

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

Schedule: Lectures 3 hours per week
Tuesday 5:30 – 7:00 & Thursday 5:30 – 7:00
ZOOM

Instructor: Dr. Dan Duckert, Department of Geography
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Teaching Associate: Gavin Shields

Course materials will be posted on Desire2Learn.

INTRODUCTION

The possession of knowledge and the rigorous discipline its possessor must apply to make it well and wisely used should not amount to a depressant (AuntAudrey Duckert, 1976).

Welcome to our course Indigenous knowledge, science and the environment.

Whether one is an instructor or a student in this course, we are all participants. We have a responsibility to actively engage and challenge each other in the things you think to be true. The lectures and activities are to foster creativity in an attempt to see a better world of equality and diversity in its entire, wonderfully complex mess. It is my hope that the format of this course not only creates a new, deeper, awareness of the ties of history to our present relationship with the environment, but that it also opens up the possibility of seeing the land as a whole, a complex system that is hard, and likely impossible, to control.

I believe that students should be engaged actively in courageous, but safe and respectful environments. I encourage this engagement by bringing my 30+ years of work experience in natural resources management, research, policy, and community engagement into the classroom. I encourage students to reflect on their own life experiences and current events to bring lessons into their personal context. I combine these experiences with present theory and provincial, national, and international visions, goals, and policies to bring practical discourse and critical thinking to student learning.

This course is an investigation into Indigenous knowledge and the relationships Indigenous People have with the world. Knowledge production is based in relationships and depending on how those relationships function, knowledge can be used or suppressed. The tenet of this course is that KNOWLEDGE IS EVERYWHERE. As such I encourage you to break away from your more traditional individualistic instincts and work together and learn from each other.

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:

GEOG/ENST 1190 Course Schedule 2021

Theme	Date	Topic	Assignments Due
Overview	Tuesday, January 12, 2021	Introduction; course requirements; purpose and philosophy of this course	
	Thursday, January 14, 2021	Data, information, knowledge, wisdom - science	
	Tuesday, January 19, 2021	Knowledge and perspectives	
	Thursday, January 21, 2021	Policy – how do we use science, knowledge, and wisdom	
Identity	Tuesday, January 26, 2021	Creation story and migration theory	
	Thursday, January 28, 2021	Historical documentation – oral tradition	Reading Reflection 1 10%
	Tuesday, February 2, 2021	Early civilization technologies	
	Thursday, February 4, 2021	Cultural development and a sense of place	
	Tuesday, February 9, 2021	Holistic Thinking	Quiz 1 10% Open January 29-Feb 2
Relational	Thursday, February 11, 2021	Clash of Cultures – scenario play and analysis	Implicit Bias Tests - Harvard

	Tuesday, February 16, 2021	Reading Week	
	Thursday, February 18, 2021	Reading Week	
	Tuesday, February 23, 2021	The Big Five: Doctrine of Discovery, Royal Proclamation, Canadian Constitution, Indian Act; Treaties	
	Thursday, February 25, 2021	Mapping and the Power of Maps	Reading Reflection 2 – 10%
	Tuesday, March 2, 2021	Health, well-being and development	
	Thursday, March 4, 2021	Truth and Reconciliation	
	Tuesday, March 9, 2021	Wrap-up – Colonial Violence	
Concepts and Theory	Thursday, March 11, 2021	Complexity	March 5 th – final day to withdraw
	Tuesday, March 16, 2021	Ethical Space of Engagement	Quiz 2 – 20% Open March 5-March 9
	Thursday, March 18, 2021	Two-eyed Seeing	
	Tuesday, March 23, 2021	Decolonization	
Re-inhabiting	Thursday, March 25, 2021	Environmental Repossession	
	Tuesday, March 30, 2021	Royal Commissions and UNDRIP	Reading reflection 3 – 10%
	Thursday, April 1, 2021	Canadian Reconciliation	
	Tuesday, April 6, 2021	Reconciliation with the Land	
	Thursday, April 8, 2021	Treaty Exercise	
	Tuesday April 13, 2021	Wrap-up	World Tour Assignment Due – 40%

STUDENT EVALUATION:

COURSE MARKING SCHEME		DEADLINE	MARK
Reading Reflection 1	Theme: Identity	January 28, 2021	10%
D2L Test 1	Multiple choice – cumulative test of in-class material. – 2 attempts – highest mark	Open January 29-February 2	10%
Reading Reflection 2	Theme: Relationships.	February 25, 2021	10%
D2L Test 2	Multiple choice – cumulative test of in-class material. – 2 attempts – highest mark	Open March 5-9	20%
Reading Reflection 3	Theme: Re-Inhabiting	March 30, 2021	10%
World Tour Final Assignment	Presentation with narration, or speaker notes	April 13, 2021	40%

ASSIGNMENTS and TESTS

Reading/Viewing Reflections:

You will be given two readings for each assignment. The student will be asked to reflect on their thoughts of these readings. The details of this assignment can be found under the Assignments tab in D2L

- These assignments should not exceed 1500 words (3 pages).
- Assignments are to be double spaced
- Font Arial 12 point
- Submitted on D2L

D2L Tests

There will be two tests/quizzes in this course. Tests will be open for a period of 5 days. Students will be allowed two attempts at each quiz and the highest mark achieved will be assigned. In the spirit of this course as one that acknowledges that knowledge is everywhere, and that knowledge is gained through relationships, collaboration on these quizzes is encouraged.

World Tour Final Assignment

Prepare a presentation with narration or speaker notes demonstrating your research and interpretations of Indigenous Peoples' culture, knowledge and relationship with dominant society.

Using written and other media sources (YouTube) describe the culture and views of 5 Indigenous Nations from around the world. I strongly suggest picking 1 Indigenous group (Nations) per continent. In your presentation describe:

1. The peoples' relationship to their territory
2. Traditional foods and methods of getting food
3. The importance of their language to their understanding of the world and expression of their culture
4. The meaning, or importance of spirituality for their cultural identity and well-being
5. Their health status in comparison dominant society
6. Their overall status in society in terms of power and trust.

Discuss in your presentation pointing out similarities between Indigenous populations and how these similarities could lead us to commonly distinguish the concept of two world-views.

Conclude with a personal reflection related to the themes discussed in this course (Identity, Relationships, Concepts and Theories, and Re-inhabitation)

What resonated with you and what do you see as your responsibility in finding a way forward that promotes the ethical space of engagement and cultural diversity?