

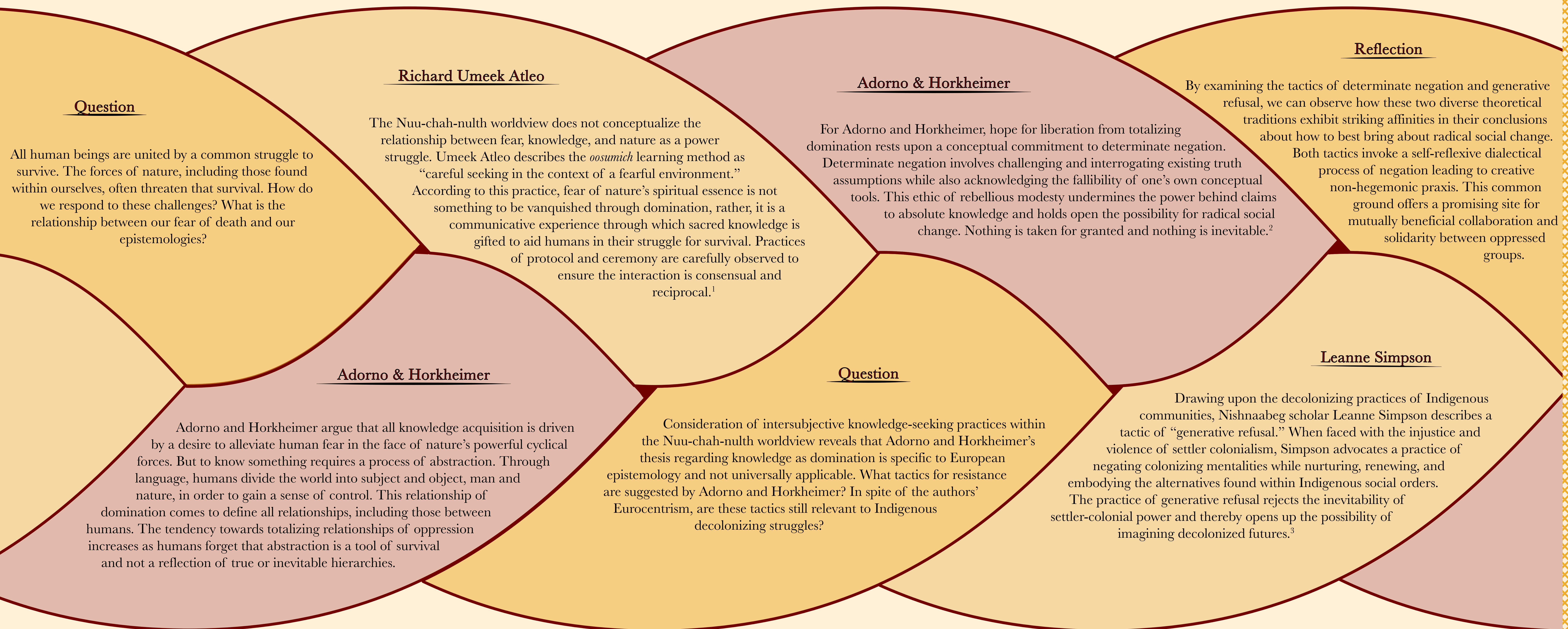
Braiding Critical Theory: Frankfurt School and Indigenous Critical Traditions

Introducing the Project

Frankfurt School Critical Theory, founded in the 1920s by a group of German-Jewish scholars, and contemporary Indigenous Resurgence Theory from across Turtle Island represent two diverse and distinct critical theoretical traditions. Despite their distinct contextual origins and ontological foundations, both schools grapple with experiences of genocide within totalizing systems of domination: settler colonialism, capitalism, and fascism.

This project explores the radical potential of a dialogue between these two traditions, analyzing their synergies and incommensurabilities to further enrich their respective models for anti-oppressive praxis. The most glaring barrier to such a conversation arises from the Eurocentrism of the Frankfurt School. Eurocentrism informs the universalizing thesis of Theodor Adorno and Max Horkheimer's 1947 *Dialectic of Enlightenment*, a text theorizing the relationship between human knowledge acquisition and the domination of nature.

This poster places Adorno and Horkheimer's thesis in conversation with the works of Indigenous scholars Umeek Atleo and Leanne Simpson to illuminate the *Dialectic of Enlightenment's* limits while also highlighting a promising parallel between the dialectical tactics of resistance offered by each tradition.



References

1. E. Richard Umeek Atleo. *Tsawalk: A Nuu-chah-nulth Worldview*. Vancouver: UBC Press, 2004.
2. Theodor W. Adorno and Max Horkheimer. *Dialectic of Enlightenment: Philosophical Fragments*. 1947. Translated by Edmond Jephcott. Stanford: Stanford University Press, 2002.
3. Leanne Betasamosake Simpson. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, 2017.