

## INDIGENOUS ETHNOBOTANY BIOL 3012

**Instructor:** Dr. Peter Lee ([pflee@lakeheadu.ca](mailto:pflee@lakeheadu.ca))

**Lab technician:** Nicole Turner ([nturner@lakeheadu.ca](mailto:nturner@lakeheadu.ca))

**Lecture:** Wednesday and Friday 2:30-3:30

**Location:** Zoom

### **Suggested 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.

### **Student Code of Conduct:**

*"A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should view the Student Code of Conduct- Academic Integrity - for a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity"*

<b>Week of:</b>	<b>Topics</b>	<b>Reference Source</b>
Sept. 7	Course Introduction, Ethnobotany and First Nations, Ethnobotany history	
Sept. 14 Sept. 21	Holistic approach of Anishinaabe to Botany Anishinaabe Plant Classification; comparison to Linneus approach	Davidson-Hunt Davidson-Hunt et al
Sept. 28	Plant Taxonomy Basics	Judd, Chapters 4,5
Oct. 5	Traditional Plant Foods of Indigenous Peoples, Selected Examples, <b>Term Test 1</b>	Judd, Chapter 8, Marles

**FALL READING WEEK, NO CLASSES OCT. 12-16**

Oct. 19	Traditional Plant Foods of Indigenous Peoples, Selected Examples	Judd, Chapter 8, Marles
Oct. 26	Medicinal Plants of Indigenous Peoples Selected Examples	Judd, Chapter 8, <del>Marles</del>
Nov. 2	Medicinal Plants of Indigenous Peoples Selected Examples, <b>Term Test 2</b>	Judd, Chapter 8, Marles
Nov. 9	Use of Plants by Indigenous Peoples for Utilitarian Purposes, Selected Examples	Judd, Chapter 8, Marles
Nov. 16	Use of Plants by Indigenous Peoples for Utilitarian Purposes, Selected Examples	Judd, Chapter 8, Marles
Nov. 23	Use of Plants by Indigenous Peoples for Utilitarian Purposes, <b>Term Test 3</b>	Judd, Chapter 8,

**LAB COURSE OUTLINE, ABORIGINAL ETHNOBOTANY, BIOL 3012**

<b>Week of:</b>	<b>Laboratory Exercise</b>
Sept. 7	NO LAB
Sept. 14	Three Sister Introduction, Discussion of Presentation Topics, Plant database tutorial
Sept. 21	“Three Sisters”, set up in the greenhouse
Sept. 28	Taxonomy of Selected Plant Families used for Food (Rosaceae, Poaceae, Typhaceae)
Oct. 5	Taxonomy of Selected Plant Families used for Food (Typhaceae, Grossulariaceae, Ericaceae, Pyrolaceae, Curcubitaceae)

**FALL READING WEEK, NO CLASSES OCT. 12-16**

Oct. 19	Taxonomy of Selected Plant Families used for Medicine (Asteraceae, Acoraceae, Araliaceae, Lamiaceae, Aristolochiaceae); <b>Quiz</b> on taxonomy labs 1&2.
Oct. 26	Taxonomy of Selected Plant Families used for Utilitarian Purposes (Cupressaceae, Oleaceae, Betulaceae, Pinaceae, Aceraceae, Papaveraceae)
Nov. 2	<b>Taxonomy Test</b>
Nov. 9	Screening methods used for Medicinal Plants
Nov. 16	Presentation (Plant Projects)
Nov. 23	Takedown of “Three Sisters”
Nov. 30	Assignments due

# Mark allocation

Marks for this course are as follows:

LABORATORY	50%
LECTURE	50%
COURSE TOTAL	100%

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

Term Test 1	12%
Term Test 2	12%
Term Test 3	12%
Plant Project	14%

All term tests will be written during class time. 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 an essay.

The facilitated poster presentation is to involve an aspect of Aboriginal Ethnobotany that is limited to North America. 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 you using herbarium data provided to develop a research project and orally presenting the information to the class and guest judges. A marking rubric will be posted on Desire to Learn (D2L). You will also be required to critic fellow students presentations

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

Taxonomy Labs	10%
Taxonomy Test	15%
Lab Report	10%
Antioxidant assignment	10%
Quiz	5%