

COURSE IMPLEMENTATION DATE: January 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<u>IPK 477</u>	<u>Indigenous Studies Centre</u>	<u>4</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Traditional Ecological Knowledges		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course explores in depth Indigenous approaches to botany, zoology, and ecology. Topics may include: Indigenous systems of classification; contexts in which Indigenous peoples develop and utilize traditional ecological knowledge; methods of learning about traditional ecological knowledge from knowledgeable Indigenous elders and harvesters; traditional and new Indigenous approaches to natural resource (co)management; methods of caring for, harvesting, and/or using plants and animals; and the relationship of traditional ecological knowledge to other aspects of Indigenous ways of life, culture, and territorial claims. There will be an emphasis on the traditional ecological knowledge of the North West Coast.

Note: This course includes class field trips.

Note: This course is offered as IPK 477 and BIO 477. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: BIO 477
- (c) Cannot take: BIO 477 for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	<u>15</u>	Hrs
Seminar:	<u>30</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	<u>15</u>	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 28
 Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Chantelle Marlor and Shirley Swelchalot Shxwha:yathel Hardman</u>	Date approved: <u>April 6, 2012</u>
Department Head: <u>(Chair, PWG) Shirley Hardman</u>	Date of meeting: <u>September 7, 2012</u>
Supporting area consultation	Date approved: <u>September 14, 2012</u>
Curriculum Committee chair: <u>Tetsuomi Anzai</u>	Date approved: <u>September 7, 2012</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>September 28, 2012</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Differentiate the nature, sources, and characteristics of traditional ecological knowledge
- Identify and describe specified plants and animals and the ecological relationship among them from an Indigenous perspective
- Interpret key differences between scientific and indigenous styles of knowing about the environment
- Illustrate the larger empirical and theoretical implications of using traditional ecological knowledge within natural resource management
- Compare and contrast Indigenous and scientific philosophies as related to the environment
- Explain the complex relationship between culture and biology in traditional ecological knowledge and natural resource management
- Describe issues around indigenous knowledge and intellectual property rights

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, field trips, student-centred activities, readings, and lectures.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s) Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]

Anderson, E.N., Deborah Pearsall, Eugene Hunn, Nancy Turner (editors). 2011. *Ethnobotany*. Wiley-Blackwell.

And a course pack to include a selection from:

Angayuqaq Oscar Kawagley (). *A Yupiaq Worldview: A Pathway to Ecology and Spirit, Second Edition*.

Turner, N.J. 2005. "The Earths Blanket: Traditional Teaching for Sustainable Living." Douglas and McIntyre Ltd.

Pierotti Raymond. (2010). *Indigenous Knowledge, Ecology, and Evolutionary Biology*. Routledge.

Menzies, Charles (Translator) 2006. *Traditional Ecological Knowledge and Natural Resource Management*. University of Nebraska

Berkes Fikret. (2008) *Sacred Ecology*. Routledge.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

Midterm	30%
Project	25%
Final	35%
Participation/engagement	10%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

Week 1	Introduction to traditional ecological knowledge
Week 2	Elder teachings and river walk at Blue Heron Reserve
Week 3	Lifestyles: Being out on the land and water
Week 4	Who has the knowledge and who can learn it
Weeks 5-9	Examples of traditional ecological knowledge (including fieldtrips and guest lectures)
Week 10	Indigenous methodologies, epistemology, classification, and ontology
Week 11	Traditional technologies, ceremonies and sacredness
Week 12-13	Indigenous peoples and natural resource management