GEO 3427 - Plants, Health, & Spirituality

Department of Geography - Fall 2021

Instructor: Tierney Shimansky

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Office Hours: To be announced after first week

Class Format: Online (Asynchronous)

COURSE DESCRIPTION

Plants have been used for a variety of purposes throughout the history of human existence. Whether it be healing the sick, providing sustenance, or achieving a higher state of consciousness, plants play an important role in how we communicate with the real and spiritual worlds. This course will focus on plants which have been stigmatized by the global west. More specifically, these plants exhibit mind altering properties and are often described as "drugs". We will investigate the history of these sacred plants, tracing their lineage from their shamanistic roots to their complex place in the western world.

Additionally, we will investigate other topics that have far reaching political and environmental impacts. We will explore the role that plants, and food have on minority communities, and how food scarcity and inequality continue to impact the developed world.

COURSE OBJECTIVES

After successful completion of this course students should be able to:

- Understand origin and cultural significance of sacred plants
- Recognize role of traditional healing
- Develop opinions on complex political and environmental issues
- Describe importance of emerging organic food markets and food accessibility

TEXTBOOKS

Recommended textbooks:

- Schultes, R. (2001). Plants of the Gods. Inner Tradition. ISBN: 0892819790

- Winne, M. (2008). Closing the Food Gap: Resetting the Table in the Land of Plenty. Beacon Press. ISBN: 0807047317

EVALUATION GRADE DISTRIBUTION

Syllabus Quiz (5 points – 5%)

- A syllabus quiz will be administered via canvas. A grade of 100% is needed to unlock the course

Discussion Posts (5 points each – 15%)

- <u>Thirteen</u> Discussion posts will be administered throughout the course via canvas. These will pertain to various topics covered each week—4 points for writing your own post (Due Mondays @ 11:59 PM) and 1 point for replying to at least one classmate (Due Tuesdays @ 11:59 PM).

Assignments (10 points each – 35%)

- <u>Thirteen</u> homework assignments will be given to help students further explore lecture materials. One week to complete each assignment (Due Mondays @ 11:59 PM).

Mid-term exam (100 points – 20%)

- <u>A open-book exam</u>, covering all course contents by the day of the test, will be administered via canvas. The exam will comprise a mix of multiple choice, short answer, and short essay responses.

Final paper or project (100 points – 25%)

- Students will complete a research paper about a special course topic. Length is three pages (1500 words) and must have proper references. Topics will be selected by students, if you are unsure your topic is appropriate or meets the requirements please ask via Canvas email. The second option is a project where you will create module material for the course. Additional information is available on the assignment page. 100 Points.

GRADING SCALE & GPA EQUIVALENT

Letter	Range	GPA
A	100% to 94%	4.00
A-	< 94% to 90%	3.67
B+	< 90% to 87%	3.33
B	< 87% to 84%	3.00
B-	< 84% to 80%	2.67
C+	< 80% to 77%	2.33
C	< 77% to 74%	2.00
C-	< 74% to 70%	1.67
D+	< 70% to 67%	1.33
D	< 67% to 64%	1.00
D-	< 64% to 61%	0.67
E	< 61% to 0%	0.00

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information see UF's Grading Policy.

FINAL PAPER DESCRIPTION

The final paper is an opportunity for you to learn more about a topic you are interested in! For this semester's final paper, you will need to prepare a well-rounded overview on a topic of your choosing. Your paper should ask questions like:

What is the history/background of this topic?

What are some issues surrounding this topic?

What is going on currently with this issue?

Is there research connected to this topic?

What are the conclusions of this research?

TWO PAPER OPTIONS

Option 1: Students will select one module from the course. You will produce a final paper which provides a synthesis of all information on your selected module.

OR

Option 2: Students will select a related topic. This includes but is not limited to social justice, environmental justice, health issues etc. Basically, you may select a paper topic if it falls within the domain of this course. Similarly, you will provide a synthesis of all information on your selected topic.

REQUIREMENTS

- 1000 Words
- Should include at least 5 scholarly sources, such as journal articles and books. (Not including class materials)
- APA Formatting, including in-text citations, and reference list.

Students are encouraged to include images, but each image must have a caption and the source indicated via a footnote. **Please note: Turnitin software will be used to check your work for plagiarism. Any final paper receiving a Turnitin score greater than 20% (not including bibliography) will be given a zero and a reported to the university for academic dishonesty. Turnitin scores will be evaluated individually to rule out possible errors.**

FINAL PAPER FAQ

Can I use peer reviewed articles from the course modules as one of my five scholarly sources?

No. The goal of the assignment is for you to find resources on your own. You may use these sources in your final paper, but they will not satisfy your scholarly source requirement.

Can I change my topic after it has been approved?

Yes. Please contact the course instructor to get approval for your new topic via canvas. Please keep in mind that last minute changes are stressful and should be avoided.

FINAL PAPER RUBRIC

100 Points Total	Novice	Developing	Competent	Proficient
	0 to 5 Points	6 to 10 Points	11 to 15 Points	16 to 20 Points
Topic: *Approved, if applicable* *Relevance* *Defined, with Focus* *Distinct*	Topic undefined, unrelated, or chosen without approval	Topic approved; used without focus; undefined	Topic approved; relevant; without focus	Topic approved, relevant, and with specific focus throughout paper
Critical Thought:	The paper indicated that no critical thought was given to the specified topic or discussion.	The paper did not develop appropriately. Multiple factors were lacking.	The paper lacked development; however, marginal critical thought was evident throughout.	The paper was developmentally applicable, with an evident process of critical thought.
APA Guidelines:	Specified guidelines were not used, or not used appropriately (citing sources, documentation, etc.)	Numerous mistakes made with citations and documentation	Minor mistakes made with citations and related documentation	Guidelines were met (citing sources, references, documentation, etc.)

Cited Sources:	Sources were not properly cited; did not include minimum number of references	Sources were not properly cited; included minimum number of references	Minor mistakes were made; included minimum number of references	Sources were cited properly; included minimum number of references
Overall Structure: *Correct Formatting, Grammar Usage, Spelling Errors, Etc.*	Major formatting errors; paper did not meet minimum length requirement; poor sentence structure, grammar usage, etc.	Major formatting errors; paper met length requirement; poor sentence structure, grammar usage, etc.	Minor formatting errors; paper met length requirement; fair sentence structure, grammar usage, etc.	No formatting errors; paper met length requirement; good sentence structure, grammar usage, etc.

Option 2: Final Project

The second option for the final assignment is a project that will put you in the instructors seat for the course. It will give you the opportunity to curate information on a topic of your selection and have some creative freedom with the source content.

Students have two options to produce a final project:

Option 1: You will select TWO of the modules covered in the course. You will curate the lesson for the week surrounding the module topics. This includes creating lecture(s) slides, providing supplemental readings or videos, creating the discussion topic for the week, and creating the assignment for the week. You will need to complete a lesson plan for TWO modules covered in the class, in total you should have two weeks worth of materials including lectures, 2 discussion topics, and 2 assignments minimum.

OR

Option 2: You will create two new modules on material we did NOT cover in this course.This includes creating lecture(s) slides, providing supplemental readings or videos, creating the discussion topic for the week, and creating the assignment for the week. You will need to complete a lesson plan for TWO modules NOT covered in the class, in total you should have two weeks worth of materials including lectures, 2 discussion topics, and 2 assignments minimum.

This option will allow students to add in material they feel like was lacking from the course and could provide additional information that is added into future courses.

The final paper/project is due on April 29th by 11:59 PM. Late submissions for the final project will be accepted but will receive a 25%-point reduction and can be submitted no later than May 1st @ 11:59 PM.

Projects received after this point will receive a zero. No exceptions will be given.

COURSE POLICIES

- *Midterm Make-up Policy:* A midterm exam missed due to excused reasons can be made up. The instructor will develop a make-up plan and schedule upon receipt of appropriate evidence.

- *Late submissions:* Late submissions for the midterm exam will not be accepted. Late submissions of assignments and discussion posts can be accepted, but 10% of the points will be deducted per day after the due date. The final paper is due on April 29th by 11:59 PM. Late submissions for the final paper will be accepted but will receive a 25%-point reduction and can be submitted no later than May 1st @ 11:59 PM. **Papers received after this point will receive a zero. No exceptions will be given.**

- *Grade disputes:* Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why they believe they should have received such a grade.

- *Contacting the instructor:* Students needing to contact the course instructor should do so using Canvas' messaging platform.

- *Required Technology:* Students need to have access to a personal computer or laptop with a working webcam and microphone to access all features of the course Canvas site, and to participate in online office hours and optional live Q&A sessions. Broadband internet access is required. Proctoring services are provided by Honorlock. Students are expected to review the Honorlock system requirements and use their compatibility tool before the end of the drop/add period by visiting https://honorlock.com/support/ and scrolling down

to the Simple Single-Click Test section of that page. The student guide to testing with Honorlock can be accessed via this link (Links to an external site.).

OTHER INFORMATION

- *Academic honesty:* UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code(Links to an external site.) specifies behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- *Accommodations for students with disabilities:* Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the Disability Resources Center(Links to an external site.) for information about available resources for students with disabilities.

- *Counseling and mental health resources:* Students facing difficulties completing the course or who need counseling or urgent help should contact the on-campus Counseling and Wellness Center(Links to an external site.) (352-392-1575)

- *Online course evaluation process:* Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email received from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

- *Canvas help:* If you encounter any unexpected behavior (error messages, inability to login, etc.,) take a screen shot of the problem. This is important so that your instructor knows your problem is legitimate, and to assist the UF Computing Help Desk in helping you fix the problem. If you encounter problems that prevent you from taking the exam, immediately call the UF Computing Help Desk at 352 – 392 – 4357.

Syllabus Statement regarding presentation of controversial material in class and classroom decorum:

- People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

COVID19 STATEMENT

- Life has been unpredictable lately. As such, it is understandable that situations may arise during the semester that may create hardship. If you become impacted by the ongoing pandemic, please contact the course instructor to provide documentation and discuss a fair course of action.

CAMPUS HELPING RESOURCES

- U Matter, We Care. (352) 292-2273. UF's umbrella program for UF's caring culture. Provides students in distress with support and coordination of the wide variety of appropriate resources. http://umatter.ufl.edu
- University Counseling Center & Wellness Center, 3190 Radio Rd., (352) 392-1575. Personal and career counseling, as well as therapy for anxiety, stress and mental health issues. http://www.counseling.ufl.edu/cwc/

- Dean of Students Office, 202 Peabody Hall, (352) 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). https://www.dso.ufl.edu/care
- Teaching Center, Broward Hall, (352) 392-2010 or (352) 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- Writing Studio, 2215 Turlington Hall, (352) 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-center/.
- Career Connections Center, First Floor JWRU, (352) 392-1601, https://career.ufl.edu/.
- Field and Fork Pantry. Food and toiletries for students experiencing food insecurity. https://pantry.fieldandfork.ufl.edu/.
- UF Help Desk. (352) 392-4357. Technical support for computer issues and UF web services. http://helpdesk.ufl.edu/
- University Police Department, (352) 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with using the libraries or finding resources.

SUGGESTED COURSE SCHEDULE

Students should note that there may be changes to the class schedule.

Week	Module
1	Course and syllabus overview
2	Plants of the Gods: Introduction
3	DMT/Ayahuasca
4	Cannabis: Part 1
5	Cannabis: Part 2
6	Peyote & Psychedelic Mushrooms
7	Iboga and Midterm Prep
8	Mid-term exam
9	Tentatively Organic Foods and GMOs
10	Spring Break NO MATERIAL

11	Tentatively Greenwashing
12	Tentatively Food Accessibility - A Geographic Approach
13	Tentatively Race, Class, and Health Disparity
14	TBD
15	TBD
16	Final Paper Due

IMPORTANT TIMES/DUE DATES TO REMEMBER

- Assignments are due Fridays at 11:59 PM
- Discussion Posts and replies due Sundays at 11:59 PM
- Midterm exam: March 5th, by 11:59 PM
- Final Paper: April 29th by 11:59 PM
- Final Paper Late Submission: May 1st by 11:59 PM (25% Penalty)