

Session One

April 13, 2020

The times shown below are guidelines for the host (instructor) and co-host (Kate), and may not be strictly adhered to. In the unlikely event that there is unfilled time, the instructor has more than enough material to fill in the empty space!

~12:15 The virtual classroom will be open mic so that students can check in, say hello, and get confirmation that their link and equipment are working.

12:30 PM start time; session called to order

12:35 Welcome and Introduction

12:40 Discussion of Zoom features that will be used

- voting (sample question: "Have you read the entire book *1491*?" follow-up "Have you read any part of it?")
- hand raising
- breakout sessions
- chat

12:45 Slide show giving an outline of what the course will cover

1:05 Questions & Comments from students (via "Chat") will be addressed

1:10 Five-minute break, open mic

1:15 Halfway point: Deeper Dive into one or more of the themes presented earlier

1:30 Breakout Groups to discuss questions provided (or anything else); each group will designate a reporter to present a summary to the entire class

1:45 Reports from breakout groups

1:55 Wrap-up comments from the instructor

2:00 End of formal session

Open mic for a few minutes to allow for informal chat

Session One Breakout Sessions

The first thing each group should do is agree on one person to report a summary of your conversation to the entire class.

The following questions are designed to provoke discussion. You may use all or some of them, or talk about other issues. Please try to focus on the subject of indigenous culture! ;)



Of the **topics** outlined so far, which one(s) contain the most interest for you?

How would you describe your current level of **knowledge** of indigenous people?

- minimal
- moderate
- extensive

Did you read the book **1491**?

- cover to cover
- parts on it
- nothing so far

What other books or **resources** would you recommend to the class?

Have you been to relevant museums, performances, or other events?

What **other topics** would you like to see covered?

Session One Slide Show

In his book **1491**, Charles Mann addresses **three main themes**, which we will explore:

- 1. Indian societies were bigger than had been previously realized,*
- 2. these societies were older and more sophisticated than previously believed, and*
- 3. they had greater impact on the environment than previously understood (making the notion of "wilderness" obsolete).*

Language: we will discuss both the (English) language we use to describe indigenous people, and the indigenous languages themselves. The way we use language reveals and shapes our values and attitudes.

- ◆ "Please do not speak of us in the past tense; we are still very much here!"
- ◆ English is object-oriented; Algonkian languages are action-oriented (and have no gender) [e.g. "Kagwi ni?" versus "Awani na?"]

Lewis Henry Morgan (1818-1881): established anthropology as a science by lifting it from anecdotes to systemization. He studied and wrote on American indigenous cultures (including a book about beavers), and was cited by Darwin and Engels, among others.

Values: as expressed in religious beliefs, myths, and story-telling. Also, how these values influenced

- ★ Political organization
- ★ Economic systems

Exchange of Values: how American values influenced the Enlightenment Philosophers and the rebellious colonists; and how European culture infiltrated indigenous peoples beliefs and practices.

Little Ice Age: what caused it, and what influence it had on the development of cultural institutions on both sides of the Atlantic.

Case Studies:

- 🌐 Inka Empire
- 🌐 Local: New France, New England, New York, New Jersey
 - ▶ Muhheconneok and their kin
 - ▶ Haudenosaunee

The History of Balance