

PACIFIC NORTHWEST ETHNOBOTANY
Summer Quarter 2007



*Earth is crammed with Heaven
And every common bush aflame with God
But only those that see take off their shoes
The rest sit around and eat blackberries*

-Elizabeth Barrett Browning

Instructor: Ane Berrett	360 -392-4213	aberrett@nwic.edu
Where & When: M-Th	8:30 – 10:15 and as arranged	SAC - I
Text: "Plants of the Pacific Northwest Coast" by Pojar and Mackinon, & selected readings		

Course Description

From the beginning of time, plants have influenced the evolution of civilizations and cultures. This course will explore the reciprocal relationship between food plants and people in the Northwest from these perspectives: foraging for wild foods, domestication of food plants, and the therapeutic approaches toward healing that connect through plant awareness and sustainability with the plant species that live in this region.

Learning Objectives

- ❖ **Native plant identification:** Identify, name and describe the habitat ecology of 30 indigenous food plants of the Northwest coast.
- ❖ **Domesticated plants:** Identify plants to use in a private garden.
- ❖ Create one each of a "Coast Salish" and domesticated plant dish using "ecological mind"
- ❖ Research and design a domesticated food plant garden that could be adapted to a home site.
- ❖ Describe the concept of "Eco-Psychology" as it applies to you.

Course Requirements

- 1) Plant Portfolio: (Art project) 30 points**
Create a portfolio of at least 30 indigenous food plants and native plants. Include common, botanical and native language names for the plants, descriptions, habitat ecology, plant moon cycle and sample/and or picture.
- 2) Garden Design: 20 points**
A. Draw and/or create a design of a domesticated food garden that could be adapted to your home site. Include the names and varieties of food plants you and/or your family would use.
- 3) Plant and Relationship (Journal) 25 points**
Eco Psychology is a term used to describe the relationship between the natural world and people. Provide a one page overview of your understanding of this concept. Include 5 references in your bibliography. Include your personal reflections of weekly discovery experiences that apply to this topic.
- 4) Service Learning Project: Plant and Sustainability: 25 points**
Service Learning integrates course concepts into a relevant community service project. The benefits of a service learning project are that it addresses local community needs and provides the opportunity to learn by active participation:
 - Participate in a weekly service-learning garden project at Little Bear Creek.
 - Write a one page reflection paper that will be due the final day of class based on your participation with this project
 - As part of this reflection, prepare one food dish of your creation gathered from indigenous and/or domestic plants to celebrate your learning with your classmate and/or share with the Elders at Little Bear on the last day of class.

EVALUATION

Points	Percent of Total	Grade
90-100	90-100%	A
80-89	80-90%	B
70-79	70-79%	C
60-69	60-69%	D

Note: Your evaluation includes class attendance, participation and assignments turned in on time.