

LAKEHEAD UNIVERSITY
DEPARTMENT OF INDIGENOUS LEARNING

INDIGENOUS LEARNING 2805 YA
NATIVE CANADIAN WORLD VIEWS

Instructor: D.H. McPherson
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Office: RB-3020
Office Hours: 11:00-1:30 M/W

Class Time: 7:00 - 10:00, Mondays in Room: RB 2047 Course duration: 14/09/09 - 06/04/10

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	20%
One major essay	<u>20%</u>
Total	100%

VII. DUE DATES:

Book critique – Long and Terrible Shadow	October 19, 2009
Book critique – Pedagogy of the Oppressed	November 23, 2009
Mid-term in-class test,	To Be Announced
Journal	When requested
Major essay	April 6, 2010

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

What Is Pandemic Influenza, and How Does It Manifest Itself?

The WHO classifies influenza as “pandemic” when it (a) is a new virus, against which human beings have no immunity and (b) spreads throughout the world’s human population. In accordance with these criteria the WHO has classified the H1N1 virus as pandemic.

Symptoms of H1N1 ‘flu include fever, as well as any or all of the following: runny nose, cough/sore throat, fatigue, aching muscles and joints, headache, and occasionally nausea/vomiting and diarrhea.

The WHO’s pandemic influenza classification does not measure virulence. So far, in general, the H1N1 virus has been relatively mild in its effects.

How to Protect Yourself and Others from H1N1 and Other Influenzas

- Since 'flu is transmitted primarily by touch and droplet, use hand sanitizers with 60 - 90% alcohol often, or wash your hands for 15 seconds with soap (pump source) and warm water, especially after you touch any surface or object that others may have touched or after you cough or sneeze;
- Cover your coughs and sneezes – e.g. by coughing or sneezing into your arm/sleeve;
- Avoid touching the face, mouth, nose and eyes;
- In general limit your social interaction and in particular keep at least 6 feet away from persons coughing or sneezing;
- Wearing surgical masks is generally not recommended, but can be considered by those who are ill and in close contact with others or travelling to necessary appointments, and by caregivers in close and frequent contact with infected persons;
- **Stay home if you are ill with symptoms of the 'flu and remain at home until:**
 1. **at least 24 hours after your temperature has returned to normal** without the aid of temperature reducing medications (like Tylenol) and
 2. you are feeling well enough to participate in normal daily activities.
- Maintain a clean environment - especially with respect to surfaces and objects that others as well as you touch;
- Get the annual 'flu shot – and any inoculation prepared by government health authorities for a particular pandemic threat.