Bemidji State University

ENVR 3730: Sustainable Communities: Local Indigenous Perspective

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *
Prerequisites: None
Corequisites: None
MnTC Goals: None

Human societies all across the globe have developed rich sets of experiences and explanations relating to the sustainable communities they live, work and play in. This course is designed to introduce students to the basic concepts of these sustainable communities. Students will learn how these communities function, their challenges, and the critical networks that exist with the environment. This class will explore the role of Indigenous knowledge and traditional ways of learning, as well as scientific knowledge in maintaining the sustainability of a community. This is an experiential learning course -- learning through interaction, projects, and reflection.

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

D. LEARNING OUTCOMES (General)

1. discuss the concept of "sustainable community" from both the scientific and the Indigenous perspectives.
2. analyze the interconnected elements of sustainable communities, Indigenous knowledge and the environment.
3. examine the complexities of these communities and the current competing issues in these communities.
4. discuss the present role of Indigenous knowledge and the traditional ways of learning in maintaining the sustainability of a community.
5. discuss layers of a model of a sustainable community.
6. discuss elements of sustainable communities for the purposes of 1) reducing pollution, 2) eliminating excess waste and 3) for conservation efforts.
7. examine the basic concepts, functions and issues of sustainable communities.
8. create and carry out a sustainable community project that results in a product with an educational, informational value to a specified audience.
9. create and carry out 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.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted