

Decolonizing refinement: Contemporary pursuits in the art of Edouard Duval-Carrié

November 9, 2018 – February 2, 2019

Teacher Resource Guide

Decolonizing refinement is an exhibition featuring the work of Edouard Duval-Carrié, depicting the African Diaspora and its effects on native peoples. Duval-Carrié's work focuses on the experiences of African-Caribbean people, specifically those from Haiti. Historically, the experiences of these peoples have been ignored or misrepresented by Eurocentric view of history.

Artifacts, from South Florida to Tallahassee, will be exhibited alongside Duval-Carrié's renowned artwork. The inclusion of these artifacts builds upon Duval-Carrié's artistic statements and demonstrates how the problematic process of de-colonization extends to Florida's visual and material culture. The work critiques the Eurocentric history of Caribbean representation, implicating the colonial heritage of Florida and the broader U.S. Southeast. This exhibition furthers the mission of the University Galleries to promote the understanding of the complex diverse world in which we live through contemporary visual art.

Artist background: Edouard Duval-Carrié

Edouard Duval-Carrié was born in Port-au-Prince, Haiti in 1954. As a teenager, Duval-Carrié and his family immigrated to Puerto Rico shortly after the election of totalitarian dictator, François Duvalier, also known as Papa Doc, who served as the President of Haiti from 1957 to 1971. As a young man, Duval-Carrié moved to Canada to earn a Bachelor of Arts from Loyola College, Montréal in 1978. He later attended the École Nationale Supérieure des Beaux-Arts in Paris, France, from 1988 to 1989. He resided in France for many years but currently lives in Miami, Florida with his family residing among Miami's substantial Haitian immigrant population and maintains cultural ties to his homeland.

What is (de)colonization?

In order to understand decolonization, one must first understand the process of colonization. Colonization has been defined as the settling and establishment of control over an area inhabited by indigenous people, occupying it with settlers and exploiting it economically. Decolonization is the meaningful and active resistance to the forces of colonialism that perpetuate the subjugation and/or exploitation of minds, bodies, and lands.

The arrival of Christopher Columbus

The colonization of Haiti began in 1492 with the landing of Christopher Columbus in the Caribbean Islands. As he approached land he was greeted by the Arawaks, native people who inhabited the Caribbean. The Arawaks wore tiny gold earrings which Columbus considered to be valuable. So, he captured the Arawaks and insist they guide him to the source of the gold. On the Island of Hispaniola, which is currently comprised of two nations, the Dominican Republic and Haiti, Columbus built a fort called Navidad and designated thirty crewmembers to oversee the extraction of and storage of gold ore, making it the European fort colony in the Americas. Columbus instructed them to find gold and store it in the fort while he sailed back to Spain with his Arawak prisoners. He returned to the island with seventeen ships and more than 1,200 men.

In 1492, an estimated 250,000 Arawak inhabited Hispaniola. The Spanish with their superior technology and weapons quickly took control of the island, enslaving the Arawak. Working under harsh conditions in mines and in the fields quickly took a toll on the Arawak population which fell to less than 50,000 in 1515. By 1650 none of the original Arawaks or their descendants were left on the island. The dwindling Arawak population led to the importation of black African slaves in the early 1500's. As Spain conquered new regions on the mainland of the Americas, its interest in Hispaniola waned, and the colony's population grew slowly. By the early 17th century the island became a regular stopping point for Caribbean pirates. In 1606, Spanish King, Philip III, ordered all inhabitants of Hispaniola to move close to the capital Santo Domingo, to avoid interaction with pirates. The migration of Spanish colonists from the coast to the center of the island allowed for French pirates to establish their own bases on the abandoned north and west coasts of the island.

Objective:

Students will be able to describe and analyze the effects of European colonization. Students can identify examples of colonization in art.

I can Statements:

- I can define colonization in my own words.
- I can describe examples of colonization found in artwork.
- I can describe the motivation of European colonization.
- I can outline the effects of colonization.

Standards:

Grades (6-8)

SS.8.A.2 Examine the causes, course, and consequences of European settlement in the American colonies.

SS.8.A.4.4

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

VA.68.C.3 The process of critiquing works of artwork lead to development of critical-thinking skills transferable to other contexts.

Grades (9-12)

SS.912.H.2.3 Apply various types of critical analysis (multimodal) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Lesson 1- In the Classroom

Pre-visit Activity: The landing of Columbus

By the early to mid-seventeenth century, Spain, England, France, and the Netherlands were all competing for colonies and trade around the world. Beginning in the late fifteenth century, explorers, conquerors, missionaries, merchants, and adventurers sought to claim new lands to colonize. It was only a matter of time before imperial rivals butted heads over land possession and trade routes. Competition for land grabs, settlement, trade, and exploration led to the growth of New World imperialism and the economic system of mercantilism. As European nations squabbled and settled lands, much was to be lost on the side of the indigenous Americans. Native populations shifted and decreased from the time of settlement onward.

Word Sort:

Display the map of the Caribbean and the United States of America and divide the class into small groups and hand out notecards with the words written on them. This will help activate prior knowledge, assess what students already know, bridge content areas, and allow an interchange of language.

- Haiti
- Colony
- Colonization
- Decolonization
- European
- African slaves
- Caribbean
- Indigenous
- Christopher Columbus

Ask students to talk amongst themselves about the meaning of these words and their connections to each other.

Discussion Questions:

After allowing the students to discuss, as a class allow the students to answer the following questions:

- What words are you familiar with?
- What words are you unfamiliar with?
- How did you think these words are related?
- What is a colony? Who are the colonizers? What does it mean to decolonize?
- Why do people colonize?

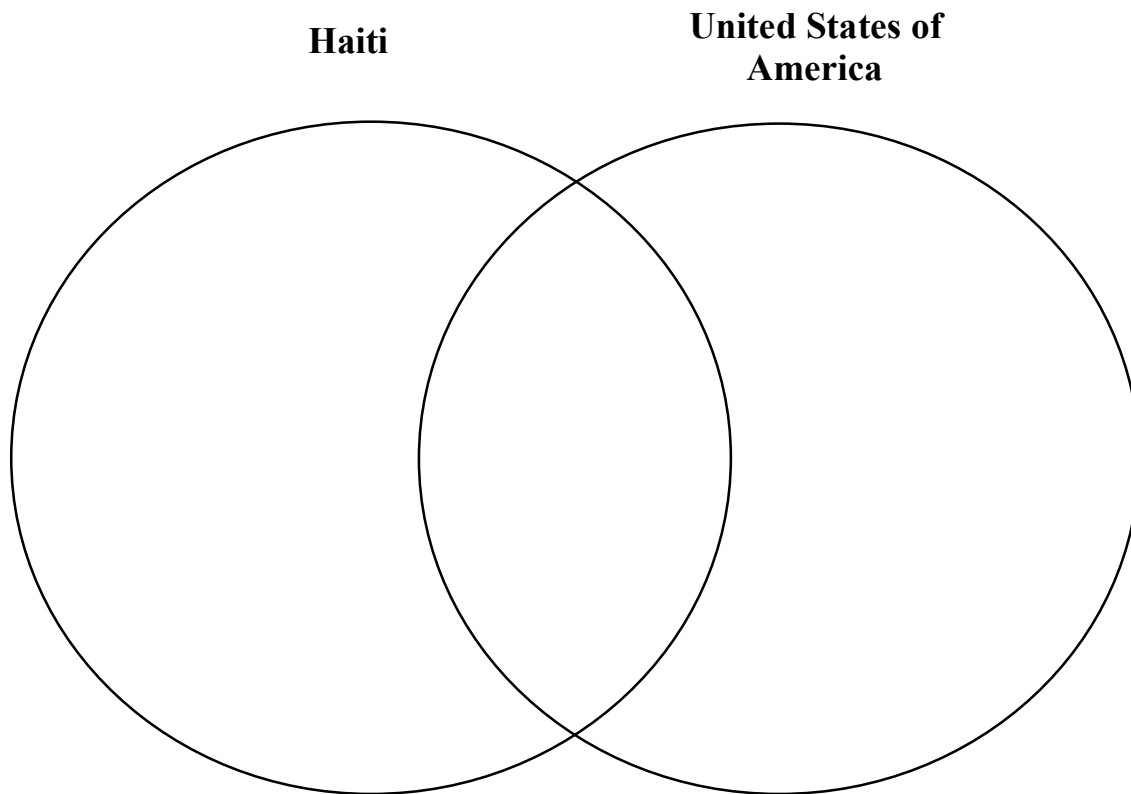


Compare and Explore:

Ask the students to elaborate on what they already know about US colonization. After discussing the students background knowledge, show this video on the history of Haiti's colonization and revolution.

[In Haiti: A Road Trip](#)

- After watching the video, as a class create a graphic organizer comparing and contrasting the similarities between Haiti and US early colonization.



Classroom Discussion:

After students compare and contrast the colonization of these two lands present the concept of decolonization. Display these two images and ask students to compare and contrast these two works.



- How are these works different? Similar?
- How does color effect the experience of the piece?
- Can you identify the theme of decolonization in Edouard Duval-Carrié's work?
- Compare and contrast the content of these two images? What do you see?
- What do you think the two artist's intentions were when creating these works? How do you think their intentions differ?

¹ Albert Bierstadt, *The Landing of Columbus*, 1893, oil on canvas, 80 x 120 inches

² Edouard Duval-Carrié, *After Bierstadt: The Landing of Columbus*, 2013, mixed media on aluminum, 94x144 inches

Main lesson: Gallery Visit

Objective:

Students will be able to identify the reoccurring theme of decolonization in the work exhibited at the gallery.

Standards:

Grades (6-8)

VA.68.C.2.3 Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.

VA.68.H.2.1 Describe how previous cultural trends have led to the development of new art styles.

Grades (9-12)

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve the artist's objective.

I Can Statements:

- I can identify the major themes that are being depicted by the work exhibited at the gallery.
- I can relate the themes in the exhibition to Haiti's colonial history.

Activity:

Below are four works that are shown at the exhibition. At the interactive tour, assign pairs to specific works. Ask students to answer the following questions in their discussion with their partner:

- Describe the artwork.
- Where can you identify the theme of decolonization?
- How does the artwork viewed in class compare to this work?
- What does this work remind you of?



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³ Edouard Duval-Carrié, *Bossou Feuir*, 2016, 45x41x29 inches

⁴ Edouard Duval- Carrié, *Of Cotton, Gunboats and Petticoats*, 2017, 72x60 inches

⁵ Edouard Duval Carrié, *El extraño de los zombies*, 2016, 60x60 inches

⁶ Edouard Duval Carrié, *Memory Window #4*, 2017, 58x58 inches

Discussion:

After the students examine their artwork engage the students in discussion, comparing the work by Albert Bierstadt to the work in the exhibition.

Post- Visit Reflection:**Objective:**

Students will create an artwork with the concept of colonization in mind.

Activity:

It is not unrealistic to imagine a future where humans have colonized another planet that is already populated with an alien species. You have been commissioned to create artwork that documents this monumental event.