

TENDING THE EUROPEAN GARDEN: EUROPEAN CULTURAL INTERACTIONS WITH PLANTS

ANT3930 (Class # 30900), EUS3930 (Class #23678)

Spring 2022

Credits: 3

Meeting Times and Locations: T | Periods 2-3 (8:30 AM - 10:25 AM) [Ethnoecology Garden](#)

R | Period 3 (9:35 AM - 10:25 AM) [MCCB 1108](#)

Instructor Information

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Office hours and location: Thursdays, Periods 4,5,6 (10:40 AM – 1:40 PM)

Turlington Hall, Room 3345

(Third floor, near main office of Center for European Studies)

Course Description

Europe's cultural and geographical diversity has resulted in many localized, co-evolved agricultural traditions and vast knowledges of wild plant use. Linkages to other cultural geographies and floras, however, have profoundly influenced this (agri)cultural production, complicating the delimitation of an expressly 'European' body of plant use knowledge. This course will be an in-depth and experiential survey of the European continent's rich mosaic of human-plant relations and an examination of the consequences of these connections.

This course will have an unconventional format. The Thursday meeting will be a seminar-style discussion session in the classroom, in which students will review and discuss weekly topical readings. These readings will delve into plant relations by the peoples of Europe at various prehistorical and historical junctures, from the earliest hominids on the Continent to the future of plant use in Europe. On Tuesdays, students will meet in an on-campus garden to actively employ traditional European approaches to agriculture. Weekly sessions spent in the physical act of developing and maintaining a garden will make concrete the abstract concepts covered in the discussion section, affording students a hands-on approach to learning, and helping to develop the life skill of gardening.

Course Objectives

By the end of this course, you will be able to:

- Review trends and patterns in human plant use on the European continent from prehistory to the present.
- Present and interpret information from readings, leading productive, fruitful discussions about course material.
- Evaluate and compare different styles of agriculture and debate their social, ecological, and economic impacts on communities.
- Develop a research paper from questions and hypotheses to final product.
- Perform basic garden maintenance and upkeep, from design and planting to harvest.

Assessments

- **Term Paper (300 pts.) and Research Presentation (100 pts):** Students will compose a 5000-word (approx. 10 page) research paper on a course-related topic of their choice. These papers can be a deeper exploration of one of the weekly discussion topics, or a topic not covered in the course that is still pertinent to course aims and material (European plant use *sensu lato*). Students will give a short presentation summarizing this research for their peers at the end of the semester.
- **Discussion Lead (100 pts):** Each week, a different student will present a short synopsis of the readings and lead the discussion on the topic. Leads will also provide an additional reading or other material (e.g. short video, podcast, etc.) Discussion leads will be assessed by their peers and the instructor to the clarity, understanding of the material, stimulation of discussion, and the selection of additional sources. NOTE: Discussion leaders will *not* have to write a weekly reflection for the week they are presenting.
- **Reflections on weekly readings (100 pts):** Each week, prior to the classroom discussion, students will upload a short reflection (350 word minimum) on the week's readings to the Canvas page. This reflection upload should include three (3) written discussion questions to be asked during the classroom discussion period on Thursday.
- **Garden participation (250 pts) and discussion participation (100 pts):** The instructor will evaluate students on their participation in garden activities on a weekly basis. There may be group work projects in the garden; if so, students will have the opportunity to evaluation their other group member's contributions and be able to give a self-evaluation of their own performance.
- **European crop plant profile (50 pts):** Each week, a different student will give a short presentation in the garden on a crop plant of European origin, or one that comes from a different geographic region but is still important to European food (or medical) culture. A rubric will be provided for the written portion of this profile, but it should include an original color drawing of the crop, info about its geographic area of origin, its spread in global agriculture, connections to European food or medicinal culture, and other pertinent information.

Evaluation of Grades and Grading Scale

Grades in this course will be assigned following UF's Grading and Grading Policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Total course points: 1000

Letter Grade	Point Ranges	Grade Point Value
A	910-1000	4.000
A-	900-909	3.667
B+	890-899	3.333
B	810-889	3.000
B-	800-809	2.667
C+	790-799	2.333
C	710-789	2.000
C-	700-709	1.667
D+	690-699	1.333
D	610-689	1.000
D-	600-609	0.667
E	0-599	0.000

Course Outline (subject to change)

Readings will be available online through the course's Canvas page.

Week	Garden Projects (Tues.)	Discussion Topic and Reading (Thurs.)	Assessments/ Due Dates
1 Jan. 3 -7	N/A	Introductions. Course structure and syllabus overview	
2 Jan. 10-14	Visit garden, orientation. Basic plant anatomy & physiology. Introduction to proper tool use and care.	The first garden: Roots of plant use Reading: -Johns, T. (1990). <i>With bitter herbs they shall eat it: chemical ecology and the origins of human diet and medicine</i> . U of AZ Press. Ch.1	
3 Jan. 17-21	Plant turnips & other roots. Plant herbs & brassica seeds. Prep beds for roots vegetables.	Prehistoric movements of people & early agriculture in Europe Reading: -Pinhasi et al. (2005). Tracing the origin and spread of agriculture in Europe. <i>PLoS Biol</i> , 3(12), e410. -Nielsen et al. (2021). The last meal of Tollund Man: new analyses of his gut content. <i>Antiquity</i> , 95(383), 1195-1212.	
4 Jan. 24-28	Biodynamics and Hugelkultur I	What was Caesar eating? Legacies of classical agriculture Reading: -Day, J. (2013). Botany meets archaeology: people and plants in the past. <i>Journal of Experimental Botany</i> , 64(18), 5805-5816.	Term Paper Research Questions Due 1/28 @ 5:00 PM
5 Jan. 31 – Feb. 4	French double-dug beds	Global Crop Exchanges 1: Pre-1492 Reading: -Jones et al. (2011). Food globalization in prehistory. <i>World Archaeology</i> 43.4 665-675.	
6 Feb. 7–11	European intercropping techniques	The beginning and growth of botanical gardens in Europe Reading: Rakow, D. A., & Lee, S. A. (2015). Western botanical gardens: history and evolution. <i>Horticultural Reviews</i> , 43, 269.	
7 Feb. 14-18	Hugelkultur 2	Global Crop Exchanges 2: European agriculture in the Americas Reading: -Stewart, M. A. (2002). <i>What nature suffers to groe: life, labor, and landscape on the Georgia coast, 1680-1920</i> . U of GA Press. Ch.3.	
8 Feb. 21-25	Agroforestry with European crops. Basics of pruning.	Global Crop Exchanges 3: American agriculture in Europe Readings: -McNeill, J. R. (2003). Europe's place in the global history of biological exchange. <i>Landscape Research</i> , 28(1), 33-39.	Term Paper Outline Due 2/25 @ 5:00 PM
9 Feb. 28-Mar. 4	Agroforestry with crops from Americas. Plant tomatoes and peppers.	European Forest Gardens Reading: -Nerlich, K. et al. (2013). Agroforestry in Europe: a review. <i>Agroforest Syst</i> 87:475–492	
10 Mar. 7-11		SPRING BREAK- No classes	
11 Mar. 14-18	Aesthetic gardening. Planting flowers.	Gardens and European Cultural Identity Reading: -Bell, S. G. (1990). A revisionist approach to eighteenth-century English	

		garden history. <i>Feminist Studies</i> , 16(3), 471-491.	
12 Mar. 21-25	Fundamentals of organic growing	Haber-Bosch and Pandora's Box: Industrial ag in Europe Readings: -Erisman et al. (2008). How a century of ammonia synthesis changed the world. <i>Nature Geoscience</i> 1.10:636-639.	
13 Mar. 28 – Apr. 1	Planning gardens in small spaces	Digging the <i>dacha</i>: Gardening behind the Iron Curtain Reading: -Zavitska, J. (2003). Contesting capitalism at the...Dacha: The meaning of food cultivation for urban Russians. <i>Slavic Review</i> , 786-810.	Term Paper Rough Draft Due 4/1 @ 5:00 PM
14 Apr. 4-Apr. 8	Foraging and edible weeds	Reimagining the garden: foraging and wild food in modern Europe Reading: -Šiftová, J. (2020). Foraging in Czechia: The nation's precious hobby. <i>Norwegian Journal of Geography</i> , 74(5), 310-320.	
15 Apr. 11-15	Harvest.	The EU's Common Agricultural Policy and the future of Europe's Garden Reading: -Pe'er, Guy, et al. (2019). A greener path for the EU Common Agricultural Policy. <i>Science</i> 365.6452:449-451.	
16 Apr. 18-22	End of Semester potluck. Sow cover crops	READING DAY: Final papers due 4/22	Final Papers Due 4/22 @ 5:00 PM
17 Apr. 25-29		Finals Week: Presentations on Term Papers Final Meeting: 4/25/2022 @ 10:00 AM - 12:00 PM	

Class Attendance and Makeup Policy

Attendance in class is required to receive full credit for participation in the course. Students should be ready to contribute to the course discussion, and in the case of gardening days, arrive dressed for work. Of course there are acceptable reasons to be absent from class meetings; the main thing is to communicate with the instructor, *as soon as possible*, so we can plan for making up work and other assignments. In general, students will have as many days to make up work as they are absent from university classes, e.g. two days absence = two additional days to make up work. In the case of class discussions, the instructor may assign a reflection paper to count for class participation points.

Students should *not* attend discussion or garden workdays if they are feeling ill. Please contact the instructor for this and all other acceptable reasons for absence as noted in the UF Attendance Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

Students Requiring Accommodations

Students requiring specific accommodations should coordinate with the Disability Resource Center in the Dean of Students Office. Please inform the instructor as soon as possible regarding the accommodations needed and the documentation from the university regarding the need for these accommodations. The instructor does not necessarily need to know *why* a student requires accommodations, but they do need documentation of this need.

“All support services provided for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support coordinators in the Disability Resources Program and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service.”

Course Evaluations

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 they receive 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/>.

Class Demeanor

All students will treat each other with respect and dignity. This course will have potential for healthy discussion and debate, but this should never become personal.

Detrimental, demeaning or otherwise harmful language and behavior will not be tolerated. It should go without saying, but there will be a zero tolerance policy to sexual harassment; please review the UF policy on this topic: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>.

In general, personal conversations should be limited during course discussion times, which should focus on the day's topics. Cell phone use should be limited in the classroom and garden. If you absolutely need to take a call, please excuse yourself from class.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

All students are required to be honest in their course work. Cheating, plagiarism, and uncredited taking of ideas or material is strictly forbidden. For more information about these expectations, see the UF guidelines on Academic Honesty (UF Reg. 4.040 Student Honor Code and Student Conduct Code). The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Students should note that all submitted written assessments will be evaluated for originality using Turnitin.com, an anti-plagiarism website which returns an “originality score” on submitted material. Students can be proactive before turning in assignments and run them through the website to ensure that all submitted material is properly cited and originally written.

If incidents of dishonesty arise, students should bring them to the attention of the instructor. The instructor, in certain circumstances, can resolve an academic dishonesty matter without a student

disciplinary hearing. Procedures and guidelines are available from Student Conduct and Conflict Resolution: <https://sccr.dso.ufl.edu/> .

Learn more about Student Rights & Responsibilities: <https://sccr.dso.ufl.edu/process/students-rights-responsibilities/>

UF students are bound by the Honor Pledge, which reads: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*" 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.*"

Counseling and Wellness Center and other resources for students

The physical and mental health of all students is important to the instructor and to the campus community. Please remember that this is a university course, it should not have a negative impact on your wellbeing! There are various resources here at UF if you are feeling overwhelmed or feel you need help.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be

subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.

*****Syllabus disclaimer*****

This syllabus should be viewed as a living document that could change depending on the needs of the course. It is an outline and provides ground rules, but course material and assessments are subject to change. Students will be informed of such changes well in advance of their occurrence.