

Geography 1190 Traditional Knowledge, Science and the Environment COURSE OUTLINE 2020

Schedule: Lectures 3 hours per week
Tuesday 8:30 – 10:00 & Thursday 8:30 – 10:00
ATAC 2001

Instructor: Dr. Dan Duckert, Department of Geography
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Teaching Assistant: Timothy Hollinger

Course materials will be posted on Desire2Learn.

COURSE OBJECTIVES & LEARNING OUTCOMES

Objectives	Outcomes – You should be able to:
Understand the mechanisms of knowledge creation	<ul style="list-style-type: none">• Articulate the differences and interactions of data, information, knowledge and wisdom
To appreciate and acknowledge Indigenous and western science.	<ul style="list-style-type: none">• Articulate the differences in data collection, perceiving information, producing and accepting knowledge in both a holistic and reductionist lens.
To appreciate the richness of the knowledge that comes from the land where we live.	<ul style="list-style-type: none">• Describe the role values and ethics play on our environmental worldview.• Describe how diversity of knowledge builds resilience in a system.
To realize the importance of a diversity of science methods and knowledge	Articulate the interdependencies of worldviews, institutions and technologies in defining our cultures and relationship to the environment.
To understand and acknowledge how Indigenous people have been threatened by the domination of western science and knowledge. Invisibility & colonialism.	<ul style="list-style-type: none">• Describe the major instruments and effects of colonialism.
To understand the general concepts of a systems approach to the social-ecological environment.	<ul style="list-style-type: none">• Describe the environment in terms of its structure and function.• Articulate a view of humans as participants in the environment and humans as controllers of the environment.
To challenge our concepts of sustainability and sustainable development and the human role in ensuring survival for future generations.	<ul style="list-style-type: none">• Discuss short and long term strategies to meet the security needs of people in the social-ecological system.
To provide exposure to environmental issues and their effects on local people through case study examples	<ul style="list-style-type: none">• Discuss some of the major challenges of development and the environment through a local lens.

COURSE SCHEDULE:**Week 1. Jan 7&9****GROUNDING OURSELVES**

1. Course Introduction
 - a. Course objectives
 - b. Course requirements
2. Worldviews Knowledge and the Environment?
3. Treaties
 - a. Names and Actors
4. Introduction to Assignment 1 (20%)

Week 2. Jan 14&16,**SENSE OF PLACE HOME**

1. Sense of Freedom
2. Concepts of Land
3. Community Voices – Guest Speakers Muskrat Dam First Nation
 - a. Chief Vernon Morris
 - b. Roy Morris – Director of Education
 - c. Lewis Morris – Climate Change Adaptation Coordinator

Week 3. Jan 21&23**WHAT IS INDIGENOUS KNOWLEDGE?**

1. Data, Information, Knowledge and Wisdom
2. Indigenous science vs Settler science
3. Examples of Indigenous Science and knowledge application

Week 4. Jan 28&30**HISTORICAL DOMINANCE OF WESTERN SCIENCE**

1. Evolution of Western Science
2. Oppression of Indigenous Science and Knowledge
 - a. Tools of colonization

Week 5. Feb 4&6**SETTLER LAWS AND COLONIZATION EFFECTS**

1. Dispossession
2. Oppression
3. Assimilation

ASSIGNMENT 1 DUE February 4th Submit on D2L

Week 6. 11&13**DIFFERING CONCEPTS OF SUSTAINABILITY**

1. Sustainable Development Critiques
2. Living Development, knowledge cycling and adaptability
3. Introduction to Assignment 2 (30%)

On-line test number 1 Due (10%) on D2L

READING WEEK (Feb 17 – 21)

Week 7. Feb 25&27**DEVELOPMENT IN INDIGENOUS TERRITORY**

1. Grassy Narrows Mercury Issue
2. Land Use Planning

Week 8. March 3&5**POWER OF MAPS AND STORIES**

1. Western Maps to Story Maps
2. Knowledge in Stories and Legends

Week 9 March 10&12**RESISTANCE, RECONNECTION AND RESURGENCE**

1. Indigenous Voices
2. Land-based Education

Week 10 March 17&19**RECONCILIATION, RIGHTS AND KNOWLEDGE**

1. Royal Commissions (Northern Environment, Aboriginal People, Truth and Reconciliation)
2. United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

On-line test number 2 Due (10%) on D2L

Week 11 March 24&26**IMAGINING BEYOND OUR IMAGINATION**

1. Voice, Power, Trust and Action
2. Scenario Analysis (Rights vs Responsibility)

ASSIGNMENT 2 DUE March 26th Submit on D2L

Week 12 March 31 and April 2**MOVING FORWARD AND REVIEW**

1. Indigenous land connection, knowledge and well-being
2. Review

STUDENT EVALUATION:

COURSE MARKING SCHEME		DEADLINE	MARK
Assignment 1: Preparing for Consultation	Group work – A role and development scenario will be assigned for your group. Prepare negotiating points for the benefit/protection of your interests	Feb 4, 2020	20%
D2L Test 1	Multiple choice – cumulative test of in-class material.	February 13, 2020	10%
D2L test 2	Multiple choice – cumulative test of in-class material.	March 19, 2020	10%

Assignment 2: Impact Benefit Agreement	Group to Group Negotiation: Your group from assignment 1 will engage in negotiations with another group to come up with an Impact Benefit Agreement – or another path forward.	March 26, 2020	30%
Final Exam	Multiple choice / True False / fill in the blank	April, 2020	30%