

# Territorial Imperative

A Process Engagement

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This Process Engagement is designed as a group process to engage the problem of “asymmetry” and policy development in relations between representatives of two or more cultures in a real-life circumstance similar to the “case-method” used in legal, psychological and business studies. Facts, information and knowledge are combined with behavioral responses to assist participants explore theory and actual consequences in a subject area.

Asymmetry is an imbalance in size, power, aims, forcefulness, capacity and or intentions when individuals or groups engage each other. Where there is a basis for common understanding (i.e., similar experiences within the same cultural framework, or similar experiences in different cultures) it is possible to overcome adverse consequences resulting from asymmetry. But what happens when asymmetry is sufficiently pronounced and there are few experiences that are shared? When parties engage each other in an asymmetrical relationship with imperatives that determine life and death, what are the responses and consequences of those responses? How can this clash of imperatives inform our currently analysis of policy in relations between representatives of modern states and representatives of indigenous nations?

When representatives of one culture confront representatives of another culture, they are faced with the initial tendency to notice differences while seeking similarities. Outer appearances serve as a starting point, but behaviours heavily influence how the relationships develop. Representatives also seek to impose their own practices and norms on the others. When representatives of America’s original nations first experienced representatives of Kingdoms and potentates their response in policy and in actions set the basis for how relations would be conducted in years and decades to come. Not only did America’s nations influence the course of events, they determined the how and when events would unfold. Just as that was so 382 years before the present, it is true now. This Process Engagement can contextualize the significance of “asymmetry” in modern government-to-government relations between Indian nations and the United States of America and in relations with domestic states’ governments.

## ***Instructions***

**(Faculty:** You are using this Process Engagement as a learning tool to facilitate a basic understanding of asymmetrical relations and how policies evolved through different decision-making methods determine outcomes.)

# About the Players

## Defining the Founder Group(s)

Divide the learner group into two groups of unequal sizes (i.e., if there are ten people then divide the group into 6 people in one group and 4 in the other where the proportion ensure a relative imbalance that is noticeable). Separate the groups into two corners of the room using chairs and or tables to demarcate outer boundaries of territory.

The territories must be proportionally sized to match the relative size of the groups. If the total number of learners is greater than 25, then create three disproportionately sized groups in three corners. (Do this quickly so that little time is taken with organization).

- Provide each group a name as in “Green People,” “Purple People,” or “Gray People.”
- Indicate that one group will be required to make decisions as a result of unanimous agreement, the second group must make decisions on the basis of general consensus, but individuals may act on their own and if there is a third group it must make decisions on the basis of group agreement, but one person makes the final decision and represents the whole group.
- Founder groups may consult with each other in real time, but decisions must be made according to the methods indicated for each group.

## Defining the Explorers

The Faculty serve as the Explorers. The number of Explorers is proportionately small and they work together to achieve their goal.

Though smaller in number, the power dynamic as projected by Explorers assumes a single minded need to achieve the acquisition of material wealth. Sudden shifts in approach, changing agreements, adjusting the meaning of terms and telling of simple untruths are essential tools for the achievement of the Explorers’ goals.

Explorers carry with them paper tablets on which they take notes about the various approaches taken by the Founders, but the key to Explorer success is that raw materials are gained with the least amount of intervention by the Founders.

No information from tablets or internal understandings between Explorers is shared with Founders.

If acquisition of territory is necessary to secure raw materials, then, even though they may not actually occupy the land, steps will be taken to secure the land.

Ultimately, removal and displacement of Founders from the land (removing obstacles to acquisition of raw materials) is an essential objective.

**(Faculty: Much of the above information will not be supplied to the Learners in their instructions.)**

- One Founder group must have the goal of taking resources from one of the other Founder groups.
- One Founder group must have the goal of making concessions to the Explorers.

### **Founder Goal**

Guarantee an abundance of food and resources necessary to assure the prosperity of the community and to assure the status of the nation.

### **Founders**

Learners will serve as the Founders (residents in a specific land area, settled and fully dependent on land, and resources for life) whose purpose is to exploit land and resources, evolving a culture and ensuring continuing life of a community.

### **Explorer Goal**

Ensure the successful identification and acquisition of resources and lands that enhance the personal wealth of Explorers and enrich benefactors. The resources must be convertible to manufacture or in a raw state so that they can be transported away from the source.

### **Explorers**

Instructors will serve as the Explorers (traveling from a remote land to a new land) whose purpose is to find, secure and establish control over resources and other forms of wealth to enrich themselves, enrich their benefactors; and to use verbal language, body language, and any expression of power available to succeed.

The total number of Explorers is numerically small compared to Founders. Explorers have access to tools, techniques and concepts rooted in a cultural experience influenced by many cultures whereas the Founders have access to tools, techniques and concepts rooted in a cultural experience influenced by many cultures with a similar set of characteristics.

## ***Purpose***

The purpose of this Process Engagement is to encourage participants to examine their own responses, motives for response and implications for response to a series of

provocations which alternately support or threaten the achievement of the goal as Players seek to secure territory, acquire and control resources in an effort to identify alternative scenarios for outcomes.

## **Goal**

### **Overall Goal**

To mirror and thus reflect upon the possible responses, motives and outcomes of initial contacts between Atlantic Coast nations and English explorers in the 15<sup>th</sup> century relying on known facts from that era and responding to new information provided by the players given the scenario provided in this Process Engagement.

### **Time Limits**

Participants in the Process Engagement have thirty minutes – forty-five minutes of process followed by thirty minutes of analysis or a total of one to one and a half hours. These instructions should be read and understood well in advance of undertaking this group process.

### **Scene**

There are at least two distinct groups of people (Founders) who have recognized (between themselves) control over land and resources. While the groups are of different sizes, have different distinct ways of organizing and making decisions, and have had limited levels of contention over females and the use of land and resources there are sufficient differences to maintain separate identities—a tendency expressed by all of these groups. Each of the groups has a different sized territory with varying resources ranging from wild fish, medicines, fur bearing animals, minerals, rivers and lakes, and pine, fir and yellow cedar forests. The technological characteristics of these different groups are essentially undifferentiated. These groups are essentially dependent on magic, supernatural powers, and simple implements sufficient to exploit the natural environment. While these groups have recently become aware of the presences of small troupes of foreign people, they are each generally more interested in each other than they are in the foreigners. The foreigners are looked upon as having a limited significance since they are so small in number, though there is a kind of wariness in recognition of the foreigners' potential.

Meanwhile, a small group of Explorers are in search of gold and precious wood which, if found in sufficient abundance will serve as the basis for bringing a large number of workers into the area to extract the valued metal and wood. The Explorers know nothing of the Founders and indeed consider the possibility of such groups as being either an obstacle to be overcome or a potential source of free labor to extract the valued metal and wood. The Explorers have developed technologies that fabricate gold and precious woods into objects of even greater value in the societies from which the Explorers come. The Explorers are commissioned to undertake the exploration into a new land for gold and precious wood by a King who is desperately trying to replenish his wealth much of which was recently lost in wars with a neighboring King. As a result, the King authorized the Explorers to conduct “business on my behalf” and “return to me the

abundance I cherish.” In exchange, Explorers receive pieces of land, a house, servants and great personal riches.

## Questions

*(Faculty: Post Engagement discussion and analysis may be augmented with the following questions:)*

1. What role do initial perceptions about different parties in this engagement play in the formulation of policies by each of the Founder groups?
2. How do the different parties learn about the goals and intentions of each other?
3. To what extent does intra-party conflict between Founders define separate or common responses to the Explorers? How?
4. When policies of each group were formed, were they permanent or did they have to be adjusted?
5. Do you see any similarities between the way Founders and Explorers deal with each other and how Indian nations and Modern states deal with each other? Explain.
6. What adjustments in policies might the Founders and Explorers have made to reduce conflict and increase the chances both could reach their goals without conflict?