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: None

   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.

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. discuss the traditional, pre-colonial foods [diets] of Indigenous people: (1) how they evolved within the four regions of Native Americans (Northeast, Southeast, Great Plains, Southwest) and Alaska, as well as (2) the relationship between traditional Indigenous food (diet) and the health of the Indigenous people in pre-colonial times.
   2. discuss the role food played in the Indigenous cultures in pre-colonial times and compare it to the present.
   3. examine different ways the traditional Indigenous diets can contribute to people’s well being [to better health].
   4. complete a project that results in a product with an educational, informational value to a specified audience.
   5. complete a research project that is documented in an appropriate manner, e.g., as a traditional research paper, a video, a narrated PowerPoint or similar presentation mode, etc.
   6. create a Wikipedia site as an educational resource on health, food, and the Indigenous environment.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus
G. SPECIAL INFORMATION

None noted