



**COURSE NUMBER:** GEO 3427

**INSTRUCTOR:** Chia-Yu Wu

**LOCATION:** Pugh 120

**CLASS MEETS:** Tuesday (8:30-10:25); Thursday (9:35 – 10:25)

**OFFICE:** 3018A Turlington

**OFFICE HOURS:** Upon Scheduling

**EMAIL:** [wuchiayu@ufl.edu](mailto:wuchiayu@ufl.edu) (preferred to be emailed by Canvas)

**OBJECTIVES:** To dive into the origin of sacred plants used for healing the spirit and the body, or their relation to the traditional religions around the world. The role of traditional healers, their practices and perspectives within their cultural context and the emerging market for health by the consumption of organic foods.

**COURSE CONTENT:** Plants used in treating the sick and enhancing health, both organic and spiritual, are explored with examples drawn from around the world. The course thus surveys plants used in healing, communicating with the supernatural or religion context, and in bringing aesthetic pleasure. The scope is international with an emphasis on understanding the sacred origins of many of today's "drug" plants such as marijuana and how cultural, religious and ecological diversity have contributed to a rich array of plants domesticated for their ability to help users achieve altered states of consciousness. The role of traditional healers, their practices and perspectives, is discussed. The emerging market for organic foods is also explored within the context of a desire for healthier food while reducing damage to the environment.

Political, economic, and environmental issues surrounding the development of transgenic foods (derived from crops that have been developed with the use of recombinant DNA technology) are analyzed since movements have arisen in some countries to ban such foods on health grounds.



## COURSE OUTLINE

DATE	WEEK	CLASS	RESPONSIBLE
August 23 <sup>nd</sup>	1	Introduction Syllabus	Instructor
<b>August 28<sup>th</sup></b>	2	Traditional Chinese medicine	Instructor
August 30 <sup>th</sup>	2	Sacred plants discussion	Assignment #1
<b>September 4<sup>th</sup></b>	3	DMT	Instructor/Documentary
September 6 <sup>th</sup>	3	Medicinal and divination plants	Group #1
<b>September 11<sup>th</sup></b>	4	Ayahuasca	Guest Speaker (Maira)
September 13 <sup>th</sup>	4	Ayahuasca	Group #2
<b>September 18<sup>th</sup></b>	5	Plant Evolution	Guest Speaker
September 20 <sup>st</sup>	5	Visionary consciousness and sacred plants	Group #3
<b>September 25<sup>th</sup></b>	6	Religious freedom and cultural heritage protection	Guest Speaker (Maira) / Assignment #2
September 27 <sup>th</sup>	6	Religious freedom and cultural heritage protection	Group #4
<b>October 2<sup>rd</sup></b>	7	Shamanism	Guest Speaker
October 4 <sup>th</sup>	7	Shamanism	Group # 5
<b>October 9<sup>th</sup></b>	8	Taoism/Buddhism and Chinese alchemy	Instructor
October 11 <sup>th</sup>	8	Hindunism	Guest Speaker
<b>October 16<sup>th</sup></b>	9	Poppy and Opium	Instructor/Documentary
October 18 <sup>th</sup>	9	Cannabis	Group #6
<b>October 23<sup>th</sup></b>	10	Cannabis	Instructor/Documentary
October 25 <sup>th</sup>	10	Organic foods and GMOs	Group #7
<b>October 30<sup>st</sup></b>	11	Halloween feast (cooking)	Class /Assignment #3 (Farmers Market) due
November 1 <sup>nd</sup>	11	Farmers market discussion	Class
<b>November 6<sup>th</sup></b>	12	Indigenous food system/ culture	Guest Speaker
November 8 <sup>th</sup>	12	Superfoods and supplements	Group #8 (Final Paper Due)
<b>November 13<sup>th</sup></b>	13	Plant Pure Nation /Video Discussion	Instructor/Documentary



November 15 <sup>th</sup>	13	Iboga and the treatment to drug addiction	Group #9
<b>November 20<sup>st</sup></b>	14	Drug abuse symptoms	Guest Speaker
November 23 <sup>rd</sup>	14	<b>OFF</b>	<b>OFF</b>
<b>November 27<sup>th</sup></b>	15	Psychedelic mushrooms	Instructor/Documentary (Peer Review due)
November 29 <sup>th</sup>	15	Psychedelic mushrooms	Group #10
<b>December 4<sup>th</sup></b>	16	Bringing the pieces together again!	Instructor
December 6 <sup>th</sup>	16	<b>OFF</b>	<b>OFF</b>

### **TEXTBOOKS (NOT REQUIRED)**

Schultes, Richard Evans, Albert Hofmann, and Christian Rätsch. 2001. *Plants of the Gods: Their Sacred, Healing, and Hallucinogenic Powers*. Inner Traditions International (ISBN 0892819790).

Rätsch, Christian. 2005. *The Encyclopedia of Psychoactive Plants: Ethnopharmacology and its Applications*. Park Street Press, Rochester, Vermont.

Ott, Jonathan. 1993. *Pharmactheon: Entheogenic Drugs, their Plant Sources and History*. Natural Products Co., Kennewick.

### **ADDITIONAL RESOURCES FOR PREPARING PRESENTATIONS AND TERM PAPERS (NOT REQUIRED)**

Balick, Michael J., Elisabetsky, Elaine, and Lairs, Sarah (Editors), 1996. *Medicinal Resources of the Tropical Forest: Biodiversity and its Importance to Human Health*. Columbia University Press, New York.

Luna, Luis Eduardo and White, Steven F. 2000. *Ayahuasca Reader: Encounters with the Amazon's Sacred Vine*. Synergetic Press, Santa Fe, New Mexico.

Schultes, Richard Evans. 1988. *Where the Gods Reign: Plants and People of the Colombian Amazon*. Synergetic Press, Oracle, Arizona.

Schultes, Richard Evans and Raffauf, Robert F. 1990. *The Healing Forest: Medicinal and Toxic Plants of the Northwest Amazonia*. Dioscorides Press, Portland, Oregon.



Schultes, Richard Evans and Raffauf, Robert F. 1992. *Vine of the Soul: Medicine Men, their Plants and Rituals in the Colombian Amazon*. Synergetic Press, Oracle, Arizona.

Simoons, Frederick J. 1998. *Plants of Life, Plants of Death*. University of Wisconsin Press, Madison.

### **CLASS PARTICIPATION:**

Every class the students will receive a list of 1 to 3 papers to read for the next class. They shall read, and share their thoughts and questions about the topic beforehand on a discussion board created on canvas. Class participation will entail coming to class prepared, sharing thoughts on the discussion board and in class as well, and will account for 25% of the grade being separated in two parts:

**Part 1: Weekly Food (5%)**

**Part 2: Personal Opinions (20%)**

**Part 3: Attendance (5%)**

Weekly food leaders will most likely be the groups presenting that week or volunteers for the week without presenters. This will entail cooking something with your team at home to share with the class while explaining ingredients and properties to the class.

In regard to the personal opinions, **students have to complete 10 weeks of group presentations that we will cover, and share their opinion prior to day of the class.** It can also be a comment on somebody else's opinion. Personal opinions will be worth 2 points each totaling 20 points. In addition, student are required to attend the course, so the roll call will be executed randomly.

**CLASS PRESENTATIONS:** All students must make one presentation in class with a group assigned on the first day. The presentation will require active participation by all the members of the group. Student presentations account for 15% of the grade. Each student receives credit for the presentation when it is made jointly. It is recommended that you email your presentation to yourself so that you can log on and display it. PowerPoint presentations are not required, you can be creative and present the content as you wish. The group presenting will not be required to include the papers on their presentations but will have to include them on class discussion. They will also be the discussion leaders.

The group presenting will also be entitled to bring snacks to class. Organic and homemade are encouraged but not obligatory. Regardless of what is brought, students will need to present the ingredients present on their food to explain their properties.



**TERM PAPER:** Students are required to produce a term paper that approximately **7 page** long (double-spaced, not including reference list, graphics, images or maps). The topic should relate the **plants/spirituality/religion** to something of a topical nature, such as: Art, Economic Costs, Disease, Gender, Mental Health, Children, and Climate Change etc. Basically, you may select a paper topic as long as it falls within the domain of this course, and you are required to discuss the topic with me in advance. The term paper should include at least **10 scholarly sources**, such as journal articles and books. Scholarly sources can be cited in a separate literature cited section at the end of the paper or in footnotes. For journal articles you will need to include the author(s), year of publication, title of the article, journal, volume and page numbers. For books: the author, title, publisher, and where published (e.g. New York, London). Web sources should be put in footnotes. Students are encouraged to include images, but each image must have a caption and the source indicated via a footnote. Please note that the term paper is due on **November 8<sup>th</sup> at 11:59pm**. Term papers handed in after that date or hour will incur a 10% penalty for each day the paper is late. The term paper is worth 25% grade.

**PEER REVIEW:** After turning in papers, each student will be assigned to peer review another student's paper. To peer review, please take into consideration the rubric created. Students shall turn their review by **November 27<sup>th</sup>**. Peers will account for 5% of the grade.

**ACTIVITY 1: SACRED PLANTS – 1-2 MINUTE PRESENTATION:** Students will be required to choose 1 sacred plant not covered during classes. Each one shall have a different plant, and students are encouraged to choose a plant that can be found locally. Everyone will have one minute to present their plant to the class (properties, power). Details of the interview is provided on Canvas. This activity accounts for 7% of the grade.

**ACTIVITY 2: RIGHTS OF NATURE TRIBUNAL:** Students will be assigned a role for this activity, at least 1 week prior to it, as well as a set of rules to be followed. This is an interactive activity to happen in class lead by the instructor. Missing it will account for the loss of 8% of the grade.

**ACTIVITY 3: FARMER MARKET INTERVIEW:** Students will be required to visit a local farmers market and interview 2 local farmers. Details of the interview is provided on Canvas. This activity accounts for 10% of the grade.

## **GRADING POLICY**



Total score is 100 points, and the final grade is based on:

Personal opinions: 20% (2 per opinion, 10 in total)

Food leaders: 5%

Attendance: 5%

Group presentation: 15%

Term paper: 25%

Peer review: 5%

Assignment #1: 7%

Assignment #2: 8%

Assignment #3: 10%

Grades are not curved. No incomplete grades are given. Grades are assigned as follows:

Grade	%
A	93+
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	0 - 59