

NON-VERBAL COMMUNICATION STYLES

- Eye Contact

- Social Distance

- Touching

- Volume of voice

- Smell

A light blue background with a faint, stylized circuit board pattern of lines and nodes. The pattern is most dense on the left side and fades towards the right.

**WELCOME TO
MULTICULTURALISM:
DIALOGUE & FIELD EXPERIENCE
DAY 4**

EDUC 330/530

DR. VIRGINIA LEA

CLASS OBJECTIVES

- The Indigenous Experience;
- Understanding different worldviews;
- Verbal and nonverbal communication styles;
- Introducing Colonialism, Neo-colonialism and Post-Colonialism

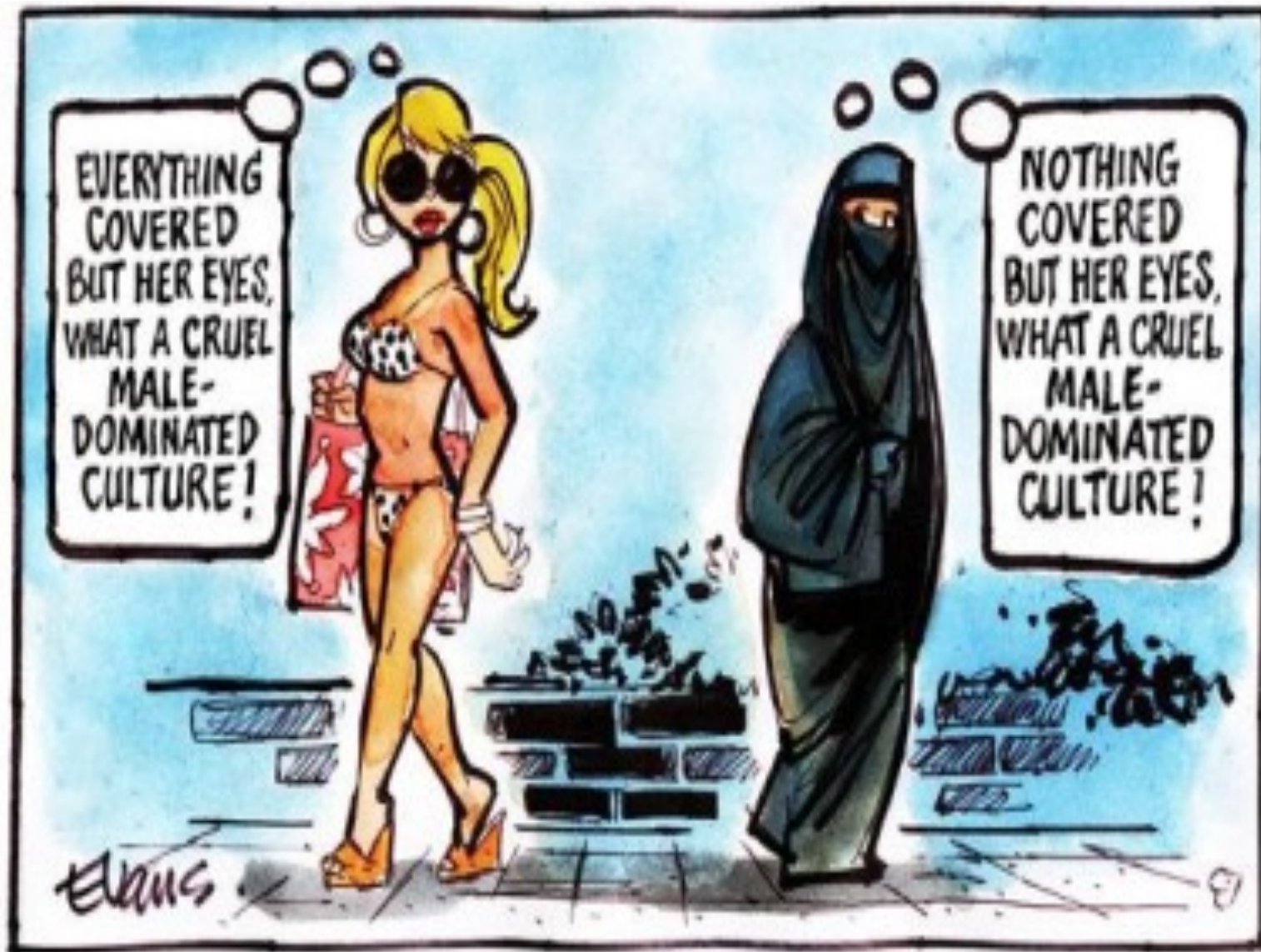
WORLDVIEW

- An individual's or society's worldview is their basic cognitive perspective on the world.
- It comprises the totality of the individual's or society's knowledge and point of view, including norms, ethics, and morality.
- A worldview relates to ethical reasoning and therefore operates at a conscious level and is open to dialogue, as opposed to deep seated, unconscious assumptions.
- However, core worldview beliefs are often deeply rooted, so we seldom reflect on them. It is usually only in moments of conflict or dissonance that we consider them.
- The term "worldview" comes from the German, and the concept in German is basic to German philosophy and epistemology. In the English-speaking world, "worldview" has different definitions in different disciplines.

WORLD VIEW

COMPARING INDIVIDUALISM WITH COLLECTIVISM

Individualism—Focus on...	Collectivism—Focus on...
Independence	Interdependence
Individual achievement	Group harmony
Self-direction	Group-direction
Universal values (rules, policies, laws)	Social obligation
Categories/categorical thinking	Relationship/relational thinking
Part to whole learning	Whole to part learning
Acting ON the environment	Adapting To the environment
Gesellschaft	Gemeinschaft



VERBAL COMMUNICATION STYLES ACTIVITY--BACKGROUND

Verbal Communication Styles, like our other cultural responses to the real world, relate to the socio-economic context of our lives.

INDIRECT— *Inclusive/communal*

- Indirect communicators take a collective approach to solving problems.
- They encourage participation from all members of the group.
- They are concerned with the feelings of all members of the group.
- Indirect communicators seek harmony. If this cannot be achieved in the
- large group or with senior participants, they work out solutions in subgroups and take these solutions back to the larger group for a decision.

ANECDOTAL— *Personal*

- Anecdotal communicators see themselves as contributors to a group in which there is no one leader.
- They tend to want to tell their own stories by way of contributing to solving the problem.
- Anecdotal communicators believe that decisions should be arrived at through negotiation and compromise or when, when this fails, one person takes a lead and prioritizes the information that the group has brought to the table.

DIRECT— *Impersonal/linear*

- Direct communicators define the problem. Then they begin the process of resolving the problem.
- Direct communicators preside over and dominate the group discussion, keeping members of the group “on track” as they brainstorm solutions.
- As time runs out, direct communicators tend to take control and make a decision(s) on behalf of the group.

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WHAT IS ACT 31? J.P. LEARY

- <https://www.youtube.com/watch?v=-cnYrGUvVKw>

ACT 31

“As a result of escalating tensions between Indians and non-Indians over Ojibwe treaty rights issues, several legislators developed an initiative requiring study of Wisconsin Indian history, culture, and tribal sovereignty in public schools. The 1989-91 state budget appropriated funds for creation of an American Indian Studies program.

Funds were to be used to:

- hire staff to implement the requirements set forth;
- locate and/or develop curricular, classroom, and resource materials;
- provide training for teachers;
- conduct conferences and workshops to aid local public school districts to begin teaching Wisconsin Indian history, culture, and tribal sovereignty.”

AMERICAN INDIAN STUDIES CURRICULUM – ACT 31 REQUIREMENTS

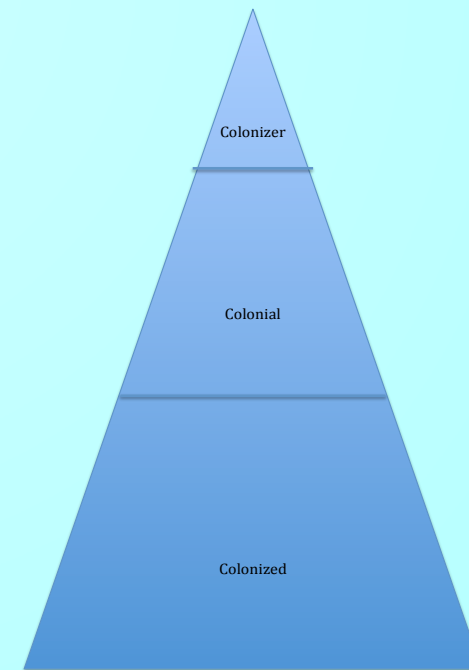
- Updated the social studies curriculum to include the study of Native American tribal bands located in Wisconsin at least twice in grades 4-8 and at least once in high school.
- Provide a curriculum for grades 4-12 to educate students on Wisconsin tribes' off-reservation harvesting rights.
- Develop instructional programs targeted toward understanding differing cultures, value systems and human relations, with particular emphasis on Native American, Black American and Hispanic cultures.
- Required funds to be allocated to update student more culturally diverse resource materials.
- Requirement for any K-12 teacher granted a license to teach in Wisconsin to receive training on both minority group relations as well as on the history, culture and tribal

STEREOTYPES OF NATIVE CULTURE IN LITERATURE FOR YOUNG PEOPLE

- <https://wisconsinfirstnations.org/resources/>
- Oyate:
<http://oyate.org/index.php/resources/42-resources/oyate-s-additional-criteria>

WHAT IS **COLONIALISM**?

Colonialism is a practice of domination/a hegemonic practice, which involves one people subjugating another using their military and political power. It usually means the transportation of people as permanent settlers to a new land while they retain their allegiance to the home country. Colonialists often justify their conquest of the people whose land they had conquered in terms of a “civilizing mission.”



THE DOCTRINE OF DISCOVERY

- The Doctrine of Discovery dates from the late 15th century. Papal bulls (specifically a papal decree issued by Pope Nicholas V in 1452) gave Christian explorers the right to claim lands they “discovered” on behalf of their Christian monarchs. Any land that was not inhabited by Christians could be “discovered,” claimed and exploited. In other words, doctrine specifically sanctioned and promoted the conquest, colonization, and exploitation of non-Christian territories and peoples.

COLONIAL ENCOUNTERS



WESTWARD HO!

- Manifest Destiny, a phrase coined in 1845, expressed the philosophy that drove 19th-century U.S. territorial expansion. Manifest Destiny held that the United States was destined—by God, its advocates believed—to expand its dominion and spread democracy and capitalism across the entire North American continent.



HOW DO YOU DEFINE NEO-COLONIALISM?

- **Neo-colonialism** is a current form of colonialism. It involves the subjugation of or manufacturing the consent of a group of people by subtle ideological means.
- Neo-Colonialism is a system that describes the ways in which dominant economic (now late capitalist) and dominant cultural practices continue to define, in subtle ways, the norms, values and practices of once colonized countries, institutions, and people.
- Neo-colonialism operates to the benefit of those in power, those who occupy dominant socio-economic categories like whiteness, and those who have access to the dominant culture
- <http://www.youtube.com/watch?v=DrIDrD-lc2Y>

COLONIALISM AND NEO-COLONIALISM

- *Rabbit Proof Fence:*

<https://www.youtube.com/watch?v=Lbnk8wSV>

MaM

NEO-COLONIALISM?



'BORN TO RULE'- HOW THE POWERS THAT BE WANT OUTSIDERS TO SEE THE UAE



PAKISTANI GOVERNMENT SCHOOLS ARE MORE OFTEN SEGREGATED BY GENDER



THIS IS IN PAKISTAN! NEO-COLONIALISM AT WORK: EXPORTED STEREOTYPES OF INDIGENOUS AMERICANS



PRIVATE SCHOOL IN LAHORE, PAKISTAN—ENGLISH LANGUAGE TAKES PRECEDENCE



SCHOOL IN PAKISTAN: FOCUS ON THE FALL OF THE ROMAN EMPIRE



THE COOKIE CUTTER REPRESENTS NEOCOLONIALISM AND CULTURAL HEGEMONY OPERATING IN THE CLASSROOM. WHEN KIDS TRY TO CONFORM TO THE COOKIE CUTTER STANDARD, THEY END UP LEAVING PARTS OF THEMSELVES BEHIND. NOT EVERY ONE CAN FIT THE SAME MOLD.



