

Pulling Together

Week 4 – Incorporating Diverse Sources of Knowledge



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https://youtu.be/SSn1C_pLpoQ

Agenda for Today

1. Check in...
2. Special Guest: Angie Tucker
3. Cultural Appropriation vs Appreciation
4. Cultural Protocol – Introduction
5. Evaluating Resources


Check in...


- **Week 4: Thursday, February 2 (pg. 37-45)**
 - Incorporating Diverse Sources of Knowledge
- **Week 5: Thursday, February 9 (pg. 47-56)**
 - Developing Awareness of One's Own Role in Indigenization and Reconciliation
- **Week 6: Thursday, February 16 (pg. 58-65)**
 - Promoting Systemic Change

General Housekeeping

- ◆ Pet Happenings
- ◆ Medicine Bags
- ◆ How to Use Resources and Recordings
- ◆ Creative Commons
- ◆ Indigenous Protocol



Tanya Ball, Pulling Together Series, Curriculum Developers: January 12, 2023 

Michelle
Buchholz | CASSIDY
CONSULTING



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Indigenous Protocol

- Reaching out to original creator
- Prior conversations and boundaries
- Reciprocity and thanks for knowledge
- [Citation](#) and Attribution
- Correct language and context (e.g., our videos,
Amiskwaciwâskahikan / ᐱᓄᑦᕿᓴᗵᓪᓯᓇᓂᓪᓴᓂᓪ / Edmonton)

Traditional Ecological Labels



OCAP



Trigger Warning

This week we will encounter challenging subjects, including violence against Indigenous peoples. Please take care of yourself as you are watching this presentation.

Special Guest...Angie Tucker!



INDIVIDUALS AND IDENTITIES: RACE AND ETHNICITY

A HISTORY OF RACIAL SCIENCE

WHAT IS RACE?

Race is a social construction.

Race classification is based on perceived physical differences.

Racial stratification puts races into a social hierarchy.

A physical difference ideology maintains group separation in society.



“We don’t see things as they are, we see things
as we are.”

Anaïs Nin

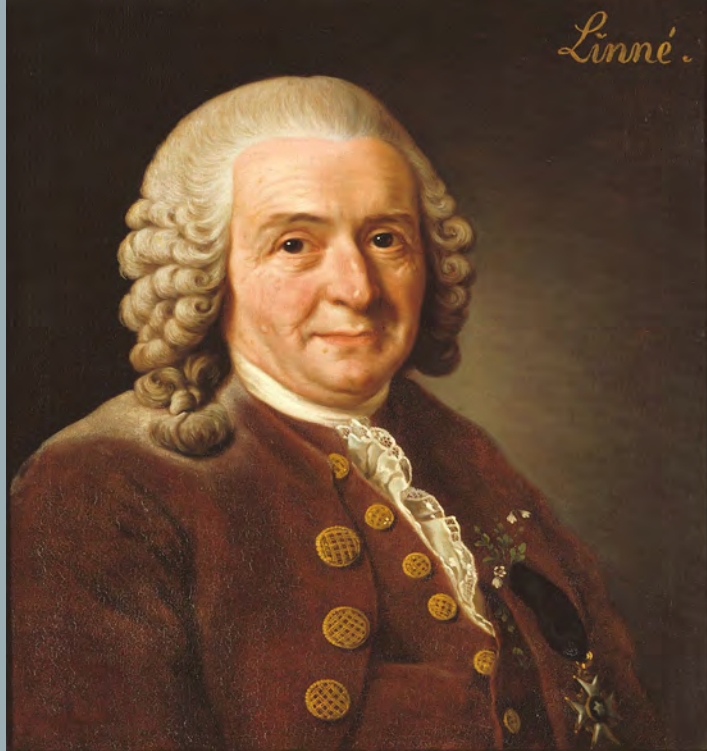
“Seduction of the Minotaur” (1961).



HISTORY

- During the Age of Exploration (15th-17th Century), European explorers were encountering people with different phenotypic traits from their own.
- Up until the end of the 17th Century, theories about human diversity tended to be biblically based. God created all life forms at one time, and in their final form – no evidence of evolution.
- Age of Enlightenment (17th-18th Century)-“The Age of Reason”- We value reason, progress, and perfection; rejecting many aspects of religion. The scientific method becomes more important.
- Imperialism, exploitation and industrialization (18th-19th Century)

CARLVON LINNAEUS
(1707-1778)



- *Systema Naturae* (1735)
- Swedish naturalist
- Binomial nomenclature: is a formal system of naming species of living things by giving each a name composed of two parts.
- Linnaeus proposed four subcategories of *Homo sapiens*: *Americanus*; *Asiaticus*; *Africanus*; and *Europeanus*.

JOHANN BLUMENBACH (1752-1840): THE FATHER OF THE STUDY OF RACE



Identified 5 Races based on geography
(1779):

- 1)Caucasian
- 2)Mongolian
- 3)Malaysian
- 4)Ethiopian
- 5)American Indian

Geography,diet and mannerisms
affected physical characteristics.

CHARLES DARWIN
(1809-1882)

*On the Origin of Species by Means of Natural
Selection (1859)*

Environment was key to diversity,
and humans were ever-changing.

Descent through modification

Not progressing towards an ideal
form, simply happens over time.

**If there is perfection, does
that mean that there is also
degeneration?**

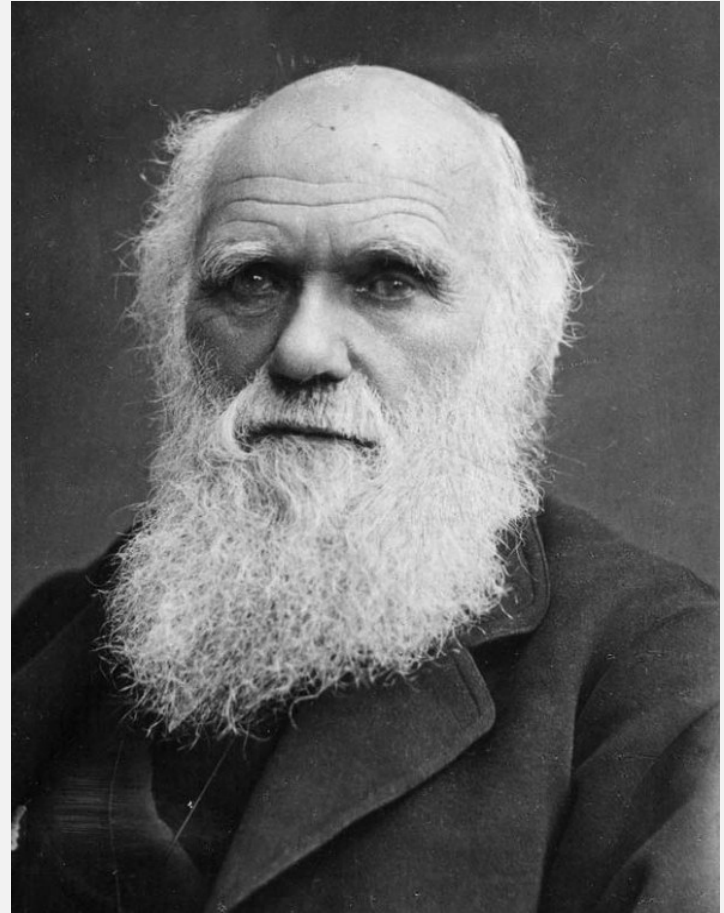


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DEGENERATION

Degeneration Theory:

The belief that humanity has fallen from some higher state, and that some fall further than others.

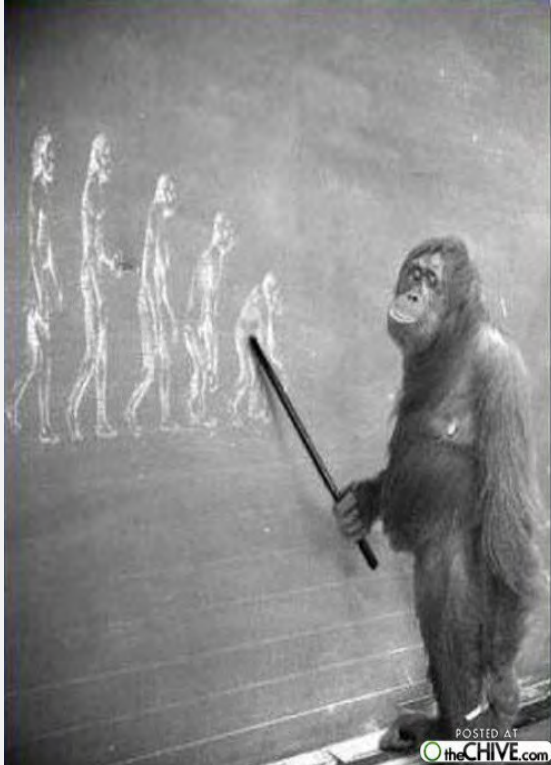
Arthur de Gobineau (1816-1882)

Essay on the Inequality of the Human Races (1853-1855)

- People degenerate through interbreeding.
- Race is responsible for all things that have happened in history
- Indirectly reinforced by Darwin's theory of Natural Selection
- Argues that there is a struggle for limited resources within our environments.

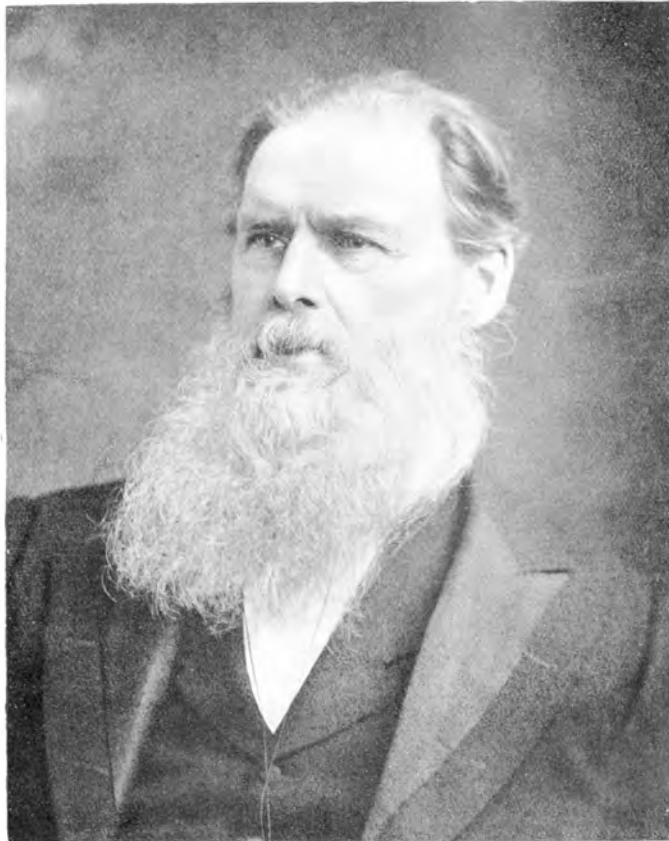


EARLY ASSUMPTIONS



- Evolution is natural and progressive.
- The fittest survive.
- Domination of another culture proves that you are superior over them.
- Forcing a culture to reorganize to look more like yours to *help* the culture fulfill a natural potential that was being wasted.

EDWARD BURNETT TYLOR (1832-1917)



- *Primitive Culture* (1871)
- Cultural Evolutionism – Founder of Cultural Anthropology
- 3 stages of development :Savagery, Barbarism and Civilization
- Relies, however, on Western civilization as the pinnacle of society.
- Universal, functional basis for the development of society and religion.
- Tylor is first to recognize that culture is learned and acquired, and NOT biological.

CANADIAN INDIGENOUS POPULATIONS

- Indigenous people living in Canada at contact were 'savage' and needed to be 'helped' or civilized.
- Jesuits and Missionaries
- Aboriginal people at the bottom of development.
- Bias has shaped many of the early legislations regarding Aboriginal populations.
- Institutions, images, terminology, policies, set apart geographically, and as inferior – the fear of the 'Other'.



SCIENTIFIC RACISM

- Scientific racism defined as the scientific/pseudoscientific techniques and hypotheses to support or justify the belief in racism, racial inferiority, racialism or racial superiority. It is the practice of classifying individuals of different phenotypes into distinct separate races.

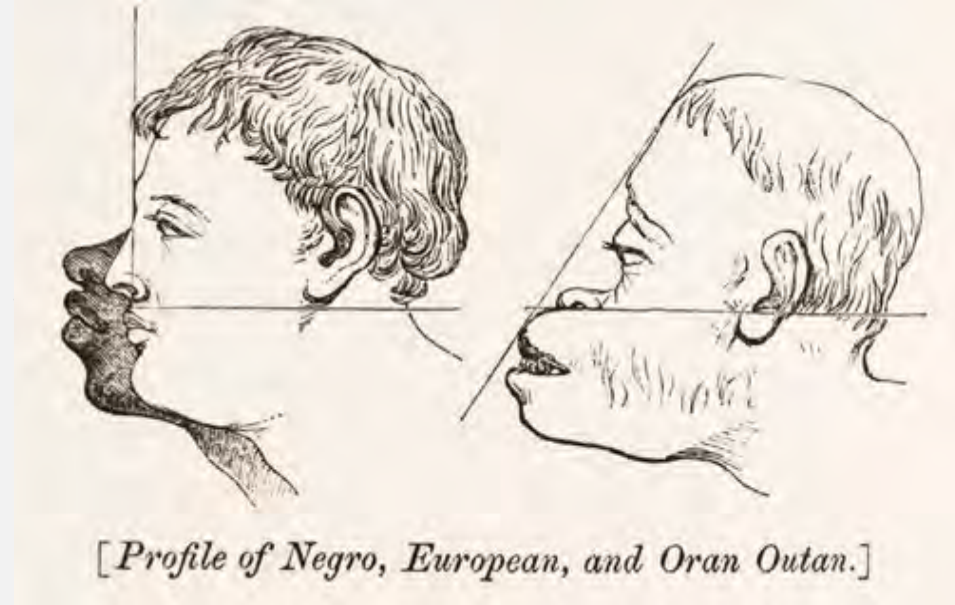
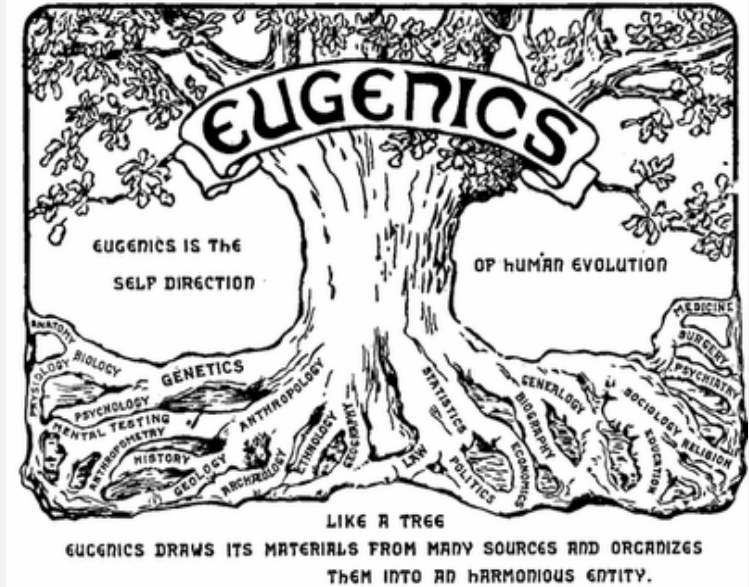


Image: <https://amciv.files.wordpress.com/2009/02/racistimageat2.jpg>

EUGENICS

- The science of improving human heredity characteristics – race could be ‘improved’ through selective breeding.
- Class-based
- False science
- Relies on fallacy that traits are hereditary and fixed.



British Eugenics Society (1907-1994)

Francis Galton

- defines 'eugenics' as 'well-born'
- discussed categorizations of people and sterilization programs, but not legalized.

American Eugenics Society (1922-1994)

Henry Laughlin, Madison Grant, Henry Fairfield Osbourne

- Eugenics came into United States in 1907, and first legalized in Indiana
- Based on fear of immigration and poverty
- Preyed on the 'defective members of society', including many non-whites. Eugenicists wanted non-whites to stop reproducing because they were transferring their negative traits to other generations.

MADISON GRANT
(1865-1937)

The Passing of the Great Race (1916)
Creates 3 'races' of
humans:

Caucasoids,
Negroids, and
Mongoloids

“innate inner essences”

Promotes segregation
of unfavourable races,
ghettos, anti-
Immigration laws and
attempted to restrict



Alber ta



LOCAL CONTEXT

Alberta Sexual Sterilization Act of 1928

One of three Canadian provinces to legally recognize eugenics programs.

Approximately 3000 people sterilized who were deemed 'unfit' between 1928-1972.

- women
- youth
- minorities

25% of sterilizations were performed on Aboriginal people; including Métis.

HUMAN EXHIBITS

Ota Benga

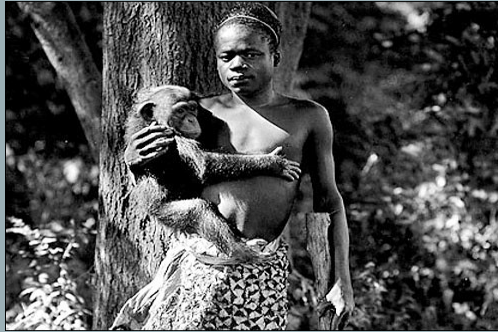


Image:

https://upload.wikimedia.org/wikipedia/commons/2/26/Ota_Benga_at_Bronx_Zoo.jpg

Saartjie Baartman



Image:

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FRANZ BOAS
(1858-1942)

Father of of Modern American
Anthropology

Promoted cultural relativism – culture
over racial classifications.

Favoured influence of social
environment over heritability

Believed that physical characteristics
DO NOT equate to 'race' – no
scientific proof

Deeply against eugenics and
sterilization programs in the United
States.



ELLIS ISLAND

Boas states that there is no evidence that some people are biologically inferior to others

Looked at original Jewish and Eastern European immigrants and then measured their next generations – had more to do with nutrition, environment and stress.



WORLD-WIDE PERSPECTIVES

Nazism made an argument for racial superiority based on a biological basis, and used many of the theories presented by early racial scientists to justify their actions.



Image: <https://images.thetrumpet.com/51f28eca!h.300,id.9308,m.fill,w.540>

HOW HAS THIS HISTORY SHAPED HOW
WE SEE THE 'OTHER' TODAY?

WHERE CAN WE SEE EVIDENCE OF THE
LEGACIES OF SCIENTIFIC RACISM
TODAY?



*Who is allowed to
tell Indigenous
Stories?*

EVERYONE!

*As long as they follow Cultural Protocol and
Ethical Care is considered ...*



Cultural Appropriation

- When someone adopts an aspect of a culture that is not their own.
- Represents a power dynamic where someone from a dominant culture takes elements from another culture that is systematically oppressed by that dominant group

What About Cultural Exchange?

- When people share mutually with each other
- Does not represent a power dynamic

Assimilation

- When marginalized people adopt elements of the dominant culture in order to survive
- There are no options here. These groups do not have the power to decide which customs to follow.

Cultural Protocol

“a means to ensure that activities play out in a manner that reflects the community teachings and are done in a good way”
(Kovach, 2010)

Elder Protocol and Guidelines

Remember: Protocol differs among Elders and communities

Cultural Protocol – Examples

ALWAYS consult with the community that you are working with. There is no single rule to fit all communities.

Protocol Examples:

- Some stories only told in the Winter seasons
 - Winter = Storytelling!
- Some stories you are not allowed to say specific names.



<https://youtu.be/9BHvpWP2V9Y>

Special Note: It is required that educators consider cultural appropriation carefully. You will need to do the work.

“This may be harder work than simply adding an Indigenous text, speaker, or activity into a course, but it is the responsibility of all educators to engage in this work” (39).

Incorporating Local Land, Knowledge, and Language

BE CAUTIOUS

And know your stuff...

Cultural Representations

“Evolution” of representations

- Other people representing us
- We represent ourselves
 - Re-framing colonial values vs.
 - Indigenous frameworks

Yes, even Indigenous Peoples make mistakes.

...because things can go wrong

Controversies (just to name a few):

- Joseph Boyden
- Sherman Alexie
- Taiaiake Alfred
- Wab Kinew
- Shannon Web-Campbell
- Neil MacLeod

Avoiding Cultural Appropriation

- Involve your local Indigenous community
 - Build connections with Indigenous communities
- Integrate Indigenous pedagogical approaches
- Explain spiritual significances
- Follow proper protocols and values

Spotting TERRIBLE Resources

1. Check for Illustrations for: stereotypes, tokenism, and active doers
2. Check the Storyline for: Standard for success, resolution of problems, and role of women
3. Look at Lifestyles: are people represented in a way that contrasts the White middle-class norm?
4. How are relationships depicted? Families?
5. Note the heroes!

Spotting TERRIBLE Resources – Cont'd

6. Consider self-image: what are people aspiring to?
7. Check the author's perspective
8. Watch for loaded words like: primitive, lazy, etc.
9. Look at the Copyright Date
10. Consider historical and cultural perspectives

More on this:

*See you
next week!*

**Week 5: Thursday, February 9
(pp. 47-56)**

Developing Awareness of One's
Own Role in Indigenization and
Reconciliation