

Assignment:

- A. Text: Read Chapter 2, pages 13-19; and, in Exercise 2, write answers to Questions 1 - 3.
- B. Based upon the text assignment on “Plant Nomenclature”, our class discussion will focus on the scientific and biblical importance of “Whats in the name” of a plant or animal. We will then view some media which highlight the global threats to biodiversity and efforts that are being made to conserve plant and animal biodiversity. The questions in Part D. (below) will be addressed in class:
- C. Please devote a few minutes to visiting a the following internet sites which feature “taxonomy at work” in two different ways:
1. Conserve biodiversity through protection of plants, animals, and biotic communities:  
The Nature Conservancy – A Non-Governmental Organization (NGO):
    - ✿ Mission and Values – <http://nature.org/pressroom/links/art10292.html>
    - ✿ Where TNC Works – <http://nature.org/wherewework/>
  2. Improve and protect biotic communities through, among other approaches, the protection from exotic and invasive species:  
The Natural Resources Conservation Service (NRCS) of the USDA, a Governmental Organization
    - ✿ Home Page of NRCS – <http://www.nrcs.usda.gov/>
    - ✿ Plant Database – <http://plants.usda.gov/>
    - ✿ Ohio Invasive Plants Council – <http://www.oipc.info/default.asp>
    - ✿ Noxious Weeds in Your State – <http://plants.usda.gov/java/noxiousDriver>
- D. Prepare for Viewing a Video: “The Shaman’s Apprentice” featuring the ethnobotanical research of Dr. Mark Plotkin, student of the “father of ethnobotany” Richard E. Schultes.
1. Visit “The Shaman’s Apprentice” website: <http://www.theshamansapprentice.com> and obtain a bit of background before viewing the film, particularly with respect to:
    - a. Principle idea to be conveyed by the video
    - b. One aspect that challenges your thinking or makes you a bit uncomfortable
  2. Finally, turn to page 2 of this guide and become familiar with the “Viewing Guide” so that you can use it during class viewing of the video.

Video: “The Shaman’s Apprentice”  
Viewing Guide

3.2

- A. Snippets from the film – what do you learn about each of the following:
1. A shaman
  2. Plant alkaloids
  3. Reported sources of tribal ethnobotanic knowledge
  4. Examples of plant-derived medicines
- B. Questions:
1. What is the extent of the knowledge of plants of the tribal cultures compared to that of “western science? How does it compare with respect to long-term vulnerability?
  2. How does plant taxonomy contribute in both tribal knowledge and in ethnobotany efforts of Dr. Plotkin?
  3. What ethical issues did Mark Plotkin address with respect to
    - a. “Ownership” of knowledge
    - b. Interaction of outside cultures (e.g. missionaries, resource exploiters)
  4. How does Dr. Plotkin view western (naturalistic) science in comparison with the “science” (?) of the tribal cultures?
  5. How do you react to “tribal shamanic medicine” from your worldview?