

FYS026 Ethnobiology: Nature and culture Fall 2020

Instructor: Dr. Nanci J. Ross, 117 Olin Hall, ph. 271-2036, nanci.ross@drake.edu

**the best way to contact me is by email

Office hours: M/T 2:00-3:15pm and Wed 2-4pm or by appointment

Meeting time and place: Olin Hall 212, M/W12:30-1:45pm

Required Materials:

CamKix Universal 3 in 1 Cell Phone Camera Lens Kit for Smartphones Including - Fish Eye Lens / 2 in 1 Macro Lens & Wide Angle Lens/Universal Clip/Carry Pouch/Microfiber Cleaning Cloth \$11.99

https://smile.amazon.com/gp/product/B00FDLNR7E/ref=ppx_yo_dt_b_asin_title_o03_s00?ie=UTF8&psc=1

- This is a set of lenses (including a macro) that clip on to the camera of almost any cell phone. Since we cannot share hand lenses this fall due to Covid 19, this is a cheap, easy-to-use alternative that will let you see and take pictures of plants that will be used in class. Bring this to class with you!!!
- No textbook is required. All readings will be posted on the course BlackBoard page. You are responsible for downloading, reading, and coming to class prepared to discuss them.

Course content and rationale:

Ever tried to suck the sugary nectar out of the base of a clover flower or watched a bird build a nest? People often fail to realize that it is these experiences and observations that are the beginning of the study of natural science. We are integrally related to our ecosystem. People have been practicing science since the beginning when we classified plants as separate from animals. The way we perceive nature is, in many ways, inherited from our culture that leads to fascinating, weird, and intriguing insights. In this class we will explore the connection between science, nature, and human cultures over time and around the world through exploration of nature around us, readings, discussion, and scientific experimentation. Nature has changed us as much as we have changed nature and we will investigate examples of both throughout the semester.

Course objectives:

Upon completion of this course students will:

1. Improve their writing and critical analysis skills
2. Recognize the practice of science in everyday life
3. know the steps in the scientific method and be able to apply them
4. become familiar with the defining characteristics of both scientific and folk taxonomic systems
5. conduct a scientific experiment from hypothesis development to presentation of results
6. explore the significance of cultural perceptions of nature to conservation and biodiversity
7. make friends, have fun, and experience new and interesting ideas!

A few policies to make everyone's life a bit easier...

1. Late assignment will result in **one letter grade penalty per day late**.
2. **NO cell phones** on the desk or used in any way during class.
3. In class discussion is an important part of this class; however, courtesy and patience are expected at all times.

Camera Use for Virtual Attendees:

A substantial part of your learning in this course will depend on your active and attentive engagement in class discussions and other collaborative learning opportunities. On the days where you are attending class virtually, I strongly encourage you to turn on your camera during collaborative exchanges to help sustain a sense of community and co-presence as we learn together. However, doing so is not required; if you have reservations about doing so, please let me know in advance so I can plan accordingly.

Academic misconduct:

The Drake statement on academic honesty is found in the Drake student handbook (<http://www.drake.edu/dos/handbook/academic.php>). The College of Arts and Sciences also has a statement outlining our position on academic dishonesty on the College webpage (<http://artsci.drake.edu/acadreg#dis>). Students are responsible for understanding what constitutes academic dishonesty and the consequences. Cheating and/or plagiarism in any form can result in a zero for a class, an assignment, or an F for the course depending on the level of severity and at the instructor's discretion.

***Helpful note...*in academia, what we work to produce are ideas which are shared in written articles and books. Therefore, plagiarism is one of the most serious crimes a person can commit in the academic world. Unfortunately, it is also VERY common and is often unintentional so be sure to carefully read the policy statements at the above links to figure out what constitutes plagiarism and check with your instructor BEFORE handing your paper in, just to be sure. **All cases of plagiarism will result in a zero for that assignment and, once it is handed in, there are no second chances!**

Masks and Social Distancing:

When we do meet in person, we will all wear masks and maintain social distance to minimize the likelihood of the spread of the novel coronavirus. Doing so is not only a requirement in my class, but is also a campus-wide policy. I will ask those who choose not to wear a mask to leave the classroom and, following guidance from the Provost's office, I will alert the dean of students' office. As a last resort, if a student without a mask refuses to leave class, I will contact Drake Public Safety.

Instructions for Students who Test Positive:

If you test positive for Covid-19 or have been exposed and need to isolate yourself, please send an email to dos@drake.edu from your Drake email account and include your full name and student ID along with information about your situation. College and schools' deans' offices will then contact your professors, who will work with you to provide fully virtual learning opportunities during your quarantine and/or recovery. Please also alert me directly that you will begin attending virtually, and I will work with you to help you make the transition to that modality. You do not need to tell me why you need to move to a virtual experience.

Instructions for Students about Self-Monitoring and Experiencing symptoms:

Please carefully monitor your own health and wellbeing throughout the semester, including frequently taking your own temperature. If you experience [Covid-19 symptoms](#) or a fever, even if you do not test

positive, *please do not come to an in-person class meeting*. Please alert me that you will be attending virtually.

Additional campus support resources:

If a student has a disability and requires special accommodations or additional assistance that student must contact the Student Disability Services Coordinator, Michelle Laughlin at 271-1835 or Michelle.Laughlin@drake.edu. The website for the Center for Disability Services (CDS) is <http://www.drake.edu/acadassist/disability>. Michelle and I will then work to find appropriate solutions. If a student does not contact Michelle Laughlin within the first week of classes to discuss any necessary accommodations that student may need in the classroom, they cannot expect such accommodations to be made. Talk to me if something comes up after the first week and I will see what I can do!

Grading and Attendance:

You will need to regularly attend class and participate in class discussions to succeed in this course. After four (4) absences you lose 50 points for missed discussions. Six (6) total absences will result in a failing grade for the course. Mitigating circumstances may be considered at the professor's discretion. Grading will follow a standard +/- scale (94%-100%= A, 90-93% A-, 88-89.9% B+, 84-87% B, 80-83% B-, ... below 60% = F).

Writing assignments	Other assignments
35 pts = Paper 1 (draft)	20 pts = Photo journaling (assignment #1)
50 pts = Paper 1 (final)	15 pts = Scavenger hunt
50 pts = Paper 2 (draft)	20 pts = P2 background paper summaries
100 pts = Paper 2 (final)	80 pts = Course journals
35 pts = Paper 3 (draft)	
100 pts = Paper 3 (final)	Total course points: 500

Papers:

The first objective of this course is to improve your writing and critical thinking skills, so you will be writing a series of short papers throughout the semester. We will utilize both peer review and discussion to help you to improve your skills. You are also welcome (and encouraged!) to come visit Dr, Ross during office hours or talk via email to go over your writing and discuss what you can do to improve. Writing assignment topics and format are described in detail in a separate handout.

Folk Taxonomy (P2) background paper summaries:

Paper 2 is a formal scientific paper. Nearly all advances and understandings in science arise out of existing knowledge from previous scientists. These ideas and discoveries are found in the scientific literature. Therefore, when reporting the results and significance of your data, you begin a scientific paper by outlining how your paper connects to previous work and what new questions you are addressing in the project you will describe in your paper. Each of you will prepare a list of at least three (3) and no more than 5 ideas/concepts/questions that you derived from EACH of the background papers I have assigned as well as the extra paper your group selected. You will then state how you think these ideas relate to your project. This will form the basis of your P2 Introduction.

Photo journaling (assignment #1):

What is the last animal you saw? Can you remember its color, size and shape? Could you easily distinguish it from other animals? Now, how about the last plant you saw? A major goal of this class is

to improve your observational skills of the natural world and plants compose the bulk of the natural world. “Plant blindness” is a growing problem, preventing people from realizing the diversity and complexity of their world. So, in this exercise, I am asking you to look at 15 photos of plants growing on campus and describe what you see in your course journal (see below). For each image, i) make a sketch of the image; ii) *what*→describe at least two specific observations (sentences not necessary...bullets good!); iii) *why*→explore 2-4 ideas for why the objects look like they do; and iv) *hmmm*→what was the first thing you thought of when you saw the image? Does it remind you of anything? NOTE: Give yourself plenty of space in your journal for each!

Course journal (80 pts.):

In science, one of the most challenging (and fun!) skills to learn is how to synthesize diverse concepts and facts to develop new ideas and understandings. A helpful means of keeping things organized is to write your notes, observations, ideas, and reflections together in a notebook. Each of you will keep a journal where you will record notes, data, ideas, observations, etc. in for each class period. Journaling helps us to focus our observations, stimulate questions, and explore possible explanations. We will do different things on different days, but every day should have the following clearly marked: i) *date, location, site description*; ii) *topic or assignment of the day*; iii) *sketches, notes, and/or data for that day’s class*; iv) *end of class summary...what was the take home message? This last item will vary greatly, but it should include the main idea of the class, PLUS two (minimum) observations or questions that occurred to you (what, why, how??)* You will be graded on organization, clarity, completeness, and attention to detail. NOTE→ for sketches...you do not need to be a great artist, but you do need to be neat and precise! This is much easier if the sketch is not too small...give yourself some space!

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****this schedule is subject to change!!**

Due dates:

Date	topic	Paper	Reading due	Assignment due
24-Aug	Ethnobiology			
26-Aug	Exploring diversity			
31-Aug	Scavenger Hunt: meet outside Olin Hall			
2-Sept	Organizing our world			Plant journaling
7-Sept	Labor Day! (no class)			
9-Sept	Are we part of nature or not? (Survey)			Survey Qs
14-Sept	Reading scientific literature	P1	Vining et al. (2008)	
16-Sept	Survey data analysis			
21-Sept	How to analyze & discuss data			P1 draft (in class!!!)
23-Sept	Library services (ONLINE--Zoom)			
28-Sept	Our cultural cosmology: A new perspective		video on BB: Michael Pollan "Plant's Eye View"	
30-Sept	What do you call that? Meet outside Olin			P1 final
5-Oct	Naming nature: Folk taxonomy	P2		
7-Oct	Folk taxonomy project			
12-Oct	Writing scientific papers			
14-Oct	Folk taxonomy project		Berlin, Breedlove, and Raven (1973)	
19-Oct	Folk taxonomy data work			P2: paper summaries
21-Oct	Folk taxonomy data work			
26-Oct	P2 peer reviews			P2: draft pt.1
28-Oct	P2 in-class work time			
2-Nov	P2 peer reviews			P2: draft pt.2
4-Nov	TEK: What is the value of knowing nature?			
9-Nov	Local TEK: do you use herbal medicine?			P2: final
11-Nov	Culture, people, and conservation	P3	Gavin et al. (2015)	
16-Nov	Humans and landscapes			
18-Nov	Biogeography			Journals due
23-Nov	HAPPY THANKSGIVING!			
25-Nov	HAPPY THANKSGIVING!			
30-Nov	Final papers: editing, discussion			P3: draft (peer reviews via BB)
2-Dec	flex day			
9-Dec	FINAL TIME: 12 – 1:50 pm			P3: final paper (on BlackBoard)

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Student Services:

The Coordinator for Sexual Violence Response and Healthy Relationship Promotion’s primary role is to act as a resource for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, gender-based discrimination, and stalking and will advocate on behalf of the student victim’s requests if services are voluntarily initiated. The coordinator can explain how to initiate a complaint within the university and through criminal/civil processes, assist with referrals to a confidential crisis advocate and/or counselor and appropriate medical or legal professionals. The coordinator must report “known” student campus assaults to the Dean of Students and/or Title IX Coordinator, but the complainant still has rights to participate or withdraw from the university process. Other services include providing crisis intervention (safety plan, crisis counseling, rights information), and assistance in academic and housing accommodations as needed. To contact the coordinator, Alysa Mozak, call 515-271-4141 or email alysa.mozak@drake.edu. The Violence Intervention Partner (V.I.P.) program through this office provides peer-based 24/7 confidential advocacy services. To access a V.I.P. advocate call or text 515-512-2972. For more information about these services visit <https://www.drake.edu/titleix/help/>.

Paper Assignments→

Papers: All papers are due on the dates listed. Final papers will be handed in electronically unless otherwise instructed. Submit the papers via the link on BlackBoard by **11:59pm on the day it is due**. Make sure that you do a grammar and spell check before sending. All drafts will be **printed and brought to class** on the listed due dates.

Paper	Topic	Due date	Requirements
P1	Are we part of nature?	Draft: 23-Sept *print & bring draft to class!! Final: 30 Sept	3-4 pages, 2.0 spacing
P2	Folk Taxonomy expt.	Drafts: 26-Oct (pt.1) & 2-Nov (pt.2) *print & bring to class Part1 = Intro & Methods Part2 = Results & Discussion Final: 9-Nov	7-10 pages, 2.0 spacing, figures embedded in text, must include a bibliography & in-text citations**
P3	People, culture, & conservation	Draft: 30-Nov *bring to class (share online) Final: Due at time of assigned final exam	5-7 pages, 2.0 spacing, include bibliography & citations**

****IMPORTANT:** Explanation of literature citation formats for both in-text (single and multiple author examples) and in the reference section are found in the folder provided in BlackBoard entitled ‘Rubrics & other useful stuff’. You **MUST** carefully follow these instructions. If there is any confusion, ask Dr. Ross ASAP. Use of URLs and/or incorrectly formatted citations will result in **up to 20% off your grade**.