

CHAMINADE UNIVERSITY Spring 1999 EVENING PROGRAM * Apr 5 - Jun 14 * SCHOFIELD BARRACKS

Course: **B1110** ~~10~~ Ethnobotany - LECTURE - 3.0 or Time: 5:30 - 7:35 p.m. - Tuesday/Thursday
Instructor: Shirley Black Gerum, B.A., Botany; MPH, Environmental Health
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Ofc Hours: Immediately after each lab class; or by appointment
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 Hawai'i. The word ethnobotany has two components: ethno + botany - a combination of the Greek term *ethnos* (people) and the Greek 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. Respect for all opinions will make our discussions richer. As events and speakers, fieldtrip options become available, we will accommodate these opportunities. Our focus will be local-Hawaiian 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 Hawai'i; 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. 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 40-point student inquiry-based research projects, crafts, or research papers.

IV. REQUIREMENTS AND GRADING:

* No makeup exams or quizzes. Exception: <u>documented</u> work/medical absence	5 Assignments or Exams * (50 points each) 250
	3 News/Journal Articles to Share re Ethnobotany 15
	Attendance/Sportsmanship/Participation 15
	280

A = 90-100% (252-280); B = 80-89% (224-251); C = 70-79% (196-223); D = 60-69% (168-195); Below 60 % (167) = F
To visualize the percentage points of individual exams/assignments, simply divide your score by the number of points possible for that exam or assignment. **Example: 45/50 = 90% (A)**

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 supersition. 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

V. STUDENT RESPONSIBILITIES:

1. Academic Honesty: Chaminade University policies regarding academic honesty are clear. (See CUH 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.). (h) 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 or 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 "F" 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 remarks regarding ethnicity, lifestyle, gender, 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 a makeup exam. **Exceptions will be made for students with documented duty or medical absences (note from clinic or supervisor), prepared to take test upon return. You must leave a message for me at SB 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 (LAB) - **Credit: 1.0 Time:** 7:35 - 9:55 [p.m. Tu/Thurs](#) (and [Win 5:30-8:00 p.m. daylight hours](#))

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. 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, volunteer assignments during Earth Day Week, 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 observance, recording information & questioning.

LAB REQUIREMENTS AND GRADING: 10 assignments & quizzes (15 pts. each) for a total of 150 points.
A = 90=100% (135-150); **B = 80-89%** (120-134); **C = 70-79%** (105-119); **D = 60-69%** (90-104); **F = Below 90 pts**

- April 6 Introduction to Ethnobotany; Ground Rules for Studying Other Cultures (Etic, Emic and Ethnocentrism; Who Are the Hawaiians? Where did They Come From? What's a Hawaiian Plant? Native (Endemic & Indigenous) and Introduced (Polynesian and Post-Contact). (Video: *The Hawaiians*)
- 8 Before People: Island Forming; Native Endemic Plants and Indigenous Plants After People: Polynesian-Introduced and The Land; The Ahupua`a System: Life in Pre-Contact Hawai`i, The Polynesian Family System of Old Hawaii Video:
- 13 Post-Contact Exotic/Alien Plants *Strangers in Paradise*
Food Plants of Hawai`i and Planting - Part I
- 15 Food Plants of Hawaii and Planting - Part II
- 20 Food Plants Continued + Hawaiian Musical Implements
- 22 **Harmful/Poisonous "Allan" Plants** in our Environment
- 27 Plants of Navigation: Canoes, Fishing
Plants of House Building: The Hawaiian Hale, Kapa (cloth) making
- 29 Hawaiian Health and Medicinal Plants; Hawaiian Sports and Games
Lei-Making (May Day is Lei Day)
- May 4 Exam 1
- 6 Ethnobotany and the Environment: Indigenous Peoples and Economic Plants
Video: *Nature's Pharmacy*
- 11 Ethnobotany and the Environment (Continued)
Video: Saving The Falealupo Rainforest of Samoa: *Nafanua*
- 13 Ethnobotany and Big Business: Neutraceuticals and Natural Products
Herbal Medicines and History
- 18 Consumer Beware: "Miraculous, Amazing, Secret, Cleansing, Patented to Cure" and Other Flags that Warrant Caution: Safety Issues and Herbal Supplements
- 20 Consumer Issues - Continued - Seminar
- 25 Ethnobotany and Archaeology, Criminal Justice, History
- 27 Proposed Fieldtrip - TBA
- June 1 Student Projects
- 3 Student Projects
- 8 Student Projects
- 10 Final Exam and Aloha

Schedule is subject to change to accommodate special events, speakers.

‘ÖLELO HAWAII - TO SPEAK HAWAIIAN

Hele 'oe i ke Kula Nui o Chaminade i Honolulu - You go to Chaminade University of Honolulu

Hele au i ke Kula Nui o Chaminade i Honolulu - I go to Chaminade University of Honolulu

'O Shirley Gerum ko'u inoa. Shirley Gerum is my name

'O au ke kumu- I am the teacher

'O Lisa ka haumana - Lisa is the student

1) **Aloha** ahiahi - Good evening (‘auinalā=afternoon, awakea=midday, kakahiaka=a.m., po=night)

2) Aloha no Aloha, indeed or Good evening, indeed (no translates to indeed).

1) Pehea 'oe? How are you Pehea 'oe i **kēia** la? How are you this day?

2) Maika`i no au - I am good (fine) or Ano māluhiluhi au - I am tired

'A' o 'oe? - And you?

1) Maiki'i no au - I am fine. Mahalo nui **loa** - Thank you very much

2) 'A'ole pilikia - You're welcome. (lit. no trouble)

1) 'O wai kou inoa? What is your name?

2) 'O ko'u inoa.

E 'olu`olu 'oe - Please (lit. be nice)

Hui - come together

E hele aku 'oe! (or e hele 'oe!) - Go

E kōkua mai 'oe ia`u ! Help me

E kala mai ia'u - excuse me

Pau ka papa - The class is over

'A'ole pau ka hana - The work is not over

1) A hui hou - Goodbye (Until again we are together)

2) A hui hou aku no - Goodbye indeed (Reply)

1) E **mālama** pono ('oe i kou kino) - Take care (Of your body). (Meaning: "Take care of yourself")

2) Me 'oe pū - Same to you

Hau`oli la hānau - Happy Birthda

Source: *Ka Lei Ha'aheo (Beginning Hawaiian)*. 1992. Alberta Pualani Hopkins. UH Press: Honolulu