

## LECTURE COURSE OUTLINE, ABORIGINAL ETHNOBOTANY, BIOL 3012

### Texts:

Marles, R.J., Clavelle, C., Monteleone, L., and D. Burns. 2008. *Aboriginal Plant Use in Canada's Northwest Boreal Forest*. Natural Resources Canada. 369pp.

Judd, W.S., Campbell, C.S., Kellogg, E.A., Stevens, P.F., and M.J. Donoghue. 2016. *Plant Systematics: A Phylogenetic Approach*. Fourth Edition. Sinauer Associates, Sunderland, MA, USA. 678 pp.

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| Week of: | Topics  | Reference Source        |
|----------|---|-------------------------|
| Sept. 2  | Course Introduction, Ethnobotany and First Nations, Ethnobotany history               |                         |
| Sept. 9  | Opening of course with First Nation Elder, Holistic approach of Anishinaabe to Botany | Davidson-Hunt et al     |
| Sept. 16 | Anishinaabe Plant Classification; comparison to Linneus approach                      | Davidson-Hunt et al     |
| Sept. 23 | Plant Taxonomy Basics   | Judd, Chapters 4,5      |
| Sept. 30 | Traditional Plant Foods of Indigenous Peoples, Selected Examples                      | Judd, Chapter 8, Marles |
| Oct. 7   | Traditional Plant Foods of Indigenous Peoples, Selected Examples, <b>Term Test 1</b>  | Judd, Chapter 8, Marles |

### FALL READING WEEK, NO CLASSES OCT. 14-18

|         |  |                         |
|---------|--|-------------------------|
| Oct. 21 | Traditional Plant Foods of Indigenous Peoples, Selected Examples                 | Judd, Chapter 8, Marles |
| Oct. 28 | Medicinal Plants of Indigenous Peoples Selected Examples                         | Judd, Chapter 8, Marles |
| Nov. 4  | Medicinal Plants of Indigenous Peoples Selected Examples, <b>Term Test 2</b>     | Judd, Chapter 8, Marles |
| Nov. 11 | Use of Plants by Indigenous Peoples for Utilitarian Purposes, Selected Examples  | Judd, Chapter 8, Marles |
| Nov. 18 | Use of Plants by Indigenous Peoples for Utilitarian Purposes, Selected Examples  | Judd, Chapter 8, Marles |
| Nov. 25 | Use of Plants by Indigenous Peoples for Utilitarian Purposes, <b>Term Test 3</b> | Judd, Chapter 8,        |

## LAB COURSE OUTLINE, ABORIGINAL ETHNOBOTANY, BIOL 3012

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| <b>Week of:</b> | <b>Laboratory Exercise</b>   |
|-----------------|--|
| Sept. 2         | Plant Collection for Dye Material  |
| Sept. 9         | Plant Collection, Three Sister Introduction, Discussion of Presentation Topics   |
| Sept. 16        | “Three Sisters”, set up in greenhouse  |
| Sept. 23        | Taxonomy of Selected Plant Families used for Food (Rosaceae, Poaceae, Typhaceae)   |
| Sept. 30        | Taxonomy of Selected Plant Families used for Food (Grossulariaceae, Ericaceae, Pyrolaceae, Curcubitaceae)  |
| Oct. 7          | Taxonomy of Selected Plant Families used for Medicine (Asteraceae, Acoraceae, Araliaceae, Lamiaceae, Aristolochiaceae); Quiz on taxonomy basics. |

### **FALL READING WEEK, NO CLASSES OCT. 14-18**

|         |   |
|---------|---|
| Oct. 21 | Taxonomy of Selected Plant Families used for Utilitarian Purposes (Cupressaceae, Oleaceae, Betulaceae, Pinaceae, Aceraceae, Papaveraceae) |
| Oct. 28 | Taxonomy Test   |
| Nov. 4  | Screening methods used for Medicinal Plants   |
| Nov. 11 | Presentations and Facilitated Posters   |
| Nov. 18 | Take down of “Three Sisters”  |
| Nov. 25 | Use of Vegetation Dyes  |
| Dec. 2  | Assignments due   |

# Mark allocation

Marks for this course are as follows:

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|              |      |
|--------------|------|
| LABORATORY   | 50%  |
| LECTURE      | 50%  |
| COURSE TOTAL | 100% |

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The **lecture component** will be evaluated as follows:

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|--------------------|-----|
| Term Test 1        | 12% |
| Term Test 2        | 12% |
| Term Test 3        | 12% |
| Facilitated Poster | 14% |

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All term tests will be written during class. Test formats are normally short answer, multiple choice and fill in the blanks. If a test is missed, it will have to be made up and the format will normally be essay.

The facilitated poster presentation is to involve an aspect of Aboriginal Ethnobotany that is limited to North America. Posters and the presentation of them are conducted by groups of students. Consult with Dr. Lee to have your potential topic approved BEFORE starting.

Briefly, this project involves your group creating a poster about your topic and orally presenting the information on that poster to the class and guest judges. A marking rubric will be posted on Desire to Learn (D2L). There will also be an intra-group assessment to ensure that everyone participates fully.

The **laboratory component** will be evaluated as follows:

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|                    |     |
|--------------------|-----|
| Taxonomy Test      | 20% |
| Lab Reports (2)    | 20% |
| Quiz (1)/Lab Books | 10% |

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