DOMINANT AND INDIGENOUS WORLDVIEW MANIFESTATIONS

This chart is not intended as a rigid binary, but a true dichotomy best viewed as a continuum. It is meant to encourage seeking complementarity and dialogue. Absolutism is discouraged with the realization we are all participating in DW precepts to some degree. The chart assumes that all diverse cultures, religions, and philosophies can be grouped under one of the two worldviews. "Indigenous Worldview" does not belong to a race or group of people, but Indigenous cultures who still hold on to their traditional place-based knowledge are the wisdom keepers of this original Nature-based worldview. All people are indigenous to Earth and have the right and the responsibility to practice and teach the IW precepts. All have the responsibility to support Indigenous sovereignty, dignity, and use of traditional lands.

Common Dominant Worldview Manifestations

- 1. Rigid hierarchy
- 2. Fear-based thoughts and behaviors
- 3. Living without strong social purpose
- 4. Focus on self and personal gain
- 5. Rigid and discriminatory gender stereotypes
- 6. Materialistic
- 7. Earth as an an unloving "it"
- 8. More head than heart
- 9. Competition to feel superior
- 10. Lacking empathy
- 11. Anthropocentric
- 12. Words used to deceive self or others
- 13. Truth claims as absolute
- 14. Rigid boundaries and fragmented systems
- 15. Unfamiliarity with alternative consciousness
- 16. Disbelief in spiritual energies
- 17. Disregard for holistic interconnectedness
- 18. Minimal contact with others
- 19. Emphasis on theory and rhetoric
- 20. Acceptance of authoritarianism
- 21. Time as linear
- 22. Dualistic thinking
- 23. Acceptance of injustice
- 24. Emphasis on rights
- 25. Fighting as highest expression of courage
- 26. Ceremony as rote formality
- 27. Learning as didactic
- 28. Trance as dangerous or stemming from evil
- 29. Human nature as corrupt or evil
- 30. Humor as entertainment
- 31. Conflict mitigated via revenge, punishment
- 32. Learning is fragmented and theoretical
- 33. Personal vitality minimalized
- 34. Social laws of society are primary
- 35. Self-knowledge not prioritized
- 36. Autonomy for self
- 37. Nature as dangerous
- 38. Other-than-human beings are not sentient
- 39. Low respect for women
- 40. Linear thinking

Common Indigenous Worldview Manifestations

- 1. Non-hierarchical
- 2. Courage and fearless trust in the universe
- 3. Socially purposeful life
- 4. Emphasis on community welfare
- 5. Respect for various gender roles and fluidity
- 6. Non-materialistic
- 7. Earth and all systems as living and loving
- 8. Inseparability of head and heart
- 9. Competition to develop positive potential
- 10. Empathetic
- 11. Animistic and biocentric
- 12. Words as sacred, truthfulness as essential
- 13. Truth seen as multifaceted, accepting mysterious
- 14. Flexible boundaries and interconnected systems
- 15. Regular use of alternative consciousness
- 16. Recognition of spiritual energies
- 17. Emphasis on holistic interconnectedness
- 18. High interpersonal engagement, touching
- 19. Inseparability of knowledge and action
- 20. Resistance to authoritarianism
- 21. Time as cyclical
- 22. Complementary duality
- 23. Intolerance of injustice
- 24. Emphasis on responsibility
- 25. Generosity as highest expression of courage
- 26. Ceremony as life-sustaining
- 27. Learning as experiential and collaborative
- 28. Trance-based learning as natural and essential
- 29. Human nature as good but malleable
- 30. Humor as essential tool for coping
- 31. Conflict resolution as return to community
- 32. Learning is holistic and place based
- 33. Personal vitality is essential
- 34. Laws of Nature are primary
- 35. Holistic Self-knowledge is most important
- 36. Autonomy for group and future generations
- 37. Nature as benevolent
- 38. All lifeforms are sentient
- 39. High respect for women
- 40. Non-linear thinking

For non-Indians who are concerned about misappropriation, see the peer reviewed article, "The Indigenization Controversy: For Whom By Whom." https://ices.library.ubc.ca/index.php/criticaled/article/view/186438

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