

Anthropology 431/531: Fall 2016
PLANTS AND PEOPLE

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Lecture: 3:30-4:50, Monday-Wednesday, McKenzie 229

Laboratory: Thursday, Condon Hall 204

Course Description: Plants have been a critical resource for every human society. Understanding how humans interacted with plants in the past and in current societies is one of the key issues in archaeology and anthropology. The course will explore the ways in which information can be derived from plant remains and ethnographic data and how this information can be used for understanding the diverse uses of plants in various geographical, environmental, and temporal settings. The course will introduce students to a range of major research topics in ethnobotany and archaeobotany. Topics to be covered may include plants as food resources, plants as medicines, plants as raw materials, plants as symbols, and the adoption and adaptation of plants in new cultural settings

Learning Objectives:

Following successful completion of this course, students will be able to:

- describe the diverse cultural roles and uses of plants in past and present human societies.
- evaluate current methods in ethnobotany.
- apply ethnobotanical data to the interpretation of plant use in the archaeological record.
- integrate data from the natural and social sciences.
- locate, analyze, and incorporate appropriate sources and academic literature in the context of interdisciplinary research.

Readings: Readings will all be available as PDF files on the course Blackboard site.

Accommodations: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.

Academic Integrity: I take academic integrity very seriously; please review the University's Academic Honesty Policy posted on the blackboard website, and contact me if you have any questions.

Inclusion Statement

The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (<http://aaeo.uoregon.edu>, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

Office Hours and Email: I am always happy to meet with you during my office hours. If you cannot make my office hours, please contact me to set up an alternate meeting time (daphne@uoregon.edu). If you email me, I will try to respond promptly, but it is not always possible for me to do so.

Class Etiquette and Computer Use: It is essential that we all work together to create a favorable learning environment. Disruptions during class (including texting, movement in and out of the room, playing games on handheld devices, etc.) affect the learning experience of everyone in the room. Turn your cell phone and other electronic gadgets off and focus on classroom activities. The use of laptops is permitted in this class, provided they are used for class-related purposes and in a manner that is not distracting to other students in the room.

Requirements for Anthropology 431

Grading: Your grade for this class is based on the following:

- In Class Exams (2 x 20%) = 40%
- Laboratories = 12%
- Research Paper Topic Choice (2 x 1%) = 2%
- Research Paper Benchmarks (4 x 4%) = 16%
- Plant Research Paper = 30%

In-Class Exams: These exams will take place in lecture and provide you with an opportunity to integrate and synthesize the course material and major themes. Exams will consist of two essay questions, which will be provided in advance of the exam.

Laboratories: For each laboratory you will be expected to attend for the entire class and to engage actively with the class material. Depending on the section topic, you may need to complete a reading or preparatory activity prior to the lab meeting, or complete some written work during the lab meeting to receive full credit.

Research Paper Topic Choice: We will ask you to submit both preliminary topic ideas and a final topic choice.

Research Paper Benchmarks: A focus of this class is improving your research skills. To facilitate this, you will turn in three annotated (1-2 sentence) bibliography sets that you will draw on to write your paper. You will also be asked to participate actively in the in-class writing group meetings.

Plant Research Paper: You are required to write a 12-15 page (ca. 3000-4000 word) research paper exploring a particular plant. In this paper, you will present the ecology of a particular useful plant, and then place that plant in cultural context through the presentation of a detailed historical or contemporary case study of its use. You will then explore evidence for the use of this plant in the archaeological record. Your paper will need to cite at least 12 peer-reviewed sources.

Policy on Late Assignments: Late research paper benchmarks will be accepted with a 10% penalty if turned in one class meeting late, and subsequently with a 25% penalty until the last day of class. Research papers and exams may not be turned in late. Depending on the topic, it may not be possible to make up missed sections. Late research papers will not be accepted.

Grading: The following grade scale and expectations will be used for Anthropology 431. This class will not be graded on a curve. The following thresholds will be used:

A+ = 97.5-100%	A = 92.5-97.4%	A- = 90-92.4%
B+ = 87.5-89.9%	B = 82.5-87.4%	B- = 80-82.4%
C+ = 77.5-79.9%	C = 72.5-77.4%	C- = 70-72.4%
D+ = 67.5-69.9%	D = 62.5-67.4%	D- = 60-62.4%
F = 59.9% or below		

If the class is taken P/NP, a C- or higher is required to pass the course

A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

SCHEDULE OF CLASS TOPICS, READINGS, AND ASSIGNMENTS

All readings listed as "Recommended" are required for students enrolled in Anth 531

WEEK 1

September 26 (Lecture): What is Ethnobotany?

Required: Cotton 1996, *Ethnobotany: Principles and Applications*, Wiley, New York, pp. 1-18 (Introduction to Ethnobotany)

September 28 (Lecture): Botany and Plant Ecology

Required: JSTOR Global Plants (plants.jstor.org, requires authentication through library)

Recommended: *Field Techniques Used by the Missouri Botanical Garden*

September 29 (Laboratory): Introduction/Keying Plants (Class will be partially outside; dress accordingly)

WEEK 2

October 3 (Lecture): Ethnobotany: Methods and Practice

Required: Cotton 1996, *Ethnobotany: Principles and Applications*, Wiley, New York, pp. 90-126 (Methods in Ethnobotanical Study)

Recommended: Guimbo, Muller, and Larwanou 2011, Ethnobotanical knowledge of men, women, and children in rural Niger: A mixed methods approach, *Ethnobotany Research & Applications* 9:235-242.

Crepaldi and Peixoto 2010, Use and knowledge of plants by "Quilombolas" as subsidies for conservation efforts in an area of Atlantic Forest in Espírito Santo State, Brazil. *Biodiversity and Conservation* 19(1): 37-60.

October 5 (Lecture): Understanding the natural world: ethnoecology and folk taxonomy

Writing Group Meeting One: Choosing Topics

Required: Hunn and Brown 2011, Linguistic ethnobiology, in *Ethnobiology*, ed. by Anderson, Pearsall, Hunn, and Turner, Wiley-Blackwell, NY, pp. 319-334.

Recommended: Turner 2000, General plant categories in Thompson (Nlaka'pamux) and Lillooet (Stl'atl'imx), two Interior Salish languages of British Columbia, in *Ethnobotany*, ed. by Minnis, University of Oklahoma Press, Norman, pp. 88-117.

Miller and Gadotti 2009, The KHALUB-tree in Mesopotamia: Myth or Reality? in *From Foragers to Farmers* ed. by Fairbairn and Weiss, Oxbow Books, Oxford, pp. 239-243

October 6 (Laboratory): Ethnobotanical Methods

Deadline for Generalized Research Paper Topic: Submit through Canvas by 2:00 pm

WEEK 3

October 10 (Lecture): Wild Plants I: Foods

Required: Smith, 2011, General patterns of niche construction and the management of 'wild' plant and animal resources by small-scale pre-industrial societies, *Philosophical Transactions of the Royal Society- Biological Sciences*, pp. 836-48.

Recommended: Fowler and Rhode 2011, Plant foods and foodways among the Great Basin's indigenous peoples, in *The Subsistence Economies of Indigenous North American Societies*, ed by Smith, Smithsonian Institution, Washington, pp. 233-269.

Deur 2005, Tending the garden, making the soil: Northwest Coast estuarine gardens as engineered environments, in *Keeping it Living: Traditions of Plant Use and Cultivation on the Northwest Coast of North America*, ed by Deur and Turner, University of Washington Press, Seattle, pp. 296-327.

Kubiak-Martens 1999, The plant food component of the diet at the late Mesolithic (Ertebolle) settlement at Tybrind Vig, Denmark. *Vegetation History and Archaeobotany* 8(1-2): 117-127.

October 12 (Lecture): Wild Plants II: Forests

Writing Group Meeting Two: Narrowing Your Topic & Strategic Planning

Required: Luoga, Witkowski, and Balkwill 2000, Differential utilization and ethnobotany of trees in Kitulanghalo forest reserve and surrounding communal lands, eastern Tanzania. *Economic Botany* 54(3): 328-343.

Fairhead and Leach 2014, False Forest History, Complicit Social Analysis: Rethinking Some West African Environmental Narratives, in *The Social Lives of Forests* ed by Hecht, Morrison, and Padoch, University of Chicago Press, Chicago, pp. 14-30.

Recommended: Noshiro 2016, Change in the prehistoric use of arboreal resources in Japan: From their sophisticated management in the Jomon period to their intensive use in the Yayoi to Kofun periods. *Quaternary International* 397: 484-494.

Gelabert, Asouti, and Martí 2011, The ethnoarchaeology of firewood management in the Fang villages of Equatorial Guinea, central Africa: implications for the interpretation of wood fuel remains from archaeological sites. *Journal of Anthropological Archaeology* 30(3): 375-384.

October 13 (Laboratory): Library Session for Research Paper (class meets in Knight Library)

Deadline for Specific Research Paper Topic: Submit online through Canvas by 2:00pm

WEEK 4

October 17 (Lecture): Agricultural Landscapes

(class will be outside at the Urban Farm, please dress accordingly)

Guest Lecture, Harper Keeler, Director of the UO Urban Farm

Required: Chapman and Brown 2013, Apples of their eyes: memory keepers of the American South, in *Seeds of Resistance, Seeds of Hope: Place and Agency in the Conservation of Biodiversity*, ed. by Nazarea, Rhoades, and Andrews-Swann, University of Arizona Press, Tucson, pp. 42-64.

Wall and Masayesva 2004, People of the corn: Teachings in Hopi traditional agriculture, spirituality, and sustainability. *The American Indian Quarterly* 28(3): 435-453.

Recommended: Vieyra-Odilon and Vibrans 2001, Weeds as crops: the value of maize field weeds in the Valley of Toluca, Mexico. *Economic Botany* 55(3): 426-443.

Bentley, Webb, Nina and Pérez 2005, Even useful weeds are pests: Ethnobotany in the Bolivian Andes. *International Journal of Pest Management* 51(3): 189-207.

Jones 2002, Weed Ecology as a Method for the archaeobotanical recognition of crop husbandry practices. *Acta Palaeobotanica* 42(2): 185-193.

October 19 (Lecture): Domestication and Agriculture

Writing Group Meeting Three: Ecology Benchmark

Exam 1 Questions Distributed

Required: Harris 2007, Agriculture, cultivation, and domestication: exploring the conceptual framework of early food production, in *Rethinking Agriculture: Archaeological and Ethnoarchaeological Perspectives*, ed. by Denham, Iriarte, and Vrydaghs, Left Coast Press, Walnut Creek, CA, pp. 16-35.

Recommended: Fuller, Denham, Arroyo-Kalin, Lucas, Stevens, Qin, Allaby, and Purugganan 2014. Convergent evolution and parallelism in plant domestication revealed by an expanding archaeological record. *Proceedings of the National Academy of Sciences*, 111(17): 6147-6152.

Kraft, Brown, Nabhan, Luedeling, Ruiz, d'Eeckenbrugge, Hijmans and Gepts 2014, Multiple lines of evidence for the origin of domesticated chili pepper, *Capsicum annuum*, in Mexico. *Proceedings of the National Academy of Sciences* 111(17): 6165-6170.

Smutkupt and Kitiarsa 2003, Rice festivals in Northeast Thailand, in *The Art of Rice: Spirit and Sustenance in Asia* ed. by Hamilton, UCLA Fowler Museum of Cultural History, Los Angeles, pp. 63-76.

October 20 (Laboratory): Lawns in Society (Class will be outside: dress accordingly)

Ecology Research Paper Benchmark Due: Submit online through Canvas by 2:00pm

WEEK 5

October 24 (Lecture): Moving Plants

Required: Carney and Rosomoff 2009, *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World*. University of California Press, Berkeley, pp. 80-122 (Maroon Subsistence Strategies, The Africanization of Plantation Food Systems).

Recommended: Carney 1998, The Role of African Rice and Slaves in the History of Rice Cultivation in the Americas. *Human Ecology* 26(4): 525-545.

Van der Veen, Livarda, and Hill 2008, New plant foods in Roman Britain—dispersal and social access. *Environmental Archaeology* 13(1): 11-36.

October 26 (Lecture): Invasives and Introductions

Writing Group Four: Ecology Assessment/Case Study Planning

Required: Tenner 1996, *Why Things Bite Back: Technology and the Revenge of Unintended Consequences*, Knopf, New York, pp. 140-60 (Acclimatizing Pests: Vegetable)

Middleton 2012, Renarrating a biological invasion: historical memory, local communities and ecologists. *Environment and History* 18(1): 61-95.

Broombusters: Cut Broom in Bloom <http://www.broombusters.org/>

Recommended: Coates 2006 excerpts from *American Perceptions of Immigrant and Invasive Species: Strangers on the Land* University of California Press (Strangers & Natives, Arboreal immigrants)

October 27 (Laboratory): Exam 1 in laboratory for students in Anth 431

WEEK 6

October 31 (Lecture): Traditional Ecological Knowledge

Exam 1 Due in Lecture for Students Enrolled in Anth 531

Required: Berkes, Colding, and Folke 2000, Rediscovery of traditional ecological knowledge as adaptive management. *Ecological Applications* 10(5): 1251-1262.

Geniusz 2015, *Plants have so much to give us, all we have to do is ask: Anishinaabe botanical teachings*, University of Minnesota Press, Minneapolis, excerpts.

Recommended: Lepofsky and Kahn 2011, Cultivating an ecological and social balance: Elite demands and commoner knowledge in ancient Ma'ohi agriculture, Society Islands. *American Anthropologist* 113(2): 319-335.

Shackeroff and Campbell 2007, Traditional Ecological Knowledge in Conservation Research: Problems and Prospects for their Constructive Engagement. *Conservation and Society* 5: 343-60.

November 2 (Lecture): Bioprospecting and Intellectual Property

Writing Group Five: Case Study Research

Required: Gilmore and Eschbaugh 2011, From Researcher to partner: Ethical challenges and issues facing the ethnobiological researcher, in *Ethnobiology*, ed. by Anderson, Pearsall, Hunn, and Turner, Wiley-Blackwell, NY, pp. 51-63.

Osseo-Asare 2014, *Bitter Roots: The Search for Healing Plants in Africa*, University of Chicago Press, Chicago, pp. 107-130 (Take Arrow Poisons for the Heart)

Recommended: Hardison and Bannister 2011, Ethics in Ethnobiology: History, International Law and Policy, and Contemporary Issues, in *Ethnobiology*, ed. by Anderson, Pearsall, Hunn, and Turner, Wiley-Blackwell, NY, pp. 27-49.

Geniusz 2009, *Our Knowledge is not Primitive: Decolonizing Botanical Anishinaabe Teachings*. Syracuse University Press, Syracuse, pp. 89-121 (The colonization and decolonization of Anishinaabe-gikendaasowin)

November 3 (Laboratory): Ethics in Ethnobotany- Chiapas Case Study

Required: Case Study from the Fifth Global Forum on Bioethics in Research (2004), "The Collection of Ethnobotanical Information from Chiapas, Mexico"

Recommended: Additional case studies from <http://www.icimod.org/?q=2244>, www.gbrfonline.org.

Historical/Contemporary Case Study Research Paper Benchmark Due: Submit online through Canvas by 2:00pm

WEEK 7

November 7 (Lecture): Cooking and Fermentation

Required: Fujimoto 2011, The Enigma of Enset Starch Fermentation in Ethiopia: An Anthropological Study, in *Cured, Smoked, and Fermented: Proceedings of the Oxford Symposium on Food and Cooking 2010*, ed by Saberi, Prospect Books, pp. 106-120.

Morrison 2012, Great Transformations: On the Archaeology of Cooking. In *The Menial Art of Cooking: Archaeological Studies of Cooking and Food Preparation*, ed by Graff and Rodríguez-Alegría, University Press of Colorado, Boulder, pp 231-244.

Recommended: Adamski and Rosińska-Balik 2014. Brewing technology in early Egypt: Invention of Upper or Lower Egyptians. In *The Nile Delta as a Centre of Cultural Interactions between Upper and Southern Levant in the 4th Millennium BC*, ed by Mączyńska, Poznań Archaeological Museum, Poznań, pp. 23–36.

Margaritis and Jones 2006, Beyond Cereals: Crop Processing and *Vitis Vinifera* L. Ethnography, Experiment and Charred Grape Remains from Hellenistic Greece. *Journal of Archaeological Science* 33:784-805.

November 9 (Lecture): Plants in Material Culture

Writing Group Six: Case Study Assessment

Required: Oegg 2009, The significance of the Tyrolean Iceman for the archaeobotany of Central Europe, *Vegetation History and Archaeobotany* 18:1-11.

Bissonet 2003, The basketmakers of the central California interior in *Women and Plants: Gender Relations, Biodiversity Management, and Conservation* ed. by Howard, Zed Books, New York, pp. 197-210

Recommended: Weinstein 2007, Cosmic gourds: Cucurbit and Crescentia effigy pottery of coastal Ecuador. *Economic Botany* 61:315-327

Ryan 2011, Plants as material culture in the Near Eastern Neolithic: perspectives from the silica skeleton artifactual remains at Çatalhöyük. *Journal of Anthropological Archaeology* 30(3): 292-305.

Hamdy, R. 2007, Plant remains from the intact garlands present at the Egyptian Museum in Cairo, In *Fields of Change. Progress in African Archaeobotany*, ed by Cappers, Barkhuis, Groningen, pp. 115-126.

November 10 (Laboratory): Plants and Material Culture

Class meets at the Museum of Natural and Cultural History

WEEK 8

November 14 (Lecture): Paleoethnobotany: Methods and Practice

Required: Adams and Smith 2011, Reconstructing past lifeways with plants I: Subsistence and other daily needs, in *Ethnobiology*, ed. by Anderson, Pearsall, Hunn, and Turner, Wiley-Blackwell, NY, pp. 149-172.

Pearsall and Hastorf 2011, Reconstructing past lifeways with plants II: Human-environment and human-human interactions, in *Ethnobiology*, ed. by Anderson, Pearsall, Hunn, and Turner, Wiley-Blackwell, NY, pp. 173-187.

Recommended: Van der Veen 2007, Formation processes of desiccated and carbonized plant remains—the identification of routine practice. *Journal of Archaeological Science* 34(6): 968-990.

November 16 (Lecture): Archaeology of Foodways

Writing Group 7: Archaeological Case Study

Required: Graham and Smith 2013, A day in the life of an Ubaid household: archaeobotanical investigations at Kenan Tepe, south-eastern Turkey. *Antiquity* 87(336): 405-417.

Louderback, Pavlik and Spurling 2013, Ethnographic and Archaeological Evidence Corroborating Yucca as a Food Source, Mojave Desert, USA. *Journal of Ethnobiology*, 33(2): 281-297.

Recommended: Henry, Brooks, and Piperno 2011, Microfossils in calculus demonstrate consumption of plants and cooked foods in Neanderthal diets (Shanidar III, Iraq; Spy I and II, Belgium). *Proceedings of the National Academy of Sciences* 108(2): 486-491.

Lepofsky and Lyons 2003, Modeling ancient plant use on the Northwest Coast: towards an understanding of mobility and sedentism. *Journal of Archaeological Science* 30(11): 1357-1371.

Mrozowski, Franklin, and Hunt 2008, Archaeobotanical analysis and interpretations of enslaved Virginian plant use at Rich Neck Plantation (44wb52). *American Antiquity* 73: 699-728.

November 17 (Laboratory):

Paleoethnobotanical Methods

Archaeological Case Study Research Paper Benchmark Due: Submit online through Canvas by 2:00pm

WEEK 9

November 21 (Lecture): Archaeology of Timber and Fuelwood

Writing Group Eight: Archaeological Case Study Assessment

Final Exam Questions Distributed

Required: Asouti and Austin 2005, Reconstructing woodland vegetation and its exploitation by past societies, based on the analysis and interpretation of archaeological wood charcoal macro-remains. *Environmental Archaeology* 10(1): 1-18.

Watson 2016. Long-distance wood procurement and the Chaco florescence. *Proceedings of the National Academy of Sciences* 113(5): 1118-1120.

Recommended: Rich, Manning, Degryse, Vanhaecke, Latruwe, and Van Lerberghe 2016, To put a cedar ship in a bottle: Dendroprovenancing three ancient East Mediterranean watercraft with the 87 Sr/86 Sr isotope ratio. *Journal of Archaeological Science: Reports* 9: 514-521.

Théry-Parisot, Chabal, and Chrzavzez 2010, Anthracology and taphonomy, from wood gathering to charcoal analysis. A review of the taphonomic processes modifying charcoal assemblages, in archaeological contexts. *Palaeogeography, Palaeoclimatology, Palaeoecology* 291(1): 142-153.

November 23 (Lecture): No Class (Thanksgiving)

November 24 (Laboratory): No Class (Thanksgiving)

WEEK 10

November 28: Archaeology of Symbolic Uses of Plants

Writing Group 9: Outlines and Writing

Required: Preiss, Matterné, and Latron 2005, An approach to funerary rituals in the Roman provinces: plant remains from a Gallo-Roman cemetery at Faulquemont (Moselle, France). *Vegetation History and Archaeobotany* 14(4): 362-372.

Martin 2006, Cacao in Ancient Maya Religion, in *Chocolate in Mesoamerica: A Cultural History of Cacao*, ed by McNeil, University Press of Florida, Gainesville, pp 154-183.

Recommended: Hays-Gilpin and Hill 2008, The flower world in prehistoric southwest material culture, in *The Archaeology of Regional Interaction: Religion, Warfare, and Exchange Across The American Southwest and Beyond* ed by Hegmon, University Press of Colorado, Boulder, pp. 411-447.

Kolb and Murakami 1994, Cultural dynamics and the ritual role of woods in pre-contact Hawai'i. *Asian Perspectives* 33: 57-78.

November 30: Exam 2 in lecture for students in Anth 431

December 1: Research Paper Workshop

RESEARCH PAPERS DUE BY 5:00 PM TUESDAY DECEMBER 6

Requirements for Anthropology 531

Grading for Anthropology 531 will be as follows:

- Take Home Exams (2 x 20%) = 40%
- Short Topical Reviews (2 x 25%) = 50%
- Short Topical Review Revision = 10%

Take Home Exams: These exams will be essay based and provide you with an opportunity to integrate and analyze the course material and major themes. Exams will consist of two essay questions, and you will have one week to complete the exam. You will be expected to draw on lecture, laboratory, and all assigned readings and produce thoughtful, critical, and well-structured responses to the questions.

Short Topical Reviews: You will be asked to write two short topical reviews. Of the two reviews you write, you will choose one to revise with the goal of submitting it to the journal *Ethnobiology Letters*.

The *Ethnobiology Letters* author guidelines describe short topical reviews as follows:

“Suggested Length: 700-1200 words. Word limit: 1500 words, 5-15 cited references, 1 figure. Short Topical Reviews (previously called Mini-Reviews) are brief critical reviews of the most relevant literature on a narrow topic of particular interest or neglect in ethnobiology. It is essential to select a sufficiently narrow topic that may be adequately reviewed within the very limited space allowed. A Short Topical Review need not cite all of the existent literature on a given subject but must cite the most relevant sources given the chosen topic and focus.”

(<http://ojs.ethnobiology.org/index.php/ebf/about/editorialPolicies>)

More details and examples will be provided through the course Canvas site. Students enrolled in Anthropology 531 should arrange a meeting with Dr. Gallagher no later than the second week of class to discuss their topic choices for the first assignment.

Due dates:

Short Topical Review 1- Monday, October 24

Exam 1- Monday, October 31

Short Topical Review 2- Monday, November 21

Exam 2- Wednesday, November 30

Short Topical Review Revision- Tuesday December 6

While laboratory participation is not required, you are encouraged to attend laboratories. Please inform the class GTF by Wednesday lecture each week if you plan to attend section that Thursday.

Please be aware that students in Anthropology 531 will be evaluated by Dr. Gallagher, and all grade-related inquiries should be directed to her.

Grading: The following grade scale and expectations will be used for Anthropology 531. This class will not be graded on a curve. The following thresholds will be used:

A+ = 97.5-100%	A = 92.5-97.4%	A- = 90-92.4%
B+ = 87.5-89.9%	B = 82.5-87.4%	B- = 80-82.4%
C+ = 77.5-79.9%	C = 72.5-77.4%	C- = 70-72.4%
D+ = 67.5-69.9%	D = 62.5-67.4%	D- = 60-62.4%
F = 59.9% or below		

If the class is taken P/NP, a C- or higher is required to pass the course

A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at a high level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

B-: Quality of performance meets the requirements for graduate students; demonstrates the minimum level of understanding of course content for graduate-level.

C+ to D: Quality of performance is inadequate for graduate-level work; demonstrates only an undergraduate-level of understanding of course content.

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.