ANT3290-21Spring 0001

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ANT3290 Anthropology of Plants and People

Spring 2020, University of Central Florida

Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Thursdays 9am-Noon (Subject to change. Please email to schedule a time to text, zoom, or talk during virtual office hours. You also may schedule a virtual appointment outside of those hours.)**
- Phone: 407-823-4961
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (mailto:neil.duncan@ucf.edu)
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Anthropology of Plants and Peoples
- Course ID & Section: ANT3290
- Credit Hours: 3
- Semester/Year: Spring 2021
- Location: CB1 O121
- Prerequisite(s): ANT2140 or Sophomore Standing
- Meeting time: Tuesdays AND Thursdays 1:30-2:45pm

Course Description:

From the catalog: Anthropological perspectives involving the interactions between peoples and plants.

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.

Student Learning Outcomes:

- To understand that human cultures and societies are fundamentally dependent on plants
- To gain an anthropological insight on traditional life-ways surrounding the uses of plants
- 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. More detail and guidance will be presented in class. 100 points total.

- 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 (5 minute) presentation about the object, product or activity during the last week of classes.
- 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).
- or 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).

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

Readings' Study Questions: Short answer questions about each day's readings submitted in webcourses. 2 point each; 50 points.

Online Discussion Participation based on *Botany of Desire*: 40

Grading Summary

Academic Activity (Syllabus) Quiz: 5

Exam 1: 100

Exam 2: 100

Project Proposal: 20

Project: 100

Study Questions: 50

Discussion group: 40

Class Participation: 70

Total points: 480

Final grade will be calculated as percentage of total points.

Name:		**Range**
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. Do not wait until the end of the semester to dispute a grade. Also, please do not request that your grade be rounded up at the end of the semester. **I will not reply to any requests for rounding up, so don't take it personally.**

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

It is strongly advised that you **not miss a scheduled exam or assignment**. I understand that life can be unpredictable, BUT scheduling make-up exams and opening closed modules, quizzes or assignments is a great inconvenience and will **only** be given in the following extenuating circumstances with written documentation of said circumstance:

1) Students must notify their instructor in advance if they intend to miss class for or if a deadline conflicts with a religious observance. For more information, see the UCF policy at < http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) >.

2) Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf (https://policies.ucf.edu/documents/4-401.pdf) >

3) Illness of yourself or dependent – a doctor's note is required. Please do not submit your personal medical information.

4) Jury duty – copy of jury summons is required.

5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. **Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating**

circumstances.

Please note that late assignments will suffer a point reduction. See individual assignment descriptions.

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.)

Pollan, M. 2001. *The Botany of Desire: A Plant's-Eye View of the World.* Random House.

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Use of Websites and Internet Resources

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

Unauthorized Distribution of Class Notes and Materials

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit **http://www.turnitin.com** **(http://www.turnitin.com/)** .

Policy Statements

Statement Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (**https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf** (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf) . Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the **Golden Rule** (https://goldenrule.sdes.ucf.edu/) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (**https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html** (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact **sas@ucf.edu** (mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <**https://scai.sdes.ucf.edu/student-rules-of-conduct/** (https://scai.sdes.ucf.edu/student-rules-of-conduct/)>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < **https://goldenrule.sdes.ucf.edu/** (https://goldenrule.sdes.ucf.edu/)>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <**http://sas.sdes.ucf.edu/** (http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, **sas@ucf.edu** (mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Unexpected Course Changes

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to **ucf.edu** (http://my.ucf.edu/) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

Emergencies may occur that could affect this course's schedule.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use

of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **www.shield.ucf.edu** **(http://www.shield.ucf.edu)** and **http://cares.sdes.ucf.edu/** **(http://cares.sdes.ucf.edu/)** .

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – **http://oie.ucf.edu/** **(http://oie.ucf.edu/)** & **askanadvocate@ucf.edu** **(mailto:askanadvocate@ucf.edu)**
- Disability Accommodation – Student Accessibility Services – **http://sas.sdes.ucf.edu/** **(http://sas.sdes.ucf.edu/)** & **sas@ucf.edu** **(mailto:sas@ucf.edu)**
- Diversity and Inclusion Training and Events – **www.diversity.ucf.edu** **(http://www.diversity.ucf.edu)**

- Student Bias Grievances – Just Knights response team – **http://jkrt.sdes.ucf.edu/ (http://jkrt.sdes.ucf.edu/)**
- UCF Compliance and Ethics Office – **http://compliance.ucf.edu/ (http://compliance.ucf.edu/)** & **complianceandethics@ucf.edu (mailto:complianceandethics@ucf.edu)**
- Ombuds Office – **http://www.ombuds.ucf.edu (http://www.ombuds.ucf.edu)**

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit **UCFCares.com (http://ucfcares.com)** if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail **ucfcares@ucf.edu (mailto:ucfcares@ucf.edu)** with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

http://uwc.cah.ucf.edu/ (http://uwc.cah.ucf.edu/) The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

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.

Course Summary:

Date	Details

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Thu Jan 14, 2021	Study Questions 1 Anderson, Pearsall (https://webcourses.ucf.edu/courses/1373485/assignments/6964013)	due by 1:30pm
Fri Jan 15, 2021	Syllabus Quiz (https://webcourses.ucf.edu/courses/1373485/assignments/6963997)	due by 11:59pm
Tue Jan 19, 2021	Study Questions 2: Chp 6,9 (https://webcourses.ucf.edu/courses/1373485/assignments/6964020)	due by 1:30pm
Thu Jan 21, 2021	Study Questions 3: Chp 3,4 (https://webcourses.ucf.edu/courses/1373485/assignments/6964021)	due by 1:30pm
Sun Jan 24, 2021	Chapter 1 Botany of Desire, Desire: Sweetness / Plant: The Apple (https://webcourses.ucf.edu/courses/1373485/assignments/6968407)	due by 11:59pm
Tue Jan 26, 2021	Study Questions 4: Moran (https://webcourses.ucf.edu/courses/1373485/assignments/6964022)	due by 1:30pm
Thu Jan 28, 2021	Study questions 5 Balee and Levis (https://webcourses.ucf.edu/courses/1373485/assignments/6964023)	due by 1:30pm
Tue Feb 2, 2021	Study Questions 6 Benfer, Pohl (https://webcourses.ucf.edu/courses/1373485/assignments/6964024)	due by 1:30pm
Thu Feb 4, 2021	Study Questions 7: Chp 10,11 (https://webcourses.ucf.edu/courses/1373485/assignments/6964025)	due by 1:30pm
Tue Feb 9, 2021	Study Questions 8: Harlan, Bar-Yosef (https://webcourses.ucf.edu/courses/1373485/assignments/6964026)	due by 1:30pm
Thu Feb 11, 2021	Study Questions 9: Pearsall 2008 (https://webcourses.ucf.edu/courses	due by 1:30pm

Date	Details	
	/1373485/assignments/6964027)	
Tue Feb 16, 2021	Study Questions 10: Pearsall 2012 (https://webcourses.ucf.edu /courses/1373485/assignments/6964005)	due by 11am
Thu Feb 18, 2021	Study Questions 11: Mintz and McNeill (https://webcourses.ucf.edu /courses/1373485/assignments/6964006)	due by 1:30pm
Sun Feb 21, 2021	Chapter 2 Desire: Beauty/ Plant: Tulip (https://webcourses.ucf.edu /courses/1373485/assignments/6968448)	due by 11:59pm
Tue Feb 23, 2021	Study Questions 12: Mann Chp 6 (https://webcourses.ucf.edu/courses /1373485/assignments/6964007)	due by 1:30pm
Thu Feb 25, 2021	Study Questions 13: Mann Chp 7 (https://webcourses.ucf.edu/courses /1373485/assignments/6964008)	due by 1:30pm
Tue Mar 2, 2021	Exam 1 (https://webcourses.ucf.edu /courses/1373485/assignments/6963998)	due by 11:59pm
Thu Mar 4, 2021	Study Questions 14 Chapter 18 - Anderson (https://webcourses.ucf.edu /courses/1373485/assignments/6964009)	due by 1:30pm
Tue Mar 9, 2021	Study Questions 15: Chp 19: Linguistic Ethnobiology (https://webcourses.ucf.edu/courses /1373485/assignments/6964010)	due by 11am
Thu Mar 11, 2021	Study questions 18: Ch 16 (https://webcourses.ucf.edu/courses /1373485/assignments/6964011)	due by 11am
	Project Proposal Due Thursday! (https://webcourses.ucf.edu/courses /1373485/assignments/6964004)	due by 11:59pm

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Tue Mar 16, 2021	Study Questions 19: Chap 17 (https://webcourses.ucf.edu/courses/1373485/assignments/6964012)	due by 11am
Thu Mar 18, 2021	Study Questions 20: Chap 15 (https://webcourses.ucf.edu/courses/1373485/assignments/6964014)	due by 9am
Sun Mar 21, 2021	Chapter 3 Desire: Intoxication / Plant: Marijuana (https://webcourses.ucf.edu/courses/1373485/assignments/6968527)	due by 11:59pm
Tue Mar 23, 2021	Study Questions 21: Chp 14 Ethnomedical Research (https://webcourses.ucf.edu/courses/1373485/assignments/6964015)	due by 11am
Thu Mar 25, 2021	Study Questions 22: Schultes & Hoffmann - Plants of the Gods (https://webcourses.ucf.edu/courses/1373485/assignments/6964016)	due by 11am
Tue Mar 30, 2021	Study Questions 23: Schultes and Raffauf (https://webcourses.ucf.edu/courses/1373485/assignments/6964017)	due by 11am
Thu Apr 1, 2021	Study questions 24 : Chp 21 Mendoca de Carvalho (https://webcourses.ucf.edu/courses/1373485/assignments/6964018)	due by 11am
Tue Apr 6, 2021	Study Questions 25: Chapter 22, Learning Ethnobiology (https://webcourses.ucf.edu/courses/1373485/assignments/6964019)	due by 11am
Sun Apr 18, 2021	Chapter 4 Desire: Control / Plant: The Potato (https://webcourses.ucf.edu/courses/1373485/assignments/6968537)	due by 11:59pm

Date	Details	
Mon Apr 19, 2021	**Project Submissions Due (https://webcourses.ucf.edu/courses/1373485/assignments/6964002)**	due by 11:59pm
Thu Apr 29, 2021	**Exam 2 (https://webcourses.ucf.edu/courses/1373485/assignments/6963999)**	due by 11:59pm
	Participation (https://webcourses.ucf.edu/courses/1373485/assignments/6964000)	