obstacles/illnesses, students who miss a quiz or exam will not be given the opportunity for makeup exam. Exceptions will be made for students with documented duty or medical absences (note from clinic or supervisor), prepared to take test day of return. You must leave a message for me via e-mail or with S8 CUH office (624-3515) re absence on day of exam. It is the student's responsibility to keep informed of assignments, quizzes. Please check with other students if you miss class. "Not knowing" of a quiz will not excuse any student from taking any announced quiz/exam on announced date.

Course: Bi 130: Ethnobotany b (10 Cr)

Days/Times: 3 hrs/wk Tu/Thu within timeframe allotted Des published CUH schedule of classes
Note: Regrettably, it will be impossible to make up some labs, demos, lab quizzes even with documented illness or work absence.

COURSE DESCRIPTION and CLASS FORMAT: The lab/lecture components of this class are inseparable. The lab will provide more applied ethnobotanical experiences. All students will dissect a variety of plants to learn plant anatomy and to gain experience in identification of common features of plant families. Schofield has an abundance of plants to learn from. To take advantage of daylight; to observe all we can find in our Schofield environment, labs may be at the beginning, middle, or end of class time and will include walk/fieldtrips for observation of plant families, A-Vs, group and independent field assignments. Lab materials will be provided for observation; several field experiences are planned to provide you with the opportunity to observe, collect plant species. We will use cultivated & wild plants to explore plant families, plant anatomy, ecological/environmental issues. We will sharpen our observance, classification, skills in the field and jump-start our awareness by exposing ourselves to opportunities that will prompt questions. Field trips and hands-on activities have been planned to support the lecture material. Some lab assignments will be given for you to share with your families on. outings since science is to be shared. Science is basically observing, recording information & questioning (How come?).

LAB REQUIREMENTS/GRADING: 10 assignments and/or quizzes (15 pts. each) for a total of 150 points.

A = 90- 100% (135-150); B = 80-89% (120-134.99); C = 70-79% (105-119.99); D = 60-69% (90-104.99); F = Below 90 pts