ANT3930 Anthropology of Plants and People
Spring 2018, University of Central Florida
TuTh 10:30 am to 11:45 am
3 credit hours
BA 2, room 207

Instructor:
Dr. Neil Duncan
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Office: 309 Howard Phillips Hall
Office hours: Tuesdays and Thursdays 9am-10 am; 12:30 pm-1:00 pm, or by appointment

Course Description:
In this course, we will utilize an anthropological perspective to explore the interactions between people and plants. People impact plants and landscapes they use, and the plants and resources they utilize in turn influence people. To examine the myriad human-plant relationships that have profoundly shaped, transformed, and influenced human culture and society and the landscapes in which plants and humans interact, we will explore anthropological approaches toward diverse human-plant topics including diet and cuisine, medicine, ritual and religion, subsistence, the origins of agriculture, plants in archaeology, resource management, and intellectual property rights. The geographic focus of the course will be the Americas.

Course objectives:
The primary goals of the course are:
1) To understand that human cultures and societies are fundamentally dependent on plants
2) To gain an anthropological insight on traditional life-ways surrounding the uses of plants
3) To understand the role of plants in the development of societies and transformations of social and ecological landscapes

Course Requirements
You will have a manageable amount of reading in this course, however it is essential that readings be done prior to class meetings. This is for your benefit, of course, but also for the benefit of the class as active in-class discussions are expected.

Examinations:
There will be two exams, a mid-term and a final exam. 100 points each

Term Project:

Each student will choose a term project from the options below. 100 points, presentation 20 points

1) Build-your-own. You may re-create an object, plant product, or activity involving plants from a culture in the Americas (or elsewhere) using similar materials. Up to two people may work together on a single project. Each project member will document the activity in a journal or other media and write a short description of the cultural context of the object – 2 pages – and give a short presentation about the object, product or activity.
2) Research paper on the history or prehistory of some aspect of plant use in the New World using archaeological, historical or ethnographic data (8 pages) and give a short presentation on your paper.
3) Research paper on the history or prehistory of a New World crop or utilized wild plant using archaeological, historical or ethnographic data (8 pages) and give a short presentation on your paper.

   Project proposals will be due after the mid-term. 20 points

Readings, Study Questions, Participation, and Attendance

To help make this course more interesting and active, I strongly encourage in-class discussion of the topics. Of course, if only one or two of people have read the assigned material before class, these discussions would not be very enjoyable for anyone. So, to help you get the most out of the reading, you are to answer the study questions for each reading assignment posted in the class's Webcourses (Canvas) page **before the beginning of each class** (1-2 points per question). No credit for late submissions – even if you must miss class, you may still answer the questions before the scheduled class.

Readings other than your textbook will be posted as PDF documents in Webcourses or as links through the library (you may need to be on campus or use a UCF VPN to access some material through the library).

Participation in class discussions and attendance make up the participation portion of your grade (70 points). Any student falling below 70% attendance will receive no participation points or may be dropped from the class.

Make-up Policy

Make every attempt to complete assignments on time and do not miss exams. There will be no opportunity to make up lost lost attendance points or study question points or make up a missed exam, unless you provide written documentation that you missed class because of illness, family emergency, or professional obligation (attendance at professional meeting, job interview, or similar).

Grading Summary

Syllabus Quiz: 5
Exam 1: 100
Exam 2: 100

Project Proposal: 20
Project: 100
Presentation/Demonstration: 20
Study Questions: 50
Class Participation: 70
Total points: 465
Final grade will be calculated as percentage of total points.

Required Text:
Anderson, E. N., Deborah M. Pearsall, Eugene S. Hunn, and Nancy J. Turner (editors). 2011. *Ethnobiology*. Wiley-Blackwell

This text is the most up-to-date collection of essays by anthropologists and archaeologists leading the field of ethnobotanical and ethnozoological studies.

Schedule of Topics, Readings, and Assignments
(Subject to change/rescheduling)

Note: Readings are in **BOLD.** "Chp" refers to your textbook. Other readings are listed by author and year.

I. Introduction to Ethnobotany and Native Peoples of the Americas

Week 1: Welcome to Plants and People (and some animals, too)
Jan. 9: Introduction to the course, requirements, tips for success.

Jan 11: What is Ethnobiology? Ethnobotany? Anthropology?
Read **Chp. 1** *Ethnobiology: Overview of a Growing Field*, E.N. Anderson
Pearsall 2004

Week 2: Anthropological Perspectives and Methods of Ethnobotany and Ethnozoology
Jan 16 Ethnobotany and Ethnozoology
Read **(Ch 6,** E. S. Hunn *Ethnozoology*; **Ch 9,** *Ethnobotany*. M. Nolan & N. J. Turner**)**

Jan 18 Practicing Ethnobiology
Read **Ch 3** *Ethics in Ethnobiology,* P**.** Hardison & K. Bannister—pp. 27-32 only)**; Ch 4** *From Researcher to Partner*, M. P. Gilmore, W. H. Eshbaugh

Week 3 Ecology and Cultural Geography
Jan 23 Botany and ecology; The web of life, are we in it? **(Moran 2006)**
Jan 25 Historical Ecology: **(Balée 2002, Levis et al. 2017)**

Week 4
Jan 30 Area focus: Central and South America, geography, climate, ecology. Native cultures; two cases (Early villages, **Benfer 2008**; The Olmec, **Pohl and von Nagy 2008**)

II. Origins and Development of New World Agriculture and its Impact on the World

Week 4 cont. Archaeological Methods and approaches in Paleoethnobotany
Feb 1 Read: **Ch 10** *Reconstructing Past Life-Ways with Plants I,* K. R. Adams & S. J. Smith; **Ch 11** *Reconstructing Past Life-Ways with Plants II,* D. M. Pearsall & C. A. Hastorf

Week 5 Origins of Agriculture
Feb 6 **Harlan (1992), Bar-Yosef (2011)** *Views on Agricultural Origins*

Feb 8 **Pearsall (2008**) *Plant Domestication and the Shift to Agriculture in the Andes.*

Week 6 Agriculture in the New World – The Columbian Exchange
Feb 13 **Pearsall (2012)** *The archaeological record of agriculture in North America*

Feb 15 **Mintz (1991)** *Pleasure, Profit and Satiation*, **McNeill** (1991) *American Food Crops in the Old World*

Week 7
Feb 20 **Mann (2011:Chp6)** The Agro-Industrial Complex

Feb 22 **Mann (2011:Chp7)** Black Gold

Week 8
Feb 27: EXAM 1 (Tuesday)

III. Plants and people in Native America: A contemporary anthropological view
Mar 1 Traditional Tropical Forest Agriculture
Ch 18 *Ethnobiology and Agroecology,* E. N. Anderson

Week 9 Traditional Cultural and Ecological Knowledge and Ethnoecology
Mar 6 **Ch 19** *Linguistic Ethnobiology*, E. S. Hunn & C. H. Brown

Mar 8 **Ch 16** *Ethnoecology and Landscapes*, L. M. Johnson & I. Davidson-Hunt

WEEK 10 Spring Break!

Week 11 Traditional Resource Management
Mar 20 **Ch 17** *Traditional Resource and Environmental Management*, C. S. Fowler & D. Lepofsky

Mar 22 **Ch 15** *Traditional food and nutrition: wild food plants*, L. M. McCune & H. V. Kuhnlein

Week 12 Ethnomedicine and Shamanism
Mar 27 **Ch 14** *Ethnoecological Approaches,* N. L, Etkin, T. Ticktin, & H. L. McMillen**)**

Mar 29 Hallucinogenic plant use **Schultes & Hofmann (1992)** *Plants of the Gods*

Term project proposals due Mar. 29

Week 13 Ethnomedicine and Shamanism cont.
Apr 3 **(Schultes & Raffauf 2004)** *Vine of the Soul*

Symbolic uses of plants and the spiritual realm
Apr. 5 **Ch 21** *The Symbolic Uses of Plants,* L. M. Mendonça de Carvalho

Week 14 Symbolic uses of plants and the spiritual realm, contd.
April 10 Learning Ethnobiology **Ch22,** R.K. Zarger
Apr 12 Term project workday

Week 15 Projects!
Apr 17 Student Presentations

Apr 19 Student Presentations (last day of this class)

All term project write-ups/papers due April 19.

Second exam (Final): Tuesday May 1, 10-12:50

Additional Readings:
Benfer, Robert A. 2008. Early Villages. Pp. 368-380 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Balée, William 2002. Chapter 1, Historical Ecology: Premises and Postulates, in *Advances in Historical Ecology.* Columbia University Press, New York.

Clement, C. R., et al. (2010) Origin and Domestication of Native Amazonian Crops. *Diversity* **2**(72-106).

Bussman, R. (2002) Ethnobotany and Biodiversity Conservation. Pp343-360. In *Modern Trends in Applied Terrestrial Ecology.* Springer.

Harlan, Jack. 1992. Views on agricultural origins. Pp. 31-60 in *Crops and Man*, Second Edition. American Soc of Agronomy, Crop Science Society of America, Madison, WS.

Hildebrandt, William R. and Kelly R. McGuire. 2008. Great Basin. Pp. 290-300 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Levis, C. et al. Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. *Science* 355(6328):925-931.

Mann, C. 2011. 1493: Uncovering the New World Columbus Created. Vintage, New York.

McNeill, William H. 1991. American Food Crops in the Old World, Pp. 42-59 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.

Mintz, Sidney W. 1991. Pleasure, Profit, and Satiation. Pp. 112-129 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.

Moran, Emilio F. 2006. Chapter 4, The Web of Life: Are We in it? Pp. 74-92 in *People and Nature: An Introduction to Human Ecological Relations*. Blackwell, Malden, MA

Pearsall (2004) Chapter 1 Ethnobotany: The Study of Human-Plant Interrelationships (pp 1-11) *Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley*. Wadsworth/Thomson Learning. Belmont, CA, USA.

Pearsall, Deborah M. 2008. Chapter 1 Ethnobotany: The study of Human-Plant Interrelationships (pp 1-11) Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley. Wadsworth/Thomson Learning. Belmont, CA.

Pearsall, Deborah M. 2008. Chapter 7, Plant Domestication and the Shift to Agriculture in the Andes. Pp. 105-120 in *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell. Springer, New York.

Pearsall, Deborah M. 2012. Chapter 7, People, Plants, and Culinary Traditions. Pp. xx-xx in *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat. Oxford University Press, Oxford.

Pohl, Mary DeLand and Christopher von Nagy. 2008. The Olmec and Their Contemporaries. Pp. 217-230 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Posey, Darrell. 1990. Intellectual property rights: And just compensation for indigenous knowledge. *Anthropology Today* 6(4): 13-16.

Schultes, Richard Evans and Albert Hofmann. 1992. Pp. 120-127, 132-143 in *Plants of the Gods: Their Sacred, Healing, and Hallucinogenic Powers*. Healing Arts Press, Rochester, VT.

Schultes, Richard Evans and Robert F. Raffauf. 2004. Pp. 64-85 in *Vine of the Soul: Medicine Men, Their Plants and Rituals in the Colombian Amazonia*. Synergetic Press, Sante Fe, NM.