

## SOC\*2280: Society, Knowledge Systems & Environment

Fall 2024

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### Course Description and Approach:

Calendar Description: “This course provides students with an introduction to the nature and dimensions of the environmental crisis by examining knowledge systems and their relationships with the environment. These foundations are intended to enable respectful, respectful, reciprocal, and meaningful engagement between Indigenous and science-based knowledge systems in cross-cultural environmental stewardship/governance. Issues to be examined may include climate change and variability, nuclear energy, environmental toxins, species extinction, and population growth pressures... Prerequisite(s): 1 of ANTH\*1150, GEOG\*1220, IDEV\*1000, INDG\*1000, SOC\*1100 - must be completed prior to taking this course.”

Course Overview: This course will give students an opportunity to better understand knowledge systems, in general, and their importance in environmental governance, enabling a critical analysis of the interactions between society and the environment from a socio-ecological perspective. Using a cultural conceptual framework for defining elements of knowledge systems, students will learn to appreciate similarities and differences across different knowledge systems. By considering the structure and function of their own knowledge system, they will be prepared to articulate their own knowledge system to someone embedded within another knowledge system. These foundations are intended to enable respectful, respectful, reciprocal, and meaningful engagement between Indigenous and Western science-based knowledge systems in cross-cultural environmental governance. Socio-ecological themes may include ecological democracy, environmental (in)justice, environmental social movements, sociology of risk and realistic constructivist. For 2024, we will also explore the potential impacts of generative AI in understanding and addressing environmental issues. A central focus of the course will be on traditional ecological knowledge/Indigenous knowledge systems and Indigenous pedagogies. Students will have an opportunity to participate in a Community Focused Learning (CFL) or a Community Engaged Learning (CEL) Project in a collaborative learning team (CLT).

Pedagogical Approach<sup>1</sup>: The learning outcomes for the course noted below will be achieved through interactive lectures (including multimedia clips and in-class activities/discussions), opportunities to engage with Indigenous pedagogies (including circles and land-based pedagogies) and formative and summative assessments. To meet the learning outcomes, students are expected to attend all classes, critically engage with course materials before class, participate actively and thoughtfully, and treat all with respect.

### Course Learning Outcomes:

At the end of the course, students should be able to:

1. Reflexively explore Indigenous and decolonial approaches to own relationship to Land, Water, Fire, and Air .
2. Analyze contemporary socio-ecological challenges using a cultural knowledge systems framework. including ethically evaluating how generative AI can inform our understanding and responses.
3. Examine how conflicts between knowledge systems impact environmental governance.
4. Evaluate environmental justice and environmental governance issues from perspectives of multiple knowledge systems.
5. Create effective communication strategies for bridging gaps between diverse knowledge systems in environmental contexts.
6. Showcase strong critical reading, note-taking, time management, and collaborative abilities for successful academic engagement.
7. Exhibit proactive responsibility and a growth mindset in pursuing continuous learning and personal development.

### Course Materials:

Course materials will be accessible on Perusall accessible via CourseLink a week in advance (for Lecture Prep, Element 1) and will be available via ARES Course Reserves System through the library website.

### Assessments<sup>2</sup>:

Course Assessment Elements	Course Learning Outcomes	Percentage Weight
1. Lecture Preparation, Participation and Engagement	2-7	20
2. Guided Land and Knowledge System Reflections & Meta Reflection	1,5,6,7	25
3. Collaborative Learning Team CEL/CFL Project	2,5-7	20
4. Cumulative Final Assessment ( <i>in-person, via fill-in-the-blank, short answer and essay style questions</i> )	2-4,6,7	35
		<b>100 %</b>

<sup>1</sup> Interactive lectures will be offered via face-to-face delivery with some asynchronous material and activities available through CourseLink throughout the semester.

<sup>2</sup> Assessment breakdown and elements may change prior to the release of the official syllabus in September 2024.