Bemidji State University

ENVR 3720: Food Sovereignty, Health & Indigenous Environments

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: Goal 08 - Global Perspective

This course is designed to help students understand the interconnections of food sovereignty, health and environmental sustainability. Students will explore why it is not only important for people to control the way their food is produced, distributed, and consumed but why the food should be appropriate to the cultural background of the people consuming it. Students will learn the critical connections between food and health with an exploration of those influences within the context of Indigenous worldviews and ways of knowing. This is an experiential learning course -- learning through interaction, projects, and reflection. This course may be suitable as an elective in Indigenous Studies and Environmental Studies, Health and Nursing degree programs. [**Core Curriculum Goal Areas 7 & 8]; [Nisidotaading Course Requirement] (Also offered under INST 3720)

B. COURSE EFFECTIVE DATES: 08/26/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Western Science- Environmental Studies
2. Indigenous Environmental Knowledge-Indigenous Studies
3. Health

D. LEARNING OUTCOMES (General)

1. compare the experience and contributions of Indigenous people from around the world to the pre-colonial and present food systems in terms of political, cultural, and economic influences.
2. describe and analyze the political, economic, and cultural aspects of the pre-colonial food systems of Indigenous people globally (Australia, New Zealand, Africa, South America and others) as they relate to diet, health and wellness.
3. investigate how Indigenous food systems evolved within the four regions of Native America.
4. compare the industrial/conventional agricultural system with the Indigenous food system, clearly defining the political, economic, and power dynamics that create the contemporary food system and understanding the underlying racism and privilege that accompany these outcomes.
5. imagine and seek out a variety of perspectives using both Western Science and Indigenous Knowledge, which can give alternative meanings or solutions to given situations or problems.
6. analyze their own and others’ biases, attitudes, behaviors, concepts, and beliefs regarding a just food system and issues of local and global environmental justice.
7. propose ways to use Indigenous food systems in sustainability efforts and understand the responsibility world citizens share for their common global future.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 08 - Global Perspective

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
3. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted