



99209 CULTURES OF GLOBALISATION WEEK 9



INDIGENOUS RESPONSES TO CULTURAL GLOBALIZATION



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WEEK 9 Seminar Outline

PART I

- Lecture (30 minutes)
- Group Activity (30 minutes)

PART II

- Media Portfolio Assignment (due in Week 11)
- Group Case Study Assignment Brief explanation (10 mins)
- Group Case Study Planning Activity (20 mins)
- Media Portfolio group discussions and Roll call (20 mins)



**INDIGENOUS
RESPONSES TO
CULTURAL
GLOBALISATION**

INDIGENOUS RESPONSES TO CULTURAL GLOBALISATION

INDIGENEITY is a branch of **POSTCOLONIAL** theory.

- Aims at understanding the increasingly complex and shifting subject positions of indigenous writers and cultural producers.
- Indigenous groups completely earn the position of colonized group to clearly demonstrate the processes of imperialism at work.
- But very often, indigenous groups have fallen into the political trap of the essentialism set for them by imperial discourse.
- Indigenous peoples sometimes defined as the ultimately marginalised and as having a real “**authenticity**”.
- But if all cultures are dynamic and shift and adapt according to their environment then so do indigenous cultures.

TYLER COWEN –

ETHOS AND THE TRAGEDY OF CULTURAL LOSS (2002)

- Globalisation – Something cultural is lost at the same time
- Non-western countries lose their “uniqueness”

ETHOS

- Special feel or flavour of a culture
- Worldviews, styles inspirations, found in a society, or a framework for cultural interpretation

COMMON LOGIC:

Individuals in smaller, poorer cultures, typically benefit from adapting the innovations from larger, richer cultures.

BUT: Smaller cultures would prefer to receive the benefits of trade but keep out the ethos of the larger culture

**MINERVA
MODEL:**

Initial meeting of
cultures

Wealthier culture upsets the
balance of forces.

UNIQUENESS is lost

VIOLET FORD: COMMODIFICATION OF INUIT SYMBOLS & POTENTIAL PROTECTION MECHANISMS

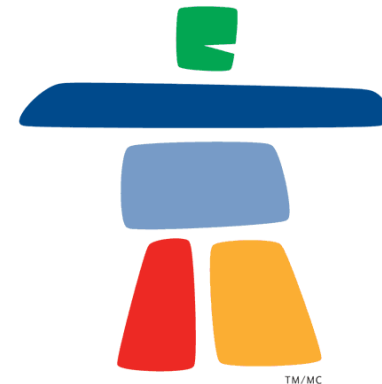
MARX'S THEORY OF COMMODIFICATION:

The process by which something which does not have an economic value is assigned a value

It describes a modification of relationships, formerly untainted by commerce, into commercial relationships in everyday use.



VS



vancouver 2010

Commodification of cultural symbols as a new form of colonialism.

GROUP ACTIVITY (10 MINUTES)



In groups, find an example of an indigenous tradition or artefact that has been appropriated or commodified by a larger culture.

Consider what is gained and lost by the appropriation and why it might be considered problematic by the indigenous people who consider that tradition or artefact as a representative cultural symbol.

Post your example on gosoapbox

LYNN MESKELL (2013)

UNESCO AND THE FATE OF THE WORLD HERITAGE INDIGENOUS PEOPLE'S COUNCIL OF EXPERTS (WHIPCOE)



- Cosmopolitan organization
- Challenge of indigenous claims that often conflict with nation-state agendas
- Inclusion & management of indigenous heritage, places & practices.

“PROBLEM OF SOVEREIGNTY”

INDIGENOUS GROUPS

VS.

THE STATE
(National Concerns)



Convention for the Safeguarding of the Intangible Cultural Heritage

GROUP ACTIVITY 2

Have a look at the **UNESCO Lists of Intangible Cultural Heritage and the Register of good safeguarding practices** (<https://ich.unesco.org/en/lists>) and read some of the examples.

In your group consider a common cultural tradition that every group member shares. Imagine you had to nominate that tradition on the List of Intangible Cultural Heritage. **How would you argue your case?**

You can consider culture in the broadest sense possible. For example, you might consider using Facebook an important cultural tradition, watching the NYE fireworks or even eating meat pies!

Prepare your case and present it to the group beside you.

When you've finished, nominate one person from each group to write on gosoapbox whether or not the other group was able to convince you of their '**cultural tradition**'.

Consider whether it is easy or difficult to make such a case and the difficulties that Indigenous communities might encounter in seeking 'protection' for their cultural traditions.



**QUESTIONS ABOUT
MEDIA PORTFOLIO
ASSIGNMENT
DUE WEEK 11.**



GROUP CASE STUDY

BRIEFING (10 MINS)

GROUP PLANNING (20 MINS)

MEDIA PORTFOLIO GROUP DISCUSSIONS



MEDIA PORTFOLIO ACTIVITY

Time allocated = 15 minutes

- Please locate your group and share the news item you have sourced. Your question should be a provocation to the group
- Remember to take notes about the discussion on your item. You will need these to inform your reflection on the discussion
- Make sure that everybody who brought in an item is able to steer the discussion for some of the time so they can complete their assignment

PREPARATION FOR WEEK 10 (OCT 2)

PUBLIC HOLIDAY!!

- ✓ **Source a news item** on an aspect of cultural globalisation and **post it to your assigned media portfolio group on UTS Online** with summary and question. **Read the articles, summaries and questions** posted by your peers as part of your preparation activities
- ✓ **View and take notes** on:
 - ‘Multilingualism in Africa: Marginalisation in Africa: Marginalisation and Empowerment’ by Birgit Brock-Utne
 - ‘Dissecting Multilingual Beijing: The Space and Scale of Vernacular Globalization’ by Lin Pan
 - ‘Endangered Languages: Why it Matters’ a TEDTalk by Mandana Seyfeddinipur