In Indigenous communities, there is a deep and lasting connection to place. Today, there exists overwhelming evidence that connection to place offers important elements for overall individual wellness. However, many communities face challenges in their environments that are detrimental to their health and well-being. To support these communities, there is a need to reconnect them with ways to restore the sustainability of their environment and connection to place. In this course, students will learn the critical connections between the environment and health and will explore the influences of connection to place within the context of Indigenous worldviews and ways of knowing. 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
3. Health

D. LEARNING OUTCOMES (General)
1. discuss the environmental health and wellness concerns of Indigenous people: (1) how these challenges evolved for Native Americans in particular the: Northeast, Southeast, Great Plains, Southwest and Alaska, as well as (2) the relationship between traditional Indigenous concepts and the health of the Indigenous people in pre-colonial times.
2. discuss the role of connection to place played in the Indigenous cultures in pre-colonial times and compare it to the present.
3. examine present environmental health challenges, explore how different ways that the traditional Indigenous ways of knowing and being can contribute to people's wellbeing [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 environmental health, wellness, and the Indigenous concept of place.

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

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

None noted