

## DEPARTMENT OF INDIGENOUS LEARNING

### INDIGENOUS LEARNING 2805 YA 2006-2007 NATIVE CANADIAN WORLD VIEWS

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#### **I. INTRODUCTION:**

This course is designed to introduce the student to the manner in which the world is viewed from the perspective of the aboriginal peoples of Canada.

Through a comparative analysis of the many interpretations placed upon the Indian perspective by mainstream society basic insights into a traditional aboriginal world view can be gained.

The course discusses some of the distinctive aspects of Indian cultural perspectives. The significance of these aspects and their implications in contemporary issues concerning cultural, social, legal, educational, political and economic matters is explored.

#### **II. INSTRUCTIONAL METHODS:**

The course content is delivered through lectures, guest speakers, a field trip (option), films, video tapes, and class discussions.

#### **III. COURSE OBJECTIVES:**

1. To gain insight into the beliefs and values of aboriginal people.
2. To gain an awareness of the differences in cultural orientation between the dominant Canadian society and aboriginal people as these differences relate to contemporary issues.
3. To appreciate how differences in cultural orientation affect the appropriateness of a world view.
4. To gain insight into one's own values and belief system.
5. To gain insight into how one's feelings toward another cultural orientation can affect one's role in day to day matters.

#### **IV. REQUIRED READINGS:**

Required Textbooks:

Berger, Thomas R., A Long and Terrible Shadow: White Values, Native Rights in the Americas, 1492-1992.

Freire, Paulo, Pedagogy of the Oppressed.

Overholt, Thomas W. and J. Baird Callicott, Clothed-in-Fur and Other Tales: An Introduction to An Ojibwa World View.

McPherson, Dennis and J. Douglas Rabb, Indian from the Inside: A Study in Ethno-Metaphysics.

## V. ASSIGNMENTS:

### 1. **Book Critique** - Long and Terrible Shadow:

Write a five(5)page critique on Berger, Thomas R., A Long and Terrible Shadow: White Values, Native Rights in the Americas, 1492-1992. Provide an overview of your understanding of happenings from the time of Columbus to the present as described by Thomas Berger.

### 2. **Book Critique** - Pedagogy of the Oppressed:

Write a five(5)page critique on Paulo Freire's Pedagogy of the Oppressed. Although he is talking primarily about Brazil, try to apply his analysis to the situation of Native People here in Canada. For example, is the Indian Act a vehicle of oppression? What is the role of education in oppression? in liberation? Where would he put status Indians? urban Indians? Chiefs and Band Councils? the instructor in this course? And whether or not you are Native, where would Freire, in his analysis of oppression, put you? Where do you stand? What is your role in all this?

### 3. **Mid-term in-class test:**

The mid-term in-class test will pertain specifically to course readings and class discussions.

### 4. **Journal and class participation:**

Each student is required to maintain a personal hand written journal record of topics discussed in class. This record should reflect the students' understanding and feelings about these and related topics. The journal will be reviewed by the instructor and the student at an appropriate time.

### 5. **Major Essay:**

Each student is to provide a major essay on a topic developing out of one or more of the narratives in Clothed-in-Fur and Other Tales. Personal opinions are acceptable providing the opinions are supported by argument. Students are responsible for doing their own research. The length of the essay is to be no more than ten (10) double spaced legible pages.

## VI. COURSE REQUIREMENTS:

Book critique - Long and Terrible Shadow	20%	
Book critique - Pedagogy of the Oppressed	20%	
Mid-term in-class test	20%	
Journal and class participation	20%	
One major essay		20%
Total		100%

**VII. DUE DATES:**

Book critique – Long and Terrible Shadow	October 19, 2005
Book critique – Pedagogy of the Oppressed	November 23, 2005
Mid-term in-class test	To Be Announced
Journal	When requested
Major essay	April 10, 2006

Please Note: No materials will be accepted after the specified due date.