Coffee, Chocolate, Bananas:  
The Ethnobotany of Imperialism in Ecuador  
Study Abroad Spring-May 2020

Instructors:  
Dr. Donald B. Pratt  
Department of Biology  
111 Miller Science  
468-2038  
pratdb@sfasu.edu

Dr. Karol Chandler-Ezell  
Department of Anthropology, Geography, and Sociology  
351 Liberal Arts North  
468-2078  
chandlerka@sfasu.edu

Course Credit:  
Either BIO 300 Contemporary Biology (3 credits)  
OR ANT 382 Area Studies in Anthropology (3 credits)

Text:  
Readings provided

Meeting Time:  
6:00-6:50 PM  
482 Ferguson Liberal Arts

Office Hours:  
Dr. Pratt  
MWF 10:00-10:50 AM  
MW 1:30-2:20 PM  
Or by appointment  
Check in 119 if I am not in my Office

Dr. Chandler-Ezell  
MTWF 11:00-1:00 PM  
Or by Appointment

Course Description:  
The Columbian Exchange refers to the exchange of plants animals between the Old and New Worlds after the voyages of Columbus. One aspect of the Columbian Exchange was the ethnobotany of imperialism in which Europeans deliberately displaced American food crops and replaced them with their own. The ethnobotany of imperialism profoundly altered the ecology, economy, and diet of the Americas with results that are still apparent today. In this course students will explore the ethnobotany of the Columbian Exchange and imperialism during a weekly Spring lecture, and experience its affects first hand with a Maymester trip to Ecuador.

Program Learning Outcomes:  
Each course objective and student learning outcome listed below corresponds to the Biology Department PLO 1 to develop knowledge of biological concepts.
Learning Objectives:
1) Students will effectively communicate about the botany and/or the anthropology of the Columbian Exchange.
2) Students will calculate the expected temperature of regions in Ecuador based on measures of altitude and correlate patterns of altitude, temperature, and rainfall with location of where crops are grown.
3) Students will be able to explain the social consequences of first world consumption on Latin America.
4) Students will experience firsthand the environmental and cultural factors that have led to differences in subsistence patterns between current U.S. citizens, urban Ecuadorians, and rural indigenous peoples.

Course Requirements: Students must enroll in either BIO 300 OR ANT 382 for course credit. They may not receive credit for both courses. Students will be required to take a one hour lecture course during the Spring 2020 semester at SFA. They will receive a WH at the end of that semester. The remainder of the course will be completed in Ecuador and students will receive their final grades at the end of the Maymester semester.

Ecuador Trip:
The Ecuador experience will include Quito, Otavalo (on market day), Cuenca, Inga Pirka ruins, Santa Elena, and Real Alto ruins. Botanical experiences will include Laguna de Cuicocha, a coffee plantation, a chocolate plantation, a banana plantation, and a cotton plantation. Students need to prepare both for a chilly highland climate (similar to our Texas winter) AND a hot, tropical climate!

Graded Elements:

<table>
<thead>
<tr>
<th>Graded Elements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture (Spring 2020) Grades</strong></td>
<td></td>
</tr>
<tr>
<td>5 Content Quizzes (10 Pts each)</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Geography of Ecuador Assignment</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Health &amp; Epidemiology in Ecuador</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Andean Crop PowerPoint</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Final (Spring) Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td><strong>Ecuador (May 2020) Grades</strong></td>
<td></td>
</tr>
<tr>
<td>Professionalism and Participation</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Medicinal Plant Essay</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Photovoice Reflective Essay</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Total</td>
<td>570 pts.</td>
</tr>
</tbody>
</table>

Ecuador Essays
Based on your experiences in Ecuador you will complete three Essays. In the Medicinal Plant Essay you will compare and contrast the Medicinal Plant usages of Highland and Amazonian peoples based on information learned during our field trips. In the Reflective Essay you will synthesize materials learned in lecture with your observations in Ecuador to answer the following question: Based on your observations, is the diet and plant use of modern day urban Quiteños more similar to our diet and plant use or to that of the native,
indigenous peoples. In the Photovoice Reflective Essay you will create a PowerPoint presentation including photos of the sites we visit and your personal reflections on the significance of those sites.

**Evaluations:**
Students are required to fill out end of course evaluations.

**Disabilities Statement:**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Attendance:**
You are strongly encouraged to attend class, and attendance will be taken at the beginning of each class period. Class attendance will be used as a criterion for giving out bonus points, in borderline grading situations, and in assessing who may take a comprehensive retest. I reserve the right to count students who leave lecture early as absent.

**Tardiness:**
Students who come to class after sign in will be counted absent. In cases of excessive tardiness I will simply ask the student to leave.

**Excused Absences:**
Absences excused according to official university policy give students the right to make up tests and receive handouts and other materials they might have missed. Bonus points cannot be made up.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
**Disruptive Behavior:**
I reserve the right to ask students to leave for disruptive behavior. Disruptive behaviors include (but are not limited to) the following: cell phones ringing, text-messaging, use of any CD or ipod device, talking, reading newspapers or any outside materials, tardiness, leaving lecture early, sleeping, and disrespectful behavior towards myself or other students. Students asked to leave for disruptive behavior will be counted absent for the day.

**Academic Integrity (University Policy A-9.1 Statement):**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
Tentative Course Schedule

Week 1  Introduction, Course Policies, and Syllabus
Week 2  Geography of Ecuador
**Geography of Ecuador Assignment Due**
Week 3  Peoples of Ecuador
Week 4  Basic Botany
Week 5  Origins of Agriculture in Ecuador
Week 6  Native Crops part 1 (Corn, Potatoes, Quinoa, and Amaranth)
Week 7  Native Crops part 2  (Sweet Potato, Yuca, Peanuts, Cotton, Coca)
Week 8  Student Posters of Lesser Known Andean Crops (Part I)
Week 9  Student Posters of Lesser Known Andean Crops (Part II)
Week 10 The Spanish Conquest and the Columbian Exchange
Week 11 Subsistence and industrial agricultural patterns
Week 12 Foreign Crops part I- Bananas and Coffee
Week 13 Foreign Crops part II- Cacao and Palm Oil
Week 14 Social and Environmental Issues
**Final Exam**

Tentative Trip Schedule

Day 1- Depart from Texas, Arrive in Quito
Day 2- Otavalo Market  
Highlands Medicinal Plants Culture experience
Day 3- Lake Cuicocha
Day 4- Amazon  
Indigenous Cosmovision
Day 5- Medicinal Plants  
Coffee Plantation  
Chocolate Plantation
Day 6- Travel to Cuenca
Day 7- Cuenca City  
Native Arts and Crafts
Day 8- Ingapirca Archeological Site
Day 9- Puerto Lopez  
Real Alto Ruins  
Banana Plantation
Day 10- Agua Blanca Cultural Immersion  
Machalilla National Park
Day 11- Quito
Day 12- Depart for Texas