

**iiši neemankwi ašiihkiwi meehtohseeniwyankwi aatotamankwi**

**EDL 216 – Myaamia Ecological Perspectives and History**

Tue 5:45-6:35 PM McGuffey Hall Rm 418

Fall Semester 2009

**Course Description:**

In this course we will introduce, explore, and weave together various perspectives of Myaamia (Miami) ecology and history. From these perspectives, the class will create a shared understanding of the web of relationships that links humans, animals, plants, landscapes, other-than-human beings, and the stories that one particular group of humans – the Myaamiaki – have told about these interactions over time. Through an exploration of some of the general aspects of Myaamia ecology and history, each individual participant of the class will begin develop their own personalized understanding of this complex web of relationships. Half of the class meetings will be dedicated to discussing historical topics, i.e. focused on the past, but one of our explicit goals is to discuss how historical understandings and ecological practices are a part of, or can be made a part of, our contemporary lives.

**Course Requirements:**

You are expected to attend class every week. If for some reason you cannot attend, you are expected to email George and Daryl prior to class and complete an alternate assignment in a timely fashion. Students will be responsible for weekly reading assignments, weekly ecological observations, and participating in class. Students will also be required to take an in-class mid-term exam and submit a final paper.

**Evaluation:**

Class participation .....	20%
Mid-term .....	30%
Final Project .....	50%

**Class participation (20% total):** your participation grade is determined by attendance (10%) and constructive contributions to the class in either small group settings or large group settings (10%). See rubric posted on the class website for a breakdown of participation grades.

**Mid-term Exam (30% total):** Each participant in the class will select a plant, animal, or other ecological feature to observe for the course of the year and your mid-term exam will be your first opportunity to report what you have learned/observed up until that point about your chosen subject. This will be discussion-based and conducted in small groups. Each small group will be observed and graded by a staff member. You will be graded on the critical thoughts raised by the questions and observations you bring to the group as well as the critical thinking evident in your responses to your group's questions and observations. See rubric posted on the class website for a breakdown of the Mid-term oral exam grades.

**Final Project (50%):** In your final project you will be asked to create a visual web, which represents your understanding of the connection between and among points of ecological and historical interaction for the Myaamiaki. You will also be asked to explain and expand upon this design in a reflective essay. In the conclusion to this essay you will be asked to discuss how your personal understanding has changed over the course of the first semester.

90-100 .....	A
80-89 .....	B
70-79 .....	C
60-69 .....	D
0-59 .....	F

**Course Outline:** *This course is designed to be flexible in order to respond to ecological changes occurring around us, our interests as a group and the expertise of campus visitors, so there may be adjustments made as we move through the semester.*

**Week 1 – Week of August 24 (meeting day/time/location TBD)**

**Ceeki eeweemakiki & Introduction to the Course**

- Eat Pizza
- Introduction to each other and welcoming the new students to class.
- Introduction to the course, first page of syllabus.

**Week 2 – September 1: Meet at the Western Campus Pond**

**Introduction to Our Class**

Readings: Waapanaakikapwa (Gabriel Godfroy), *Where the Miamis First Came From*, review the Ecological Features List and rank your top 3 choices for observation over the course of the year.

Guiding Questions: What do you learn from Waapanaakikapwa's story? What do the people first notice about the strangers they encounter? Email your responses to George and Daryl prior to class.

**Week 3 – September 8: Meet at the Picnic Tables, east side of Campus Avenue Building**

**Introduction to Ecological Perspectives and History pt. 2 – Activity: Visit the Oaks**

Readings: Myaamiaki iiši-neenkiki ašiihkiwi - A Miami View of Land: Our Ecological Perspective pp. 1-4.

Guiding Questions: After reading this essay, how would you define Myaamionki? Why might it be important that the authors do not claim that these are the beliefs of the entire community? Email your responses to George and Daryl prior to class.

**Week 4 – September 19 – Class Meets on Saturday!**

**Myaamia Rivers – Activity: River Trip**

Readings: Look over Myaamionki map, pick three rivers, and look up their translations at [www.myamidiictionary.org](http://www.myamidiictionary.org)

Guiding Questions: Form three hypotheses regarding these rivers. How could each of these names communicate important ecological knowledge to the Myaamiaki who traveled and lived on them? Email these hypotheses to George and Daryl prior to class.

**Week 5 – September 22**

**Myaamia Seasons and Seasonal Life – Activity: Harvesting Acorns (near CAB)**

Readings: Look over the Seasons Chart; C.C. Trowbridge *Meearmear Traditions*, “Food, Mode of Living & C.” pp. 64-66.

Guiding Questions: Based on Trowbridge's list, what do you see as the most important type of food Myaamia people consumed? How would changes in the seasons affect the gathering of plants and plant/tree products? Email your responses to George and Daryl prior to class.

## **Week 6 – September 29**

### **Lunar Calendar – Activity: Harvesting Spice Bush, Hickory Nuts, and Butternuts**

Readings: Look over Lunar Calendar handout and read all the text.

Guiding Questions: Form four hypothesis about this calendar: to what ecological changes might each of these months be connected? Email your hypotheses to George and Daryl prior to class.

## **Week 7 – October 6**

### **Agriculture – Activity: Processing Myaamia Miincipi**

Readings: Ebenezer Denny, *The Military Journal of Major Ebenezer Denny*, read his entry for the 17<sup>th</sup> (p. 145), the 21<sup>st</sup> (p. 147), and examine his map (between pp.147-48).

Guiding Question: Based on this evidence what can you conclude about agriculture among the Myaamiaki, Delaware, and Shawnee at Kiihkayonki (Ft. Wayne)? Email your response to George and Daryl prior to class.

## **Week 8 – October 13**

### **Relatedness – Activity: Harvesting and Processing Persimmon**

Research Assignment: Spend time observing and researching your chosen ecological feature. Be prepared to briefly discuss your observations (in preparation for the midterm)

Guiding Questions: How has your ecological feature changed with the cooling of the weather and the coming of the frost? What additional changes do you expect to see over the winter?

## **Week 9 – October 20**

### **Midterm**

- Oral exam. Students will be evaluated based on the critical thinking evident in the observations they make and the questions they ask as well as their responses to questions posed by the fellow students. These discussions will occur in small groups and will be moderated by senior staff.

## **Week 10 – October 27**

### **Early Myaamia History: From Emergence to the Wabash River Valley**

Readings: C.C. Trowbridge, *Meearmeear Traditions*, “Twau Twau or Meearmee Traditions” pp. 6-13; and look over the Myaamionki Map.

Guiding Questions: According to Trowbridge, at what point in time does the story of the Myaamiaki as a people begin? How did the Myaamiaki of the 1820s recognize the connections between Miami-Illinois speaking villages?

## **Week 11 – November 3**

### **Myaamiaki and Other Indigenous Peoples: Contact as an Ongoing Process**

Readings: C.C. Trowbridge, *Meearmeear Traditions*, “Twau Twau or Meearmee Traditions” pp. 6-13 and focus on mention of non-Miami peoples.

Guiding Questions: How did the Myaamiaki organize their relationships with non-Miami peoples? On what differences did they focus?

## **Week 12 – November 10**

### **Myaamiaki, European Peoples, and the Beaver Wars**

Readings: La Potherie, “The Adventures of Nicholas Perrot,” Ch. IX; pp. 81-88.

Guiding Questions: How misleading is it that Perrot’s accounts are the first significant commentaries on Myaamia life? Who are the Myaamiaki’s neighbors at the time of Perrot’s visit?

## **Week 13 – November 17**

### **The Long (Relative) Peace (1701-1780)**

Readings: C.C. Trowbridge, *Meearmeear Traditions*, “Birth and Its Incidents,” 37-41; “Family Government & C” pp.46-48.

Guiding Questions: In the 1820s, how did a young person find their sense of direction or purpose in life?

## **Week 14 – November 24**

### **Wintertime from an Ecological Perspective**

Readings: Henry Hay, *Fort Wayne in 1790*, pp. 309-321.

Guiding Questions: What is village life like during the coldest days of the winter? What does Hay eat?

## **Week 15 – December 1**

### **The Long Invasion: 1780-1812**

Readings: C.C. Trowbridge, *Meearmeear Traditions*, “War & Its Incidents,” pp. 8-9 (on the violent encounter with the Osage); Ebenezer Denny, *The Military Journal of Major Ebenezer Denny*, pp. 143-49.

Guiding Questions: How is the violent conflict described in Trowbridge different from what Denny describes? What was the objective of the men in the Trowbridge’s account? What was the objective of the U.S. Army in Denny’s account?

Final Project Instructions handed out (due by Monday of final week – Dec 15)

## **Week 16 – December 8 (classes end)**

### **Aatotamankwi: discussion**

- In this session we will discuss the multitude of ways in which we’ve seen... You’ll also have an opportunity to ask questions about the final.

## **Week 17 – December 15 (finals week)**

- Papers due at this time.