ENVR 5710: Indigenous Environmental Knowledge: Global Perspective

A. COURSE DESCRIPTION

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

Indigenous cultures refer to pre-colonial societies who today represent a minority, non-dominant group in the societies presently residing in territories these cultures once developed. Throughout their history, Indigenous people have developed their own body of environmental knowledge that they have passed on, generation to generation. This course will provide students with a global perspective of Indigenous environmental knowledge and how this knowledge has affected the relationship of the Indigenous peoples with the natural world and its resources. Students will also investigate present-day political, economic, social, and technological issues related to incorporating Indigenous environmental knowledge into sustainability efforts.

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. Global Studies

D. LEARNING OUTCOMES (General)

1. examine the historical and contemporary political, economic, and cultural commonalities and differences of the environmental knowledge of various Indigenous cultures locally and from around the world.
2. discuss the experience and contributions (political, social, economic, etc.) of Indigenous people and the holistic, inclusive ways that they consider the environment.
3. examine cultural values, practices, and protocols related to Indigenous environmental knowledge systems.
4. examine the historical perspectives, controversies, and unequal power relations between Indigenous cultures and colonialists related to Indigenous environmental knowledge and their contribution to international problems.
5. examine a variety of assumptions, interpretations, and/or perspectives between Indigenous environmental knowledge and Western science today and discuss challenges that arise from these differences.
6. propose ways to use Indigenous environmental knowledge in sustainability efforts and understand the responsibility world citizens share for their common global future.
7. analyze their own and others attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

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

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted