

# POCKET GUIDE TO INDIGENOUS SOLIDARITY

*for both native and  
non-native allies  
accomplices and  
co-conspirators*

*Perspectives Insights to  
Cultural Resource Management  
and Indigenous Consultation*

From cultural competency to collaborative futures: Preparing educators, researchers, and agency representatives for engaging with indigenous communities.

*Consider the following:*

- Challenge the accepted narrative
- Positionalism - Academic Hierarchy - Lateral Parody
- Academic Rights vs Cultural Responsibilities
- Don't Take and Regurgitate
- Acknowledge full circle values to: Responsibility, Respect, Relevance, Rationality and Reciprocity



***“Nothing  
About Us  
Without  
Us”***



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Listen to and respect cultural protocols and sensitivities. Western settler colonial science informs us through "*Scientific Theory*," (which is helpful) yet \*\_not\_\* the "**Only Truth.**"

Protocol is the set of societal rules that members of and visitors to a community respectfully follow in order to maintain peace and harmony within a community. Just as we have etiquette when we enter another person's house, we also have protocol when entering or living on traditional Native Californian lands.

*Some examples of Indigenous/Native protocol include:*

- acknowledgement of original lands and peoples at events and institutions
- as a guest, the offering of gifts to Indigenous leaders at events, gatherings, etc.
- consulting with tribal leaders when organizing events for or writing about tribal groups, history, etc.

***"My mother taught me as her mother taught her, when an individual is unearthed the Spirit of that individual is wandering and until that individual is re-entered ceremonially, the Spirit of that individual is wandering."***  
***Kanyon Sayers-Roods - Indian Canyon Nation***

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## PILLARS OF SOLIDARITY

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**RESPECT:** Listen and observe twice as much as you speak. Understand that communities may or may not consent to sharing information. Inquire if there is a lack of understanding. Give elders top priority - food, seating, space to speak, etc.

**ACTIVE EDUCATION:** Familiarize yourself with the Native communities, of the past & present, of the place you reside. Learn their history, stay informed on current issues, and educate your community.

- acting to ensure inclusion even with diverse and opposing perspectives. Facilitating communication may require checking privileges, to humbly get out of the way, acknowledging how **entitlement and fragility** inform our actions and responses. No one is entitled to always get their way, and learning to take the no - so to speak - can go a long way in mending bridges. [ **\*\*NOTE: don't go "indian-shopping" for permissions\*\*** ]

- to act and engage with responsibility and due diligence. Settlers on occupied native lands bear a responsibility to acknowledge the original peoples of the land. [ **\*\*NOTE: it's important that land acknowledgments deploy **inclusive** phrasing: acknowledging one tribal band or organization is often a selective and incomplete piece of the truth. Indigenous peoples often trace their ancestry to a territory and are legitimate lineal descendants who may not affiliate with a tribal band or group\*\*** ].

**ACTIVE COMMUNITY BUILDING:** Show up at Indigenous-organized events/gatherings and spread the word. Support Indigenous-led organizations, artists, educators, and activists.

**ACKNOWLEDGEMENT OF NATIVE LANDS:** A promise to amplify Indigenous voices, to stand in solidarity with the local Indigenous community, and to respect the local protocol. **#HonorNativeLand** for more info, visit [usdac.us/nativeland](https://usdac.us/nativeland) & [native-land.ca](https://native-land.ca)

# AN EVER SO BRIEF HISTORICAL TIMELINE

- » **130,000 - 60,000 years ago:** New scientific studies keep informing us that there is proof of Indigenous Peoples on the continents now known as the Americas. Indigenous community is happy to see "Western Science" is "catching up, slowly"
- » **~13,000 BCE:** first evidence of Native Californian (NC) presence, as well as trade with Hawaiian visitors BEFORE the Bering Strait land-bridge Theory, which studies state as occurring somewhere between 15,000-10,000 years ago
- » **1400-1600:** "Age of Exploration | Age of Discovery" – Europeans traveled to North America and interacted with American Indians, establishing colonies in North & South America
- » **1769-1833:** establishment of Spanish missions; first wave of genocide, displacement, and enslavement of NC people; British colonies gain their independence from Great Britain and become U.S.A.
- » **1840s-1890s:** The Gold Rush and American Westward Expansion; sudden flurry of government action against NA peoples, including 1848-1855 Legal Genocide, US-sanctioned and rewarded killing of Native Californians, and the "Indian Removal" of 1830-1850
- » **1850-1900:** Establishment of Reservation System; in 50 years of state-sanctioned murders and displacement, the population of NCs dropped from an estimated 150,000 to 16,000; starting in the 1870s, NA children were sent to boarding schools, where they were forced to speak English and learn US culture, or else they would face severe and sometimes fatal punishment, a practice that would continue until 1928.
- » **1920s-1960s:** Indian Citizenship Act of 1924; the Indian Reorganization Act of 1934; Historic Sites Act of 1935; the Termination Policy in 1943, American Indian tribes disbanded, land claimed and sold, would continue until 1968, culminating in the California Rancheria Termination Acts, which took the federal rights and lands from around 45 different tribes; UC Archaeological Survey established in 1948.
- » **1960s-1990s:** Multiple-Use Sustained-Yield Act of 1960; practice of self determination starts in 1961; 1969-1971: Occupation of Alcatraz by dozens of NA tribes to protest US gov's breaking of treaties; The California Environmental Quality Act of 1970 (CEQA); 1978: American Indian Religious Freedom Act; Federal Acknowledgement Project starts in 1978; 1990 sees: NA Languages Act; the Native American Graves Protection and Repatriation Act (NAGPRA); and the expansion of IC inventories to include non-archaeological information, and distribution of OHP inventory info to ICs
- » **2010s-present:** first meeting of CHRIS Working Group (hosted by SHPO) in 2010; OHP contracts for studies of CHRIS modernization, sustainability, and service delivery model, plus assessment of inventory from 2011-2014; AB-52 Native Americans: California Environmental Quality Act of 2015; today, Federally Unrecognized Tribes continue to fight for their rights to ancient sacred lands; ICs and OHP convert data, both independently and with agency support, and work on plan for future of the CHRIS

As some acknowledge, we are living in a time many people refer to as the Anthropocene [Greek origin of the term: 'anthropo' human and 'cene' new, *coined in 1980 and popularized in 2000*] Simply put, humans are studying themselves, witnessing the period of time during which human activities have impacted the environment enough to constitute a distinct geological change.

Indigenous people have a holistic ontological relationship to place, it is important to consider 'Ontological Belonging' in relation to *land - home - place*, belonging to along with having a sacred obligation and responsibility to place, **Place-Based-Knowledge**. Unlike Western imperialistic science which sees place as a mere container for things and has a unique relationship to "*possession*", as it is one of those little words with lots of meanings: ownership, rights, containment, domination, and control. Native Americans see place as an integral part of the things that exist in it.



**SCA**

**SOCIETY FOR  
CALIFORNIA ARCHAEOLOGY**

## ***Native American Programs Committee***

Bringing the knowledge and reality of the continued existence of Indigenous Communities, in the place now called California; and awareness of their heritage "since time immemorial" into the daily practice of Cultural Resource Management.



<https://scahome.org/about-us/committees/native-american-programs-committee>

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