

Ethnobotany



Who are you?

Name

Class

Major



The homework assignment.

What do the video and reading illustrate about ethnobotany?



Why did you enroll in this class?

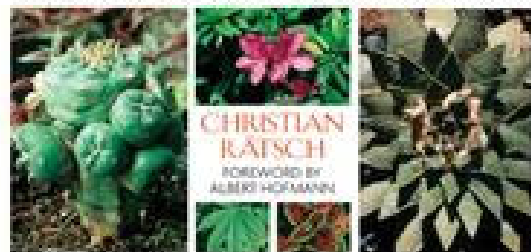
What did you expect to learn?





THE ENCYCLOPEDIA OF PSYCHOACTIVE PLANTS

ETHNOPHARMACOLOGY and Its APPLICATIONS



CHRISTIAN
RÄTSCH
FOREWORD BY
ALBERT HOFMANN



THE ENCYCLOPEDIA OF APHRODISIACS

PSYCHOACTIVE SUBSTANCES FOR USE
IN SEXUAL PRACTICES



CHRISTIAN RÄTSCH AND CLAUDIA MÜLLER-EBELING



Ethnobotany

Ethnobiology

Ethnovetinary Medicine

Economic Botany

Ethnomycology



Ethnobotany

“The use of plants in primitive societies.”



Primitive?



Anderson, Jason A., and Blair Orr. 2009. The culture and economics of thimbleberry jam in the Keweenaw Peninsula, Michigan. Paper presented at the 50th Annual Meeting of the Society for Economic Botany, May 30-June 8, 2009, Charleston, SC



Primitive?



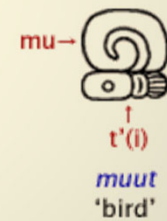
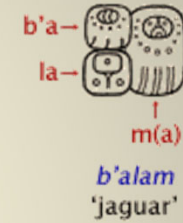
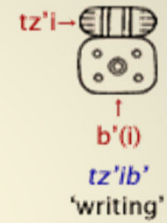
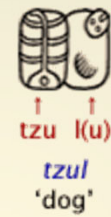
Primitive?



Primitive?



Primitive?



Ethnobotany

“The use of plants in primitive societies.”

“The study of human evaluation and manipulation of plant materials, substances, and phenomena, including relevant concepts, in primitive or unlettered societies”



Ethnobotany

“The use of plants in primitive societies.”

“The study of human evaluation and manipulation of plant materials, substances, and phenomena, including relevant concepts, in primitive or unlettered societies”

Typically does not include industrial agriculture.



Primitive?

A large gray area between truly unlettered and large-scale industrial agriculture.



Primitive?

A large gray area between truly unlettered and large-scale industrial agriculture.

You will just have to live with my examples. I tend to include rather than exclude the gray areas ... and even in to industrial agriculture.



Not Primitive? Hiroshima.



Not Primitive? Belsen Concentration Camp.



Not Primitive? Wounded Knee



By Wounded_Knee_aftermath3.jpg: Trager & Kuhn, Chadron, Nebr.derivative work: Durova (talk) - Wounded_Knee_aftermath3.jpg, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=9752102>



**Interesting topics and
the big picture.**



**Interesting topics and
the big picture.**

**(My definition of
“interesting”)**



Ethno_{botany}



Correct me.

Is this what you want?



A globally literate student will demonstrate the ability to understand and analyze issues on multiple scales and from diverse perspectives, acknowledging interconnectivity and complexity. As globally literate, students should 1) become informed and open-minded people who are attentive to diversity across the spectrum of differences, 2) seek to understand how human actions impact the human and natural world on multiple scales, and 3) address the most pressing and enduring global challenges while considering context, complexity, and interconnectivity.

Global Literacy	What is being assessed	Beginning 1	Developing 2 - CORE 2000	Proficient 3	Exemplary 4
3.1 Global Awareness	Awareness of the scales of human impact on the natural/human world	Recognizes that human action impacts the natural and human world on a single scale	Recognizes that human action impacts the natural and human world on multiple scales	Analyzes some relationships between multiple scales to understand how human actions impact the natural and human world	Analyzes the complexity of relationships between multiple scales to understand how human actions influence the natural and human world
3.2 Perspective Taking	Awareness of diverse perspectives and open-mindedness	Little/no recognition of multiple perspectives	Recognizes the existence of multiple perspectives while maintaining a value preference for one perspective	Analyzes topics from multiple perspectives while valuing contributions from these perspectives	Synthesizes multiple perspectives to analyze complex topics
3.3 Cultural Diversity	Knowledge of cultural diversity across a spectrum of difference.	Little/no knowledge of cultural diversity	Demonstrates some knowledge of different cultures while maintaining a value preference for one culture	Recognizes commonalities between cultures while respecting cultural differences	Analyzes in depth patterns of commonalities and differences in cultures using a culturally relativistic lens
3.4 Understanding Global Systems	Ability to examine global systems	Little/no knowledge of global institutions, processes, or trends	Demonstrates some knowledge of global institutions, processes, or trends	Recognizes interactions between multiple global institutions, processes, or trends	Analyzes the complexity of interactions between multiple global institutions, processes, or trends
3.5 Applying Knowledge to Contemporary Global Contexts	Ability to apply knowledge to address global challenges from diverse perspectives	Little/no knowledge of global challenges	Demonstrates basic knowledge of global challenges and/or awareness of simplistic solutions	Analyzes global challenges while demonstrating awareness of more complex solutions	Develops or evaluates more complex solutions to global challenges that are appropriate to the context



The Syllabus

Instructor Information

Instructor: Blair Orr, Professor
Office Location: 169 Forestry
Telephone: Office – (906)487-2291
E-mail: bdorr@mtu.edu
Office Hours: 10 to 11 a.m. MWF, by appointment or when I am in my office. Knock to be sure. Stop by. I am happy 😊 , even ecstatic, to talk with you.



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Course Resources

Course Website(s): www.orrforest.net/ethnobotany.camphor3116.

Course email list: fw3116-fa19-l@mtu.edu.

Required Course Text No formal text, Various short articles assigned throughout the semester.

Course Fees None.

Course Supplies Our enthusiasm.



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Grading System

<i>Score</i>	<i>Grade</i>
940 – 1000	A
890 – 939	AB
800 – 889	B
700 – 799	C
600 – 699	D
<600	F

Violation of university or course policies F

Failure to complete course assignments I

I reserve the right to move any grade by up to 50 points.



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Grading Policy

Grades will be based on the following:

Exam 1	200
Exam 2 (not cumulative)	200
Powerpoint topic and paragraph	50
Powerpoint version 1	50
Teamwork	150
Final Powerpoint	200
Small assignments	150
Total Points	1000



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Late Assignments

Most assignments are group assignments so late is not an option, plan ahead. The small assignments can be turned in late with prior approval.



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Academic decorum is required in order to maintain a good learning environment in the classroom.



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Use of electronic devices: we will decide.



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Exams are to be done on your own. You can work together on class assignments and use the Multiliteracy Center for help on the powerpoint. Do not plagiarize, cite work properly. When in doubt, ask me.



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The course instructor is available and ~~happy~~ to talk with you about assignments.

ECSTATIC



Homework

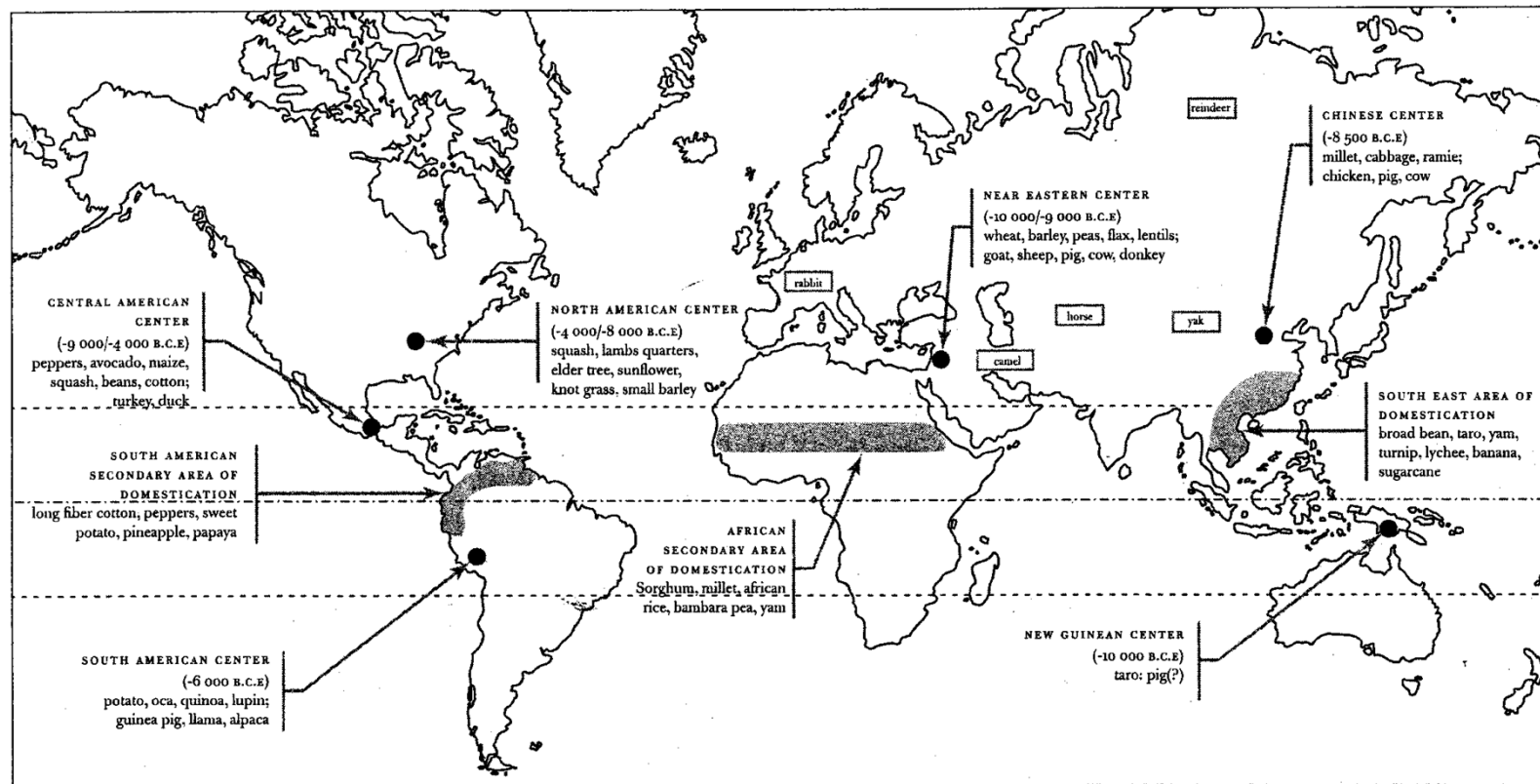


Figure 2.1 (continued) Centers of Origin of the Neolithic Agricultural Revolution and Secondary Areas of Domestication

