

# ACRC Preconference Cultures of Respect



*The Myth of Race*  
Larry Brendtro

*Sweetgrass People*  
Anna Brokenleg

*Sad, Mad, & Medicated*  
Robert Foltz

*From What's Wrong  
To What's Strong*  
Mark Freado

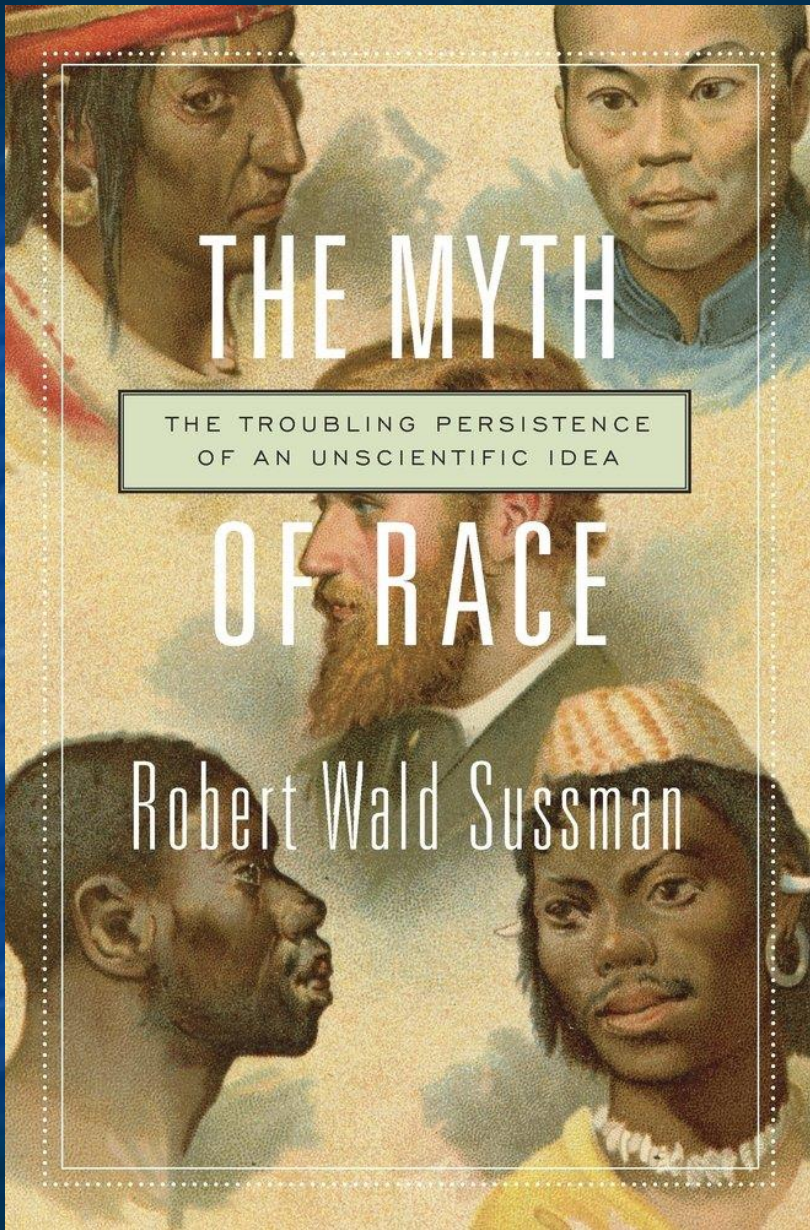
# The Myth of Race

Larry Brendtro



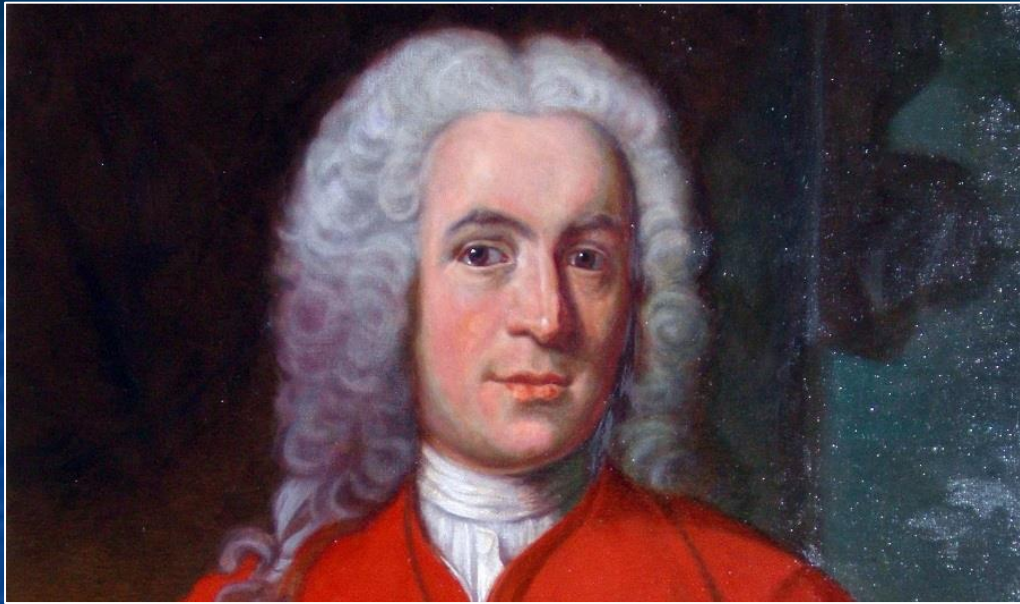


For centuries, the myth of white racial supremacy was used by European leaders to justify colonial domination and slavery of peoples in the Americas, Africa, Asia, Australia, and the Pacific Islands.



There is no biological basis for race.

ROBERT SUSSMAN



## The Roots of “Scientific” Racism

In 1767, Swedish biologist Carl Linnaeus invented the fiction of biological *race* by classifying humans based on appearance and personality.

*Europeanus*

White, gentle, inventive

*Asiaticus*

Yellow, melancholy, greedy

*Americanus*

Red, ill-tempered, subjugated

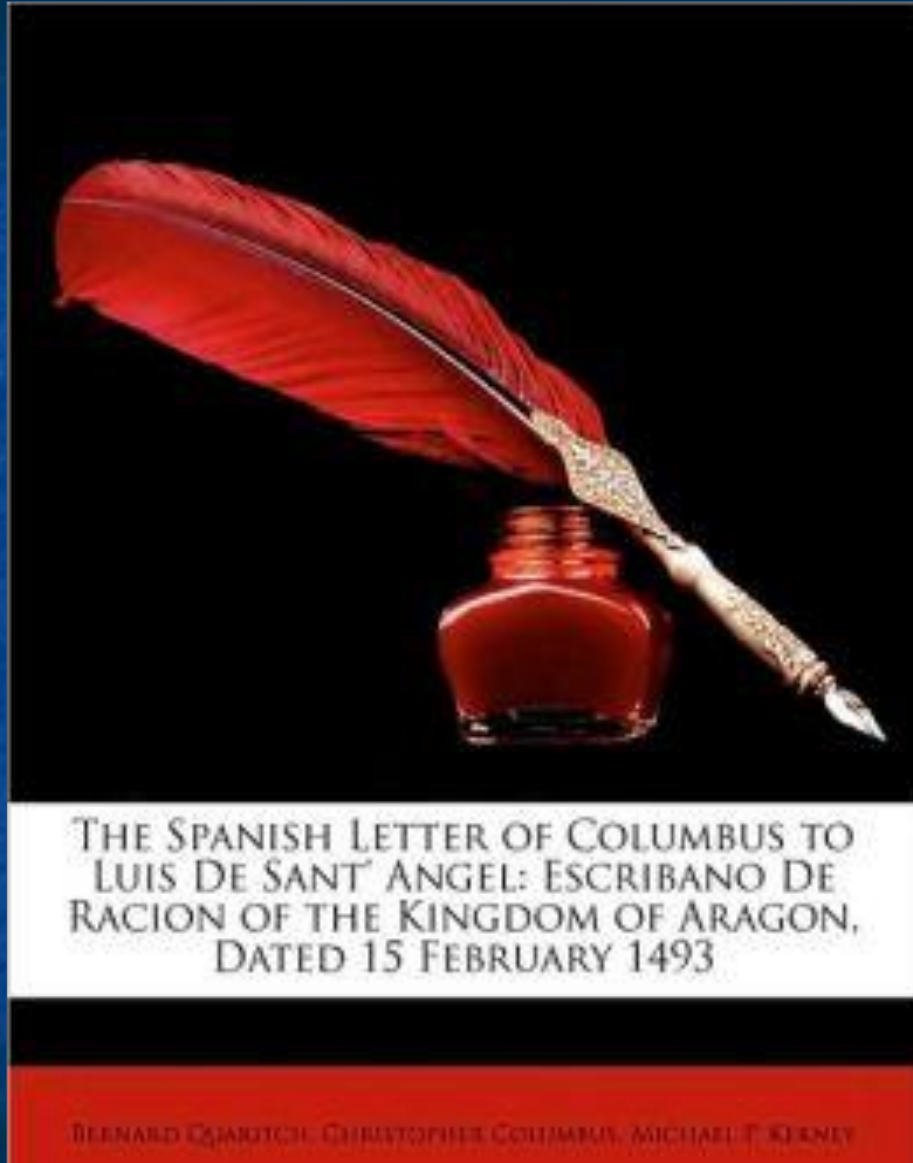
*Africanus*

Black, impassive, lazy



Colonization was fueled by the belief that Western culture was “civilized” and superior to “savage” or “primitive” cultures.

# The Fatal Letter



## Columbus Describes Natives:

Generous, kind, loving, extraordinarily timid, ingenious, men of commanding stature, with no weapons of war, and carrying on inter-island commerce in canoes longer and faster than Spanish 18-oared galleys.

Columbus then declared them and their lands owned by Spain, taking hostages to display in Europe.



## Papal Bull of 1493

Pope Alexander VI "gave" the land to Christian monarchs of Spain, France, and Portugal because of the "inferior character of native cultures."

He instructed explorers and military leaders to convert, torture, enslave, or kill in order to seize the lands unless the foe was a "Christian prince" in which case he could keep the land.

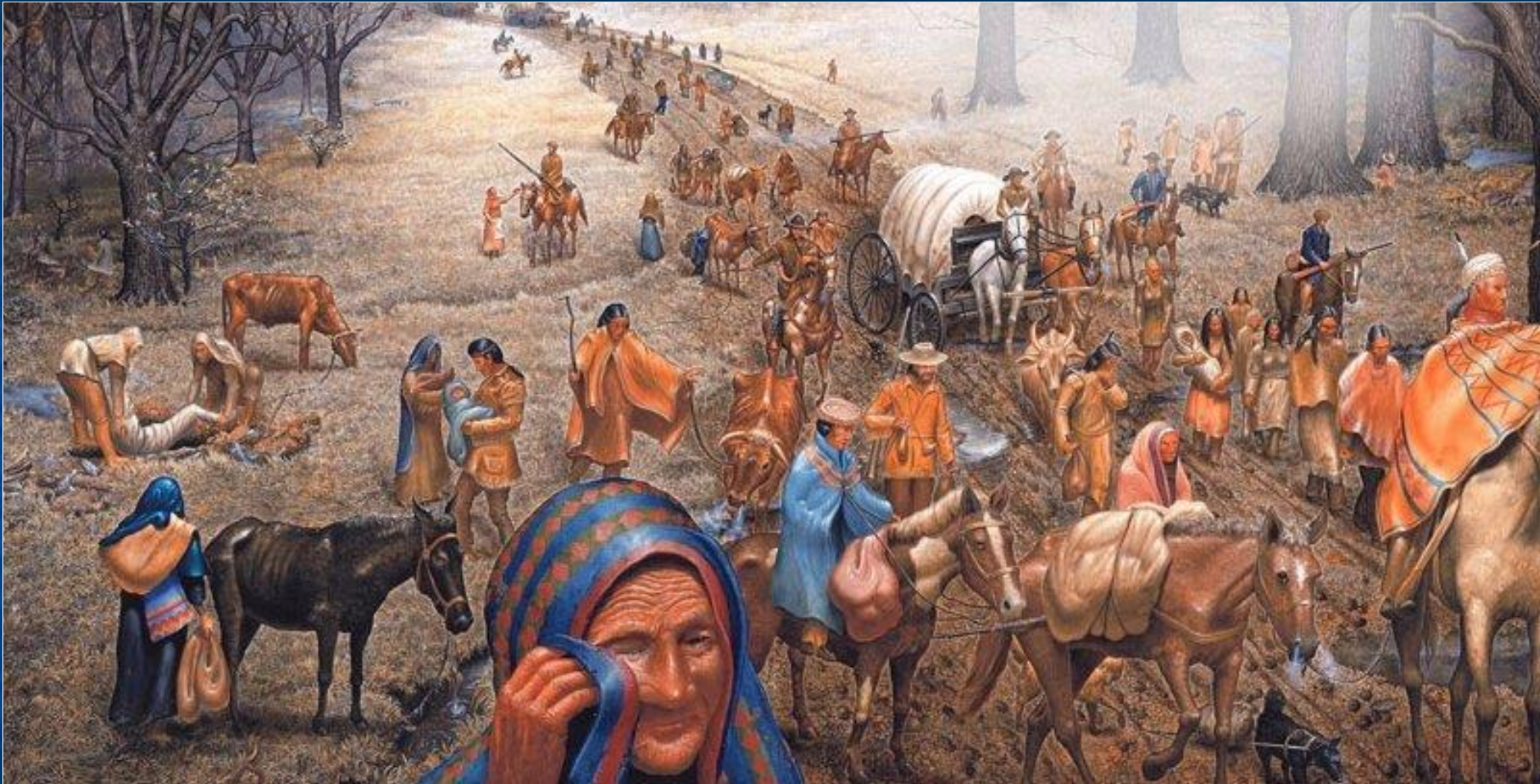




## Manifest Destiny

The rallying cry for westward expansion: "God intended for superior Europeans to control North America."

*American Progress painting by John Gast, 1872*



Many Trails of Tears



Colonization: Students in Residential Schools



The moment they entered residential schools, they were assigned European names and stripped of their culture.

*National Post,*  
Library and Archives  
Canada, 1897



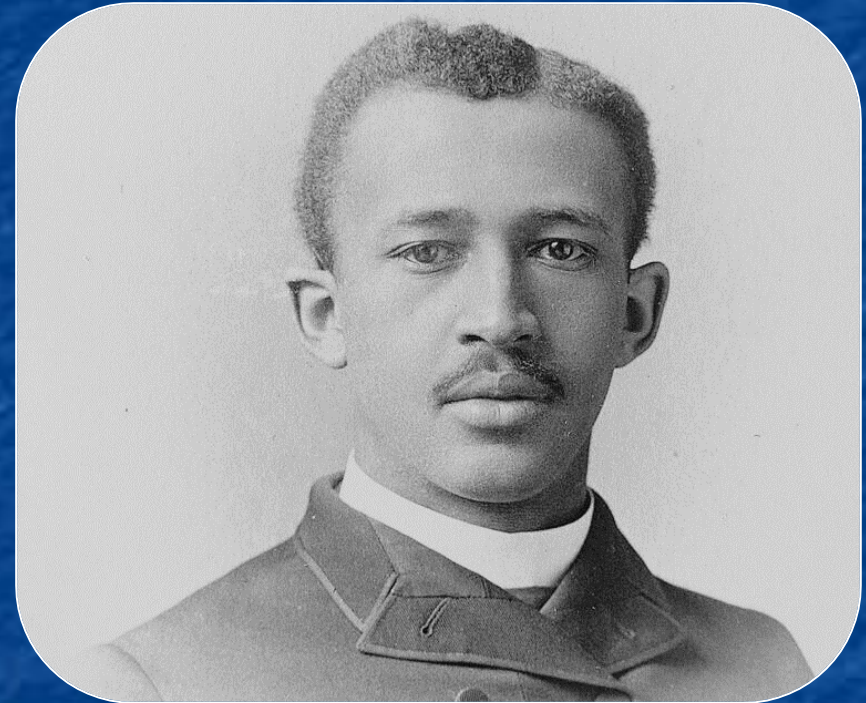
"Kill the Indian and save the man."  
Captain Richard Pratt, Carlisle Indian School

# Racial Trauma — Growing up as a Black Boy

W. E. B. DU BOIS

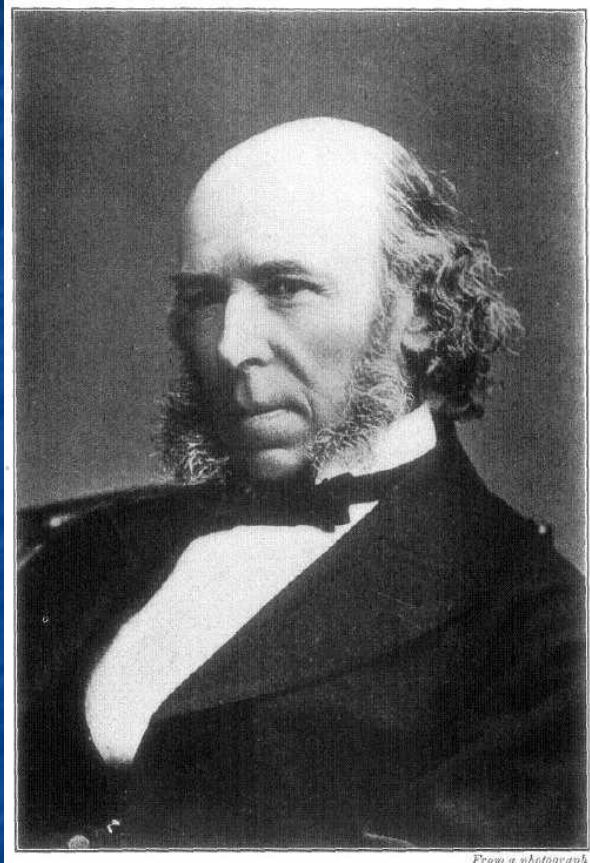


*Hate, that stood out against the red dawn;  
Despair, that darkened noonday; and  
Doubt, that ever steals along with twilight.*



Harvard College, Class of 1890

# Social Darwinism



HERBERT SPENCER  
1820-1903

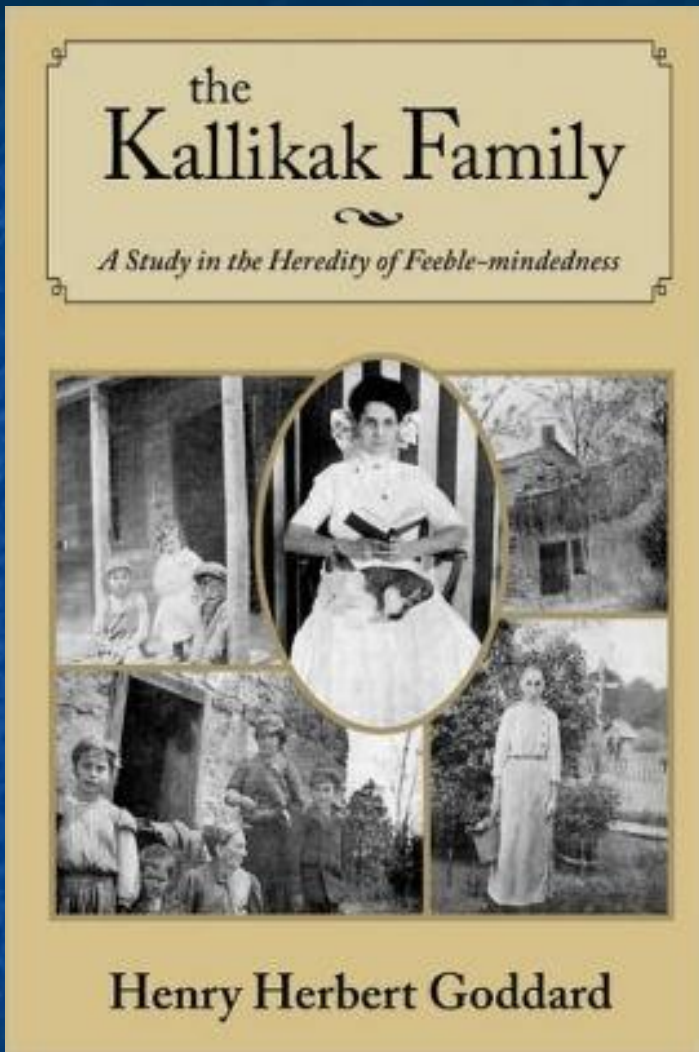
Corrupting Darwin's Theory of Evolution

Coined the term *survival of the fittest*.

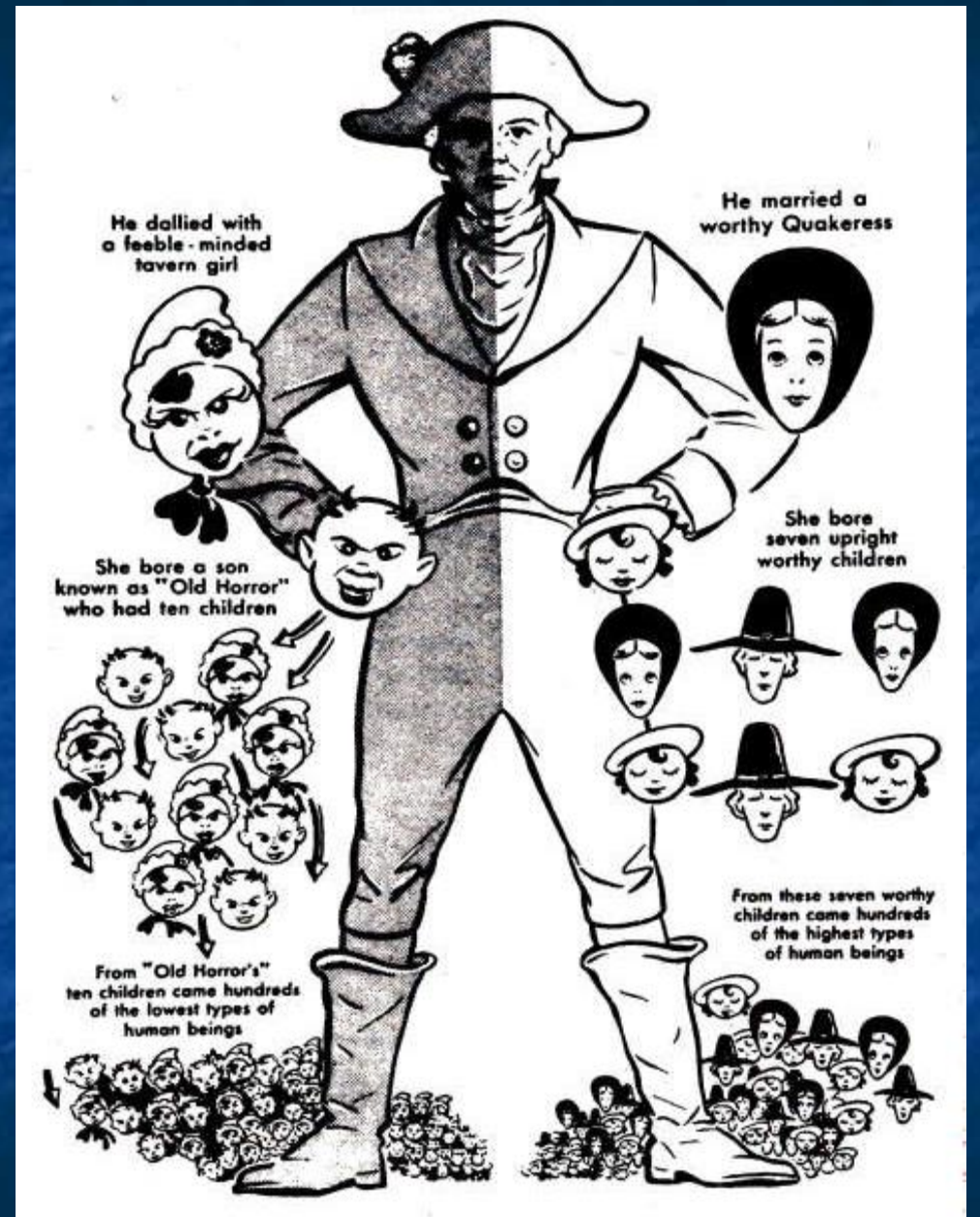
Favored races naturally dominate inferiors.

Policies to help those less fit, the poor and uncivilized and women, breed an inferior race.

Spencer justified racism, colonialism, and global domination that persists to this day.



# Eugenics: Fake Science







The 1904 St. Louis World's Fair featured a **zoo of races**. Scientists arranged athletic contests trying to prove white superiority.

# THE EUGENICS CRUSADE



PBS

# THE HITLER YOUTH



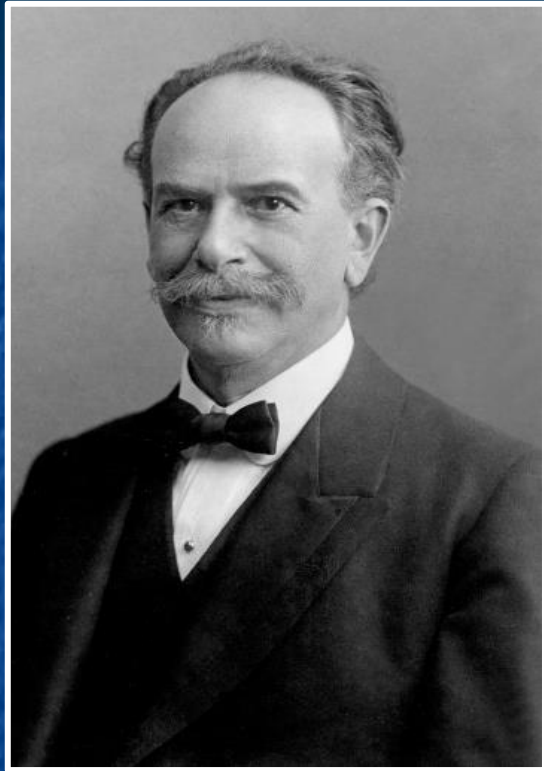
THE YOUNG PEOPLE OF THE THIRD REICH



The American eugenics movement and segregation inspired Hitler to breed an Aryan Master Race.



When Hitler hosted the 1936 Olympics, Jesse Owens was the most successful athlete, disproving Aryan superiority.

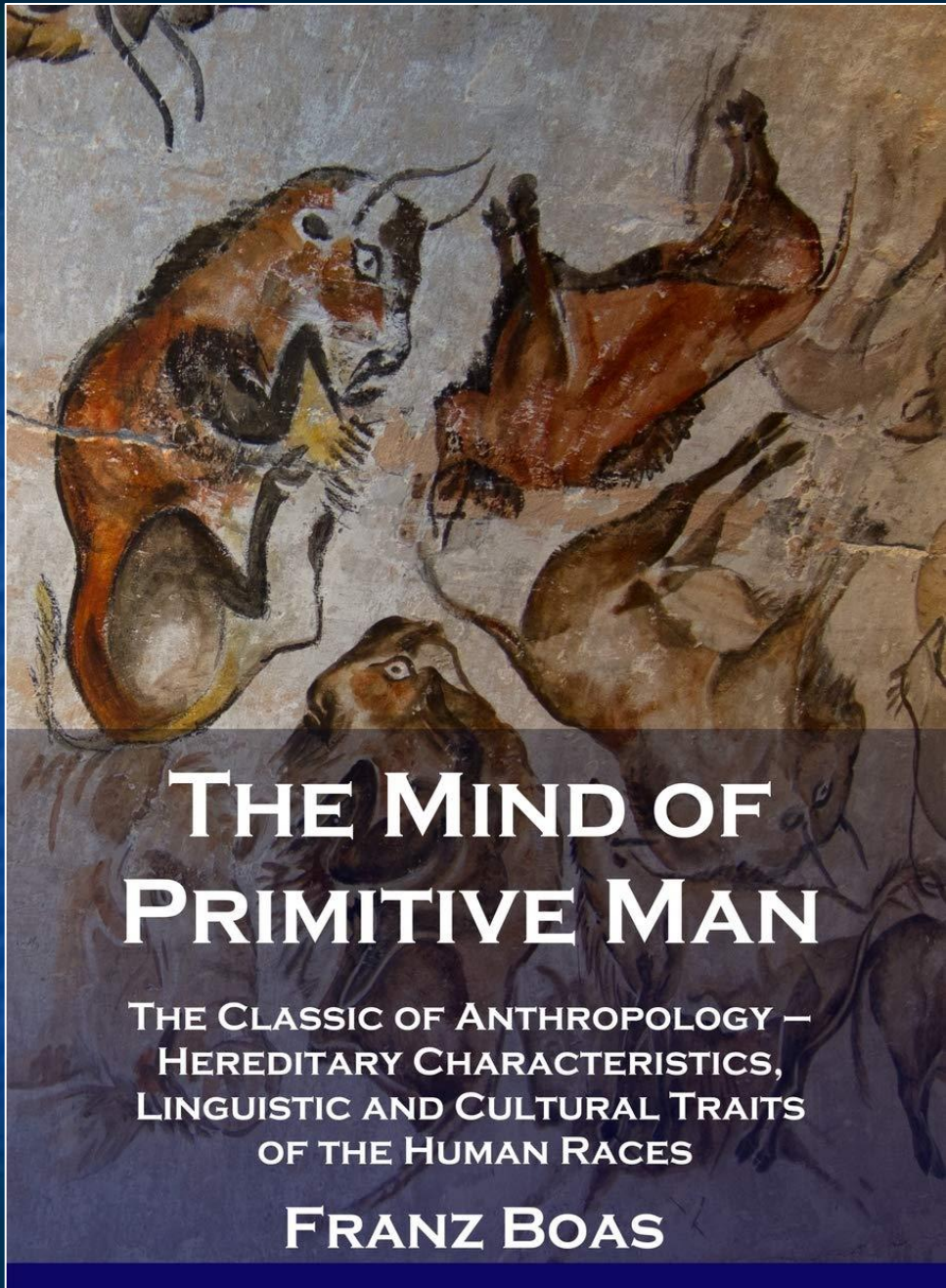


FOUNDING MODERN  
ANTHROPOLOGY

FRANZ BOAS  
1858-1942

## Refuting Racial Superiority

If we were to select the most intelligent, imaginative, energetic, and emotionally stable humans, all races would be present.



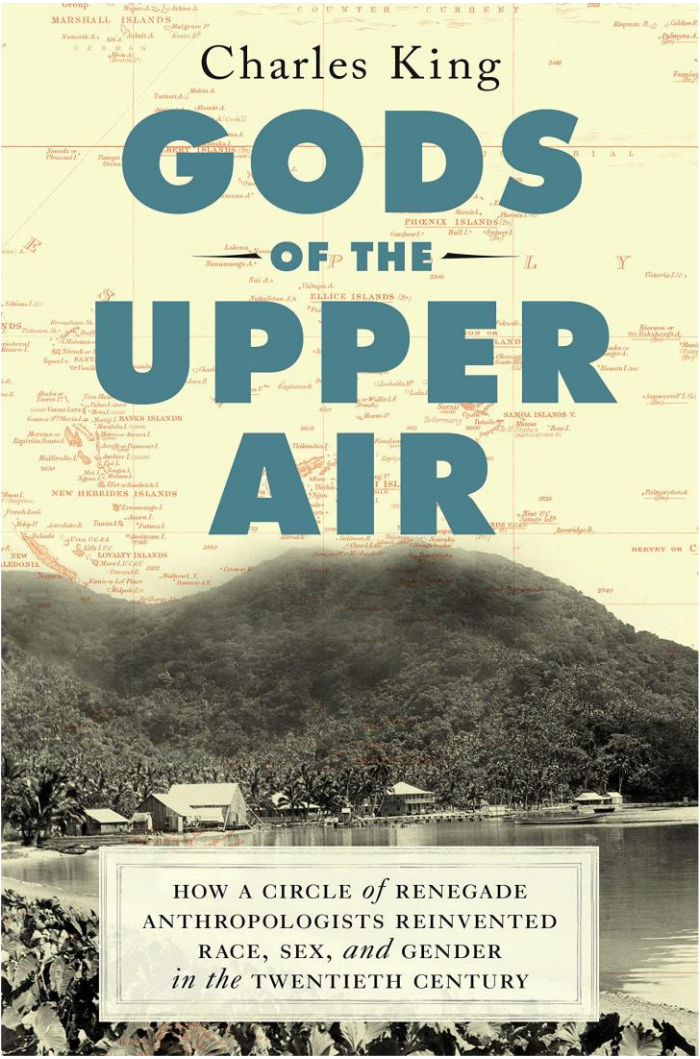
Franz Boas challenged widely held beliefs about race, intelligence, and white superiority. His research showed there was no biological basis for race.

Societies that are “civilized” are not superior to those considered “primitive.”

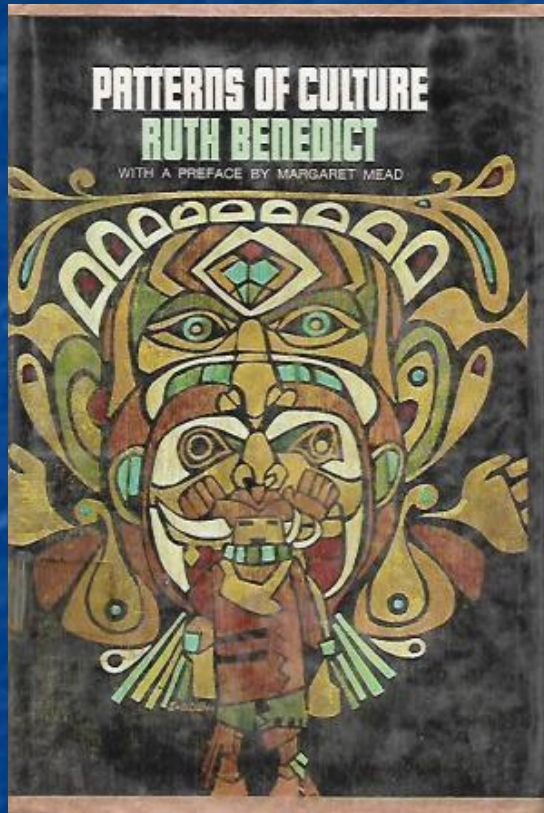
Differences in peoples are based on “culture” which is the accumulated knowledge of a society.

FRANZ BOAS, 1911

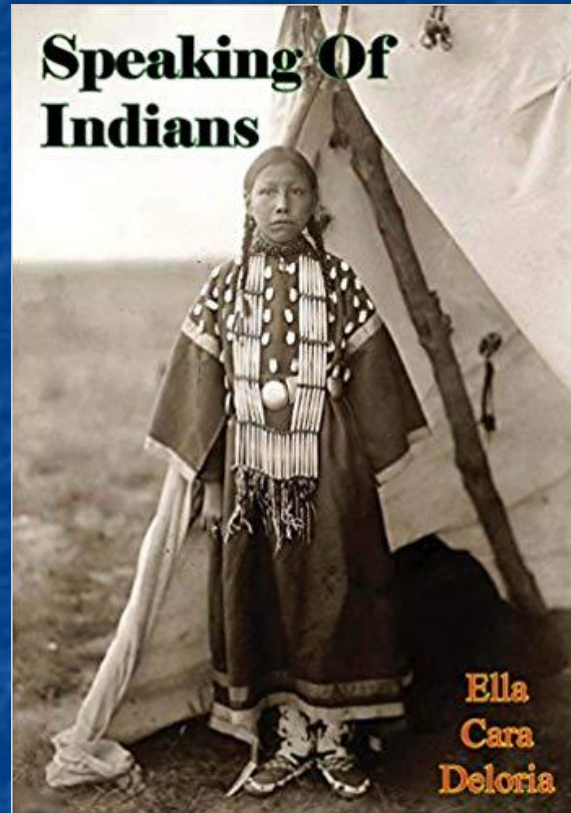
# Boas and Renegade Anthropologists on Race and Culture



# The Renegade Anthropologists



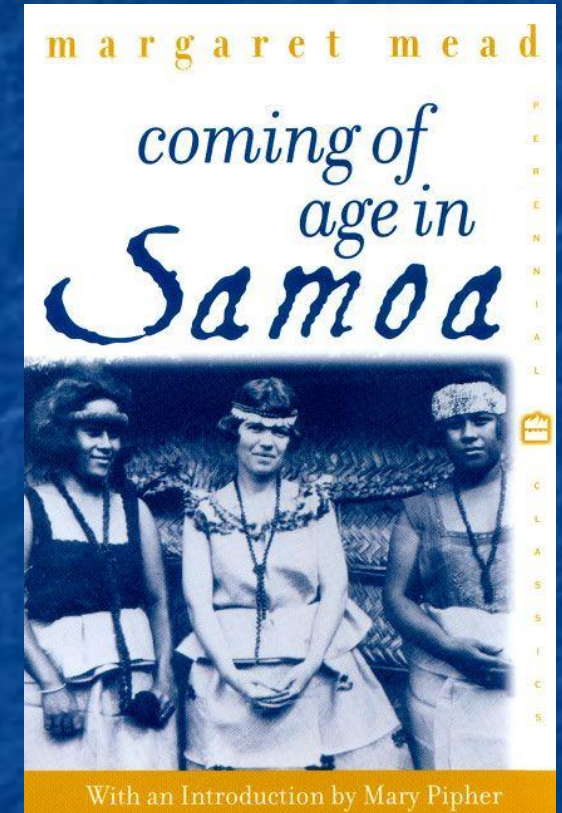
Ruth Benedict  
Native Cultures



Ella Deloria  
Dakota Culture



Zora Hurston  
Black Culture



Margaret Meade  
Beyond the Patriarchy



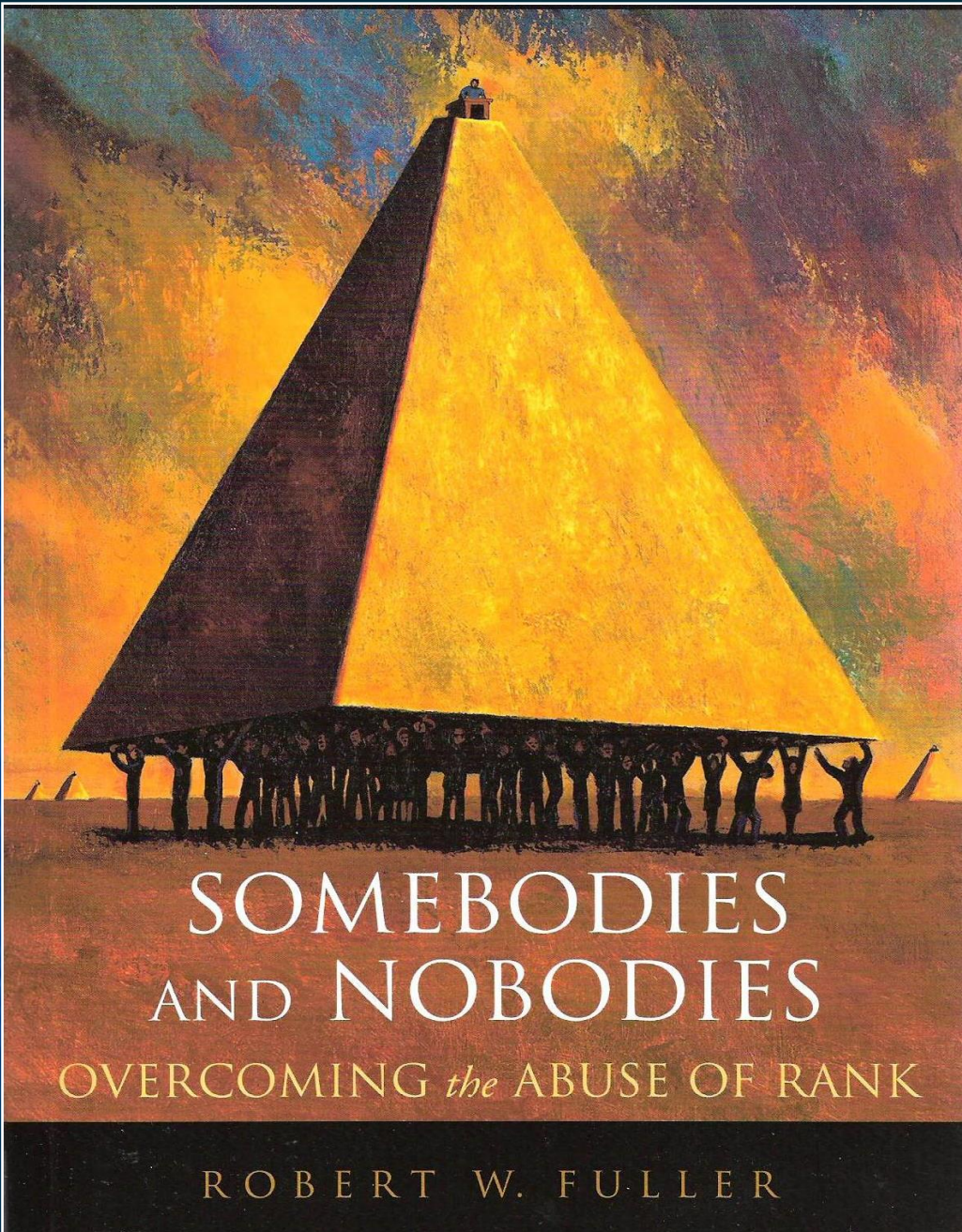
## Abraham Maslow and the Blackfoot in Alberta, Canada

Benedict arranged for Maslow to spend the summer of 1938 with the Blackfoot which totally transformed his view of human behavior.

Maslow had assumed power was the main human motivation. In this culture built on generosity, the people lived in harmony.

ABRAHAM MASLOW





## *Rankism*

Misuse of power by treating others like they are nobodies. Examples are racism, sexism, and bullying behavior.

ROBERT FULLER

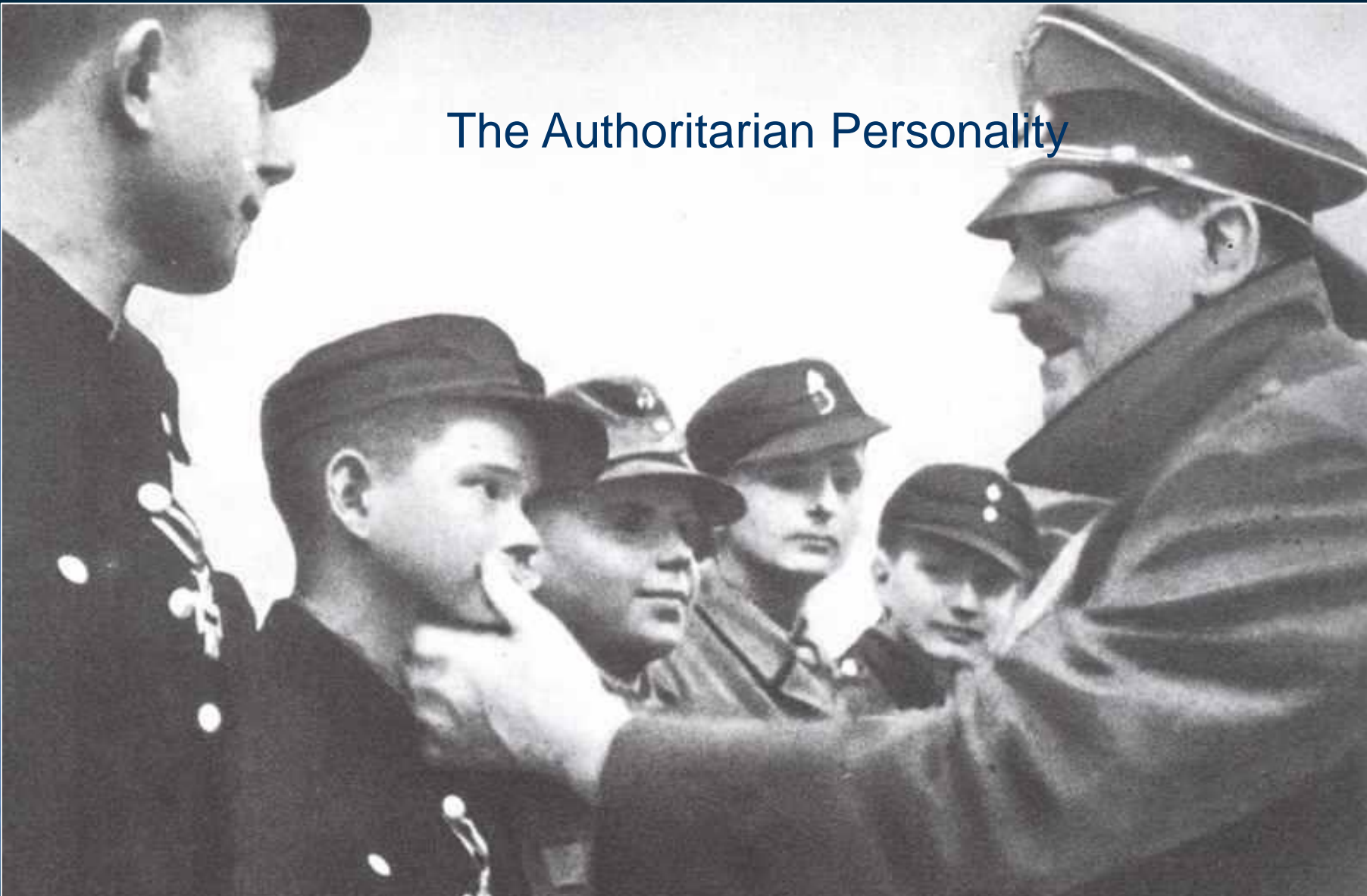


## The Nature of Prejudice

1. Speak Against
2. Avoid
3. Discriminate
4. Physically Attack
5. Exterminate

GORDON ALLPORT (1958)

## The Authoritarian Personality



Researchers since the 1940s have shown that racism is an inherent part of authoritarian personality.

**Explicit Prejudice**  
Overt beliefs and stereotypes



**Implicit Prejudice**  
Unconscious emotional conditioning

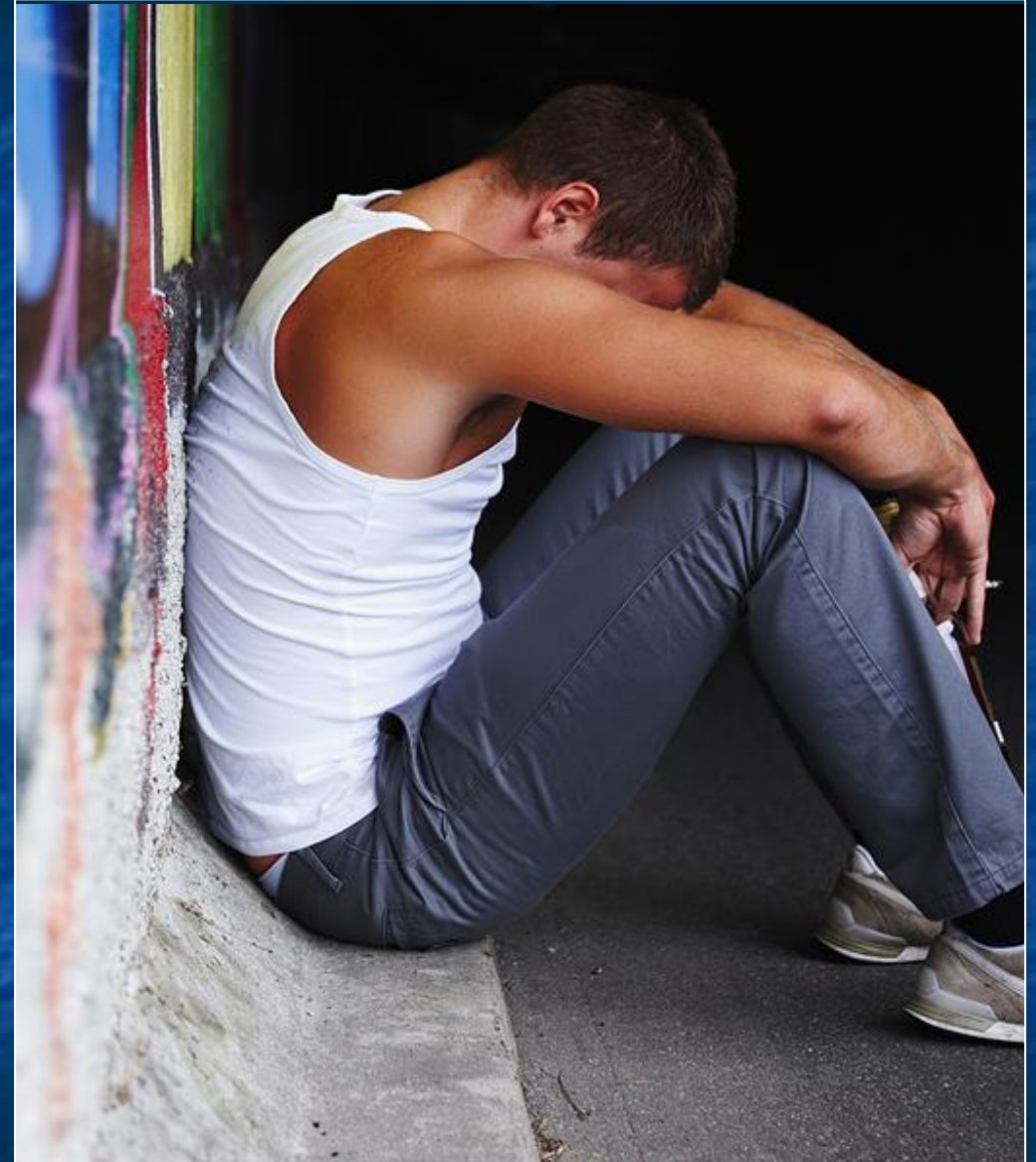


# Historical Trauma Defined



MARIE  
YELLOW HORSE  
BRAVE HEART  
University of  
New Mexico

Cumulative emotional and psychological wounding over the lifespan and across generations, resulting from massive group trauma and unresolved grief.





Bathing a baby on the Pine Ridge Indian Reservation

## Colonial Disruption: Intergenerational Trauma

Natives of the Americas

African Conquest and Slavery

Australian Stolen Generation

The Maori in New Zealand

British Colonization of India

Pacific Island Nations

Chinese Slavery

The Holocaust



Trauma in past generations can make genes “switch on” negative responses to stress and trauma. *Native healers, medicine people, and elders have always known this, and it is common knowledge in Native oral traditions.*

LEE BITOSI

Navajo Genetics Researcher, Harvard University

# Three Approaches to Historical Trauma



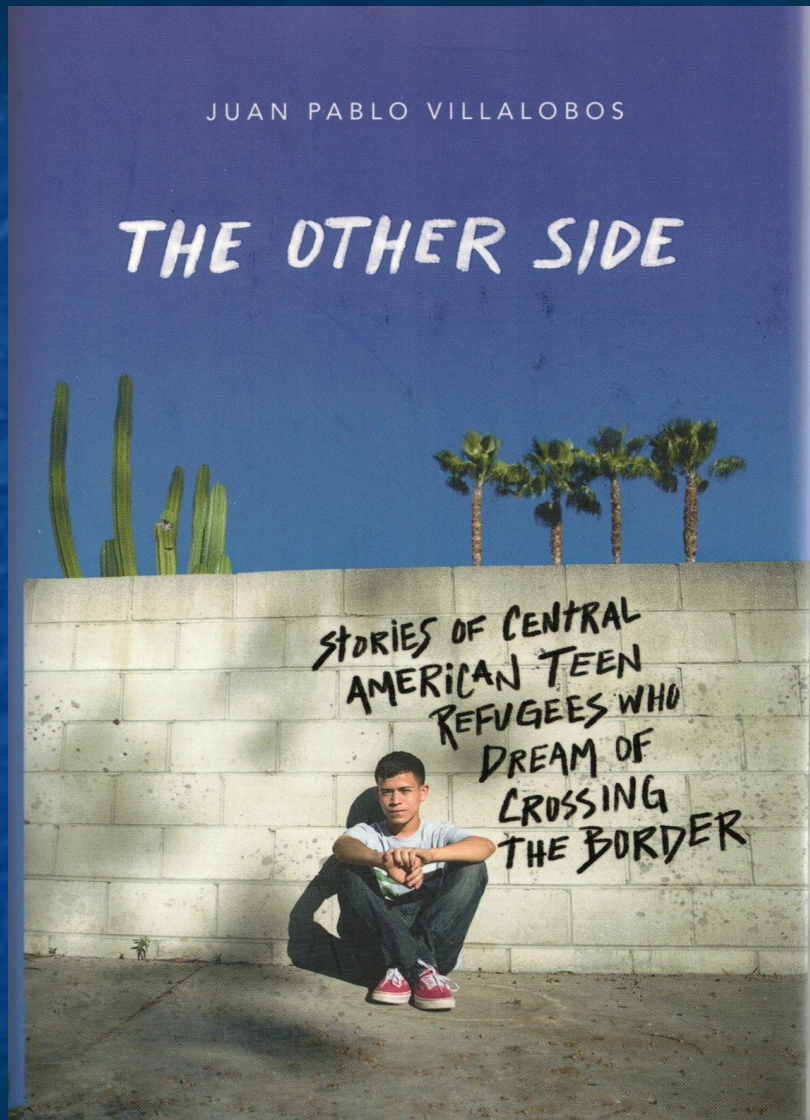
JOSEPH GONE  
Harvard University



1. **Healing Trauma:** Fostering Mental Health
2. **Overcoming the Odds:** Building Resilience
3. **Changing the Odds:** Confronting Colonialism



# 21<sup>st</sup> Century Cultural and Racial Trauma





## Historic Distrust

Youth from dominated groups initially may not trust helpers of a different race.

MARTIN BROKENLEG

# Hidden Wounds

KENNETH HARDY

## Surface Symptoms

Acting Out

Withdrawal

Helplessness

Hopelessness

Substance Abuse



## Hidden Wounds

Disrespect

Voicelessness

Wounds of Rage

Wounded Self-Worth



**Assault on Self-Image**  
*I'm dumb, not attractive,  
not college material*

*The most powerful tool of an oppressor is the mind of the oppressed. If someone can convince us that we are not good enough, not smart enough, and not capable enough, then oppression becomes pretty permanent inside our heads.*

Martin Brokenleg, 2012. Transforming Cultural Trauma into Resilience, *RCY*, 21(3), 9-13.

## The Wound of Rage



It is virtually impossible to be the depository of perpetual negative and debilitating messages and having one's sense of self assaulted without experiencing rage.

Youth of color are often prescribed anger management interventions while rage from the hidden wound from racial oppression remains unaddressed.

Hardy, 2013, p. 26

# RECLAIMING YOUTH AT RISK

*Futures of Promise*



Larry K. Brendtro | Martin Brokenleg | Steve Van Bockern



Across cultures and life span, all  
humans have the same needs.

MARTIN BROKENLEG

What is the *Active Ingredient* in successful work with youth at risk?

JUNLEI LI & MEGAN JULIEN

*“Developmental Relationships”*

URIE BRONFENBRENNER



1. A strong, caring bond
2. Increasingly complex tasks
3. Shifting power to the learner
4. Relationships of reciprocity

Belonging

Mastery

Independence

Generosity



## What is *Civilization*?

Europeans believed their culture was superior to so-called *primitive* societies.

When asked what he thought of Western civilization, Mahatma Gandhi replied, "I think that would be a good idea."

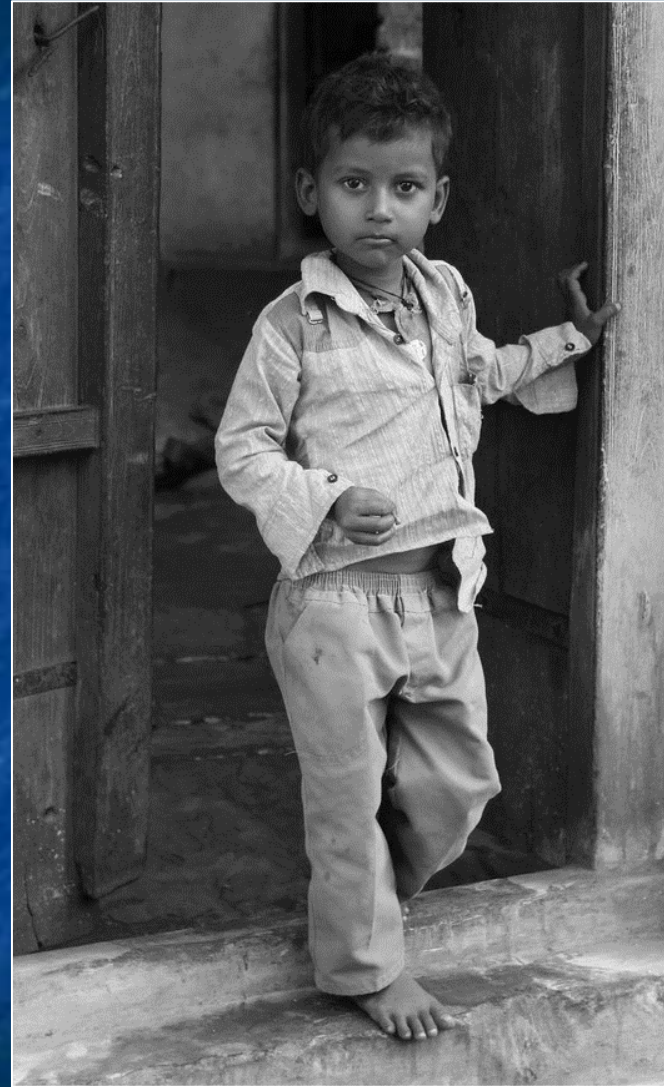


## Two Kinds of Cultures

People in some cultures are *insecure* and *surlly*. But members of other cultures are *secure* and *peaceful*. What makes the difference?

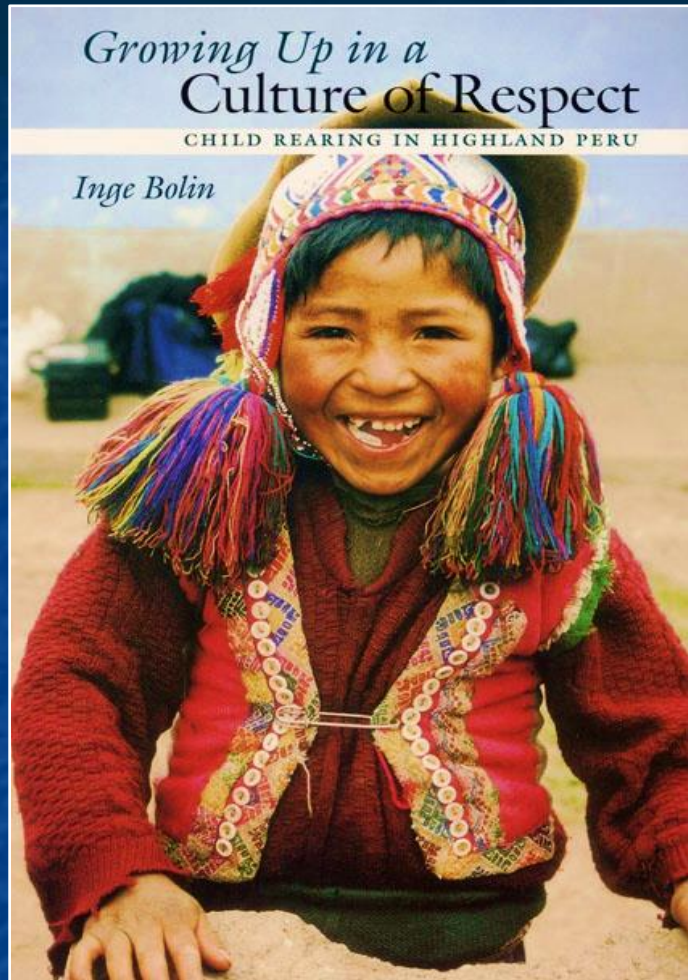
Those in **Insecure Cultures** strive to dominate one another. Those in **Secure Cultures** seek to meet needs of both individuals and the group.

RUTH BENEDICT

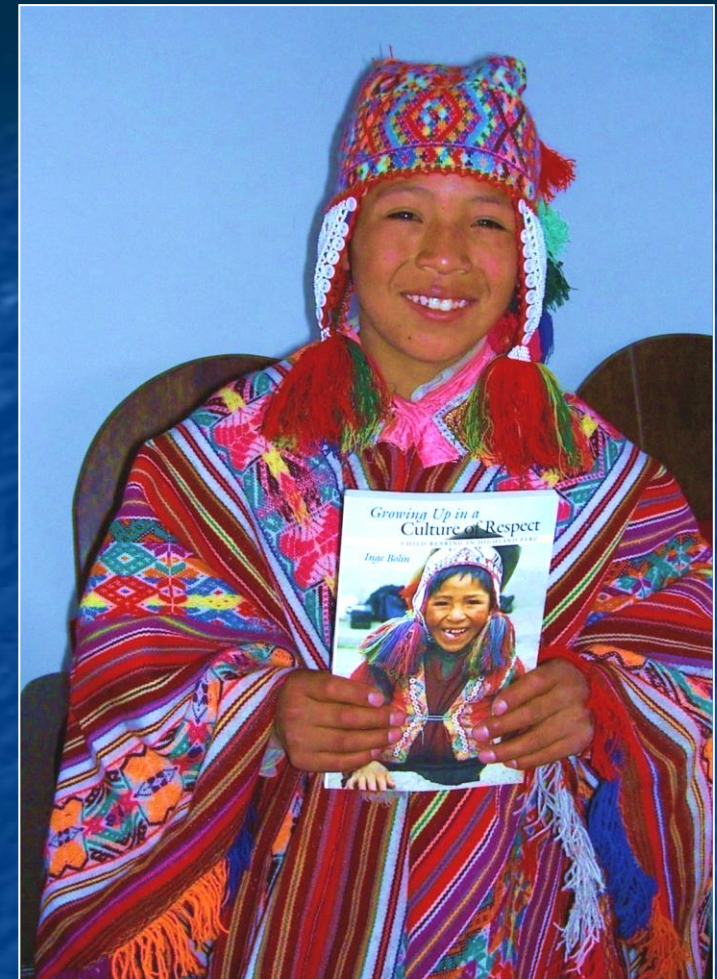


The Blackfoot respect their children more than Americans.

ABRAHAM MASLOW



Cultures of Respect:  
Indigenous Peru and  
the Circle of Courage



From the moment I entered their community, I was captivated by the respectful behavior, self-confident demeanor, and astonishing creativity.

INGE BOLIN, Vancouver Island University



Despite great poverty, children are polite, responsible, compassionate, curious, adventurous, and courageous even at a very young age.

INGE BOLIN



## Belonging

Young people are taught that loneliness is the saddest experience so all must be included in circles of respect.



## Mastery

Children are eager to learn from elders by observing and pitching in to help. In school they are highly motivated but never flaunt their superiority.



## Independence

Youth take responsibility for tending animals and caring for small children who idolize them. They are never harshly punished.



## Generosity

Teens are given the role of protecting the alpacas from rustlers. All young people contribute as full members of the community.

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Larry Brendtro

