

IPE Cultural Fluency, Fall 2019

Meeting Agreements

- Step up/step back – everyone speaks once, before anyone speaks twice
- Remember you are in charge of your story, share only what you're comfortable with
- Listen for understanding, approach with inquiry; we may not agree
- Ask questions about each other's experience, and learn about each other through shared stories
- Anyone can call a time out for clarification
- Be willing to expect and accept non-closure

Round 1 – 45 minutes

Headdress, late 19th-early 20th century, Tsistsistas (Cheyenne) or Lakǰóta

Restoring Indigenous Perspectives, by Jaclyn Roessel - How has this article changed your approach to presenting the Headdress?

How does it feel to replace the terms “artifact” and “object” with “cultural resource” or “cultural belonging”?

What are the challenges in presenting artworks from a culture not your own?

Break 15 minutes

Round 2 – 45 minutes

Attributed to William Howard, Writing Desk, USA, c. 1870

How do your own perspectives, biases and personal history impact your connection to a work of art?

What are reasons you would avoid talking about the history of slavery?

How do you balance the conversation of the history of William Howard and the desk itself?

How does the visitor's developmental stage influence the type of information you present?

How does the visitors' cultural fluency influence the type of information you present?

Action Plan – 15 minutes

Pick one thing that you would like to implement in your gallery teaching. Pair share ideas with the person next to you. Using what you have learned from today's discussions, write down your plan for implementation in the coming year.

Thank you for your time today!