



WAYNE STATE UNIVERSITY

COLLEGE OF LIFELONG LEARNING
DETROIT, MICHIGAN 48202

AREA CODE 313 577-4670

UNIVERSITY STUDIES & WEEKEND COLLEGE
URBAN HUMANITIES DIVISION

June 18, 1976

Ms. Laura Gilpin
409 Camino del Monte Sol
Santa Fe, NM 87501

Dear Ms. Gilpin:

Our division will be producing a television course during the Fall Quarter, 1976 on the cultural evolution of peoples on the North American continent. This course consists of 50 half-hours of lectures, discussions, panels, films, art illustrations, the proposed content of which is summarized in the attached course outline.

We are very enthusiastic about attempting to present a new, multi-cultural perspective on American history to our students (working adults, average age, 35); we would be happy to have you participate as a lecturer in segment #46.

We will need visuals to accompany each half-hour presentation. We can obtain materials, on the basis of suggestions, and have the visuals made or we can produce graphics from materials you prepare. The on-camera time for each segment is 22-1/2 minutes. We will begin taping on September 13 and continue every Monday and Tuesday til November 30. We can produce up to three segments per day. We would appreciate your letting us know when you would come for your taping session.

Please review the enclosures and let us know if you are interested in lending your expertise to help us deliver the best possible course in this crucial area of studies. Our division will pay travel and lodging expenses for your trip to Detroit for the taping and we can offer an honorarium of \$100.

We look forward to hearing from you soon.

David Jacobs/Gloria House

I will participate _____ yes _____ no

I am available for taping _____
Date _____

Signature _____
Date _____

Humanities, US/WC
Wayne State University
David Jacobs/Gloria House

attn. #46
It was a pleasure talking with you
again. DJ

TV Course - The American Mosaic:

Statement of Objectives

SHOW WEEK I

- #1: Mel Conway's children's play exploring issues of land, property and identity. With brief theoretical discussion.
- #2: Discussion of the play as a means of introducing the course.
- #3: To teach the general topography of the North American continent before European contact (pre 15th c.); to impart impression of its vastness, beauty, and economic potential.
- #4: To teach the most widely accepted anthropological explanations of the origins of the nations inhabiting the continent at the time of European contact. Also, to teach the origin myths of Indians.
- #5: To begin discussion of major Indian cultural areas on the Northamerican continent (e.g., hunting, nomadic, agricultural, sedentary, etc.).

WEEK II

- #6: To teach Aztec and Pueblo cultures commenting particularly on family life, transmission of culture, concept of history, relations between men, women and children, religion, inter-tribal relations.
- #7: To teach a Northwest tribe with the same emphases as in #6.
- #8: To teach the philosophic (e.g., Copernican revolution) and economic background of Renaissance Europe.
- #9: European mythical views of the New World (Christian: "New Jerusalem," locale for the Second Coming; Edenic: America as paradise regained; Classical: Homer's Phaeakia; Plato's Atlantis). Europe invents America as it conforms to its own expectations and cultural biases.
- #10: Discussion on previous shows (with Advanced Studies students).

WEEK III

- #11: Deeper exploration of European consciousness of America through focus on the Honour exhibition (Cleveland Museum of Art). Demonstrate the differences in world view between Native Americans and Europeans. Discuss prevalent racial attitudes in Europe.
- #12: Discuss causes for people travelling to the New World (e.g., social, political, cultural conditions), and hardships involved in the crossings (through first person accounts).
- #13: Discussion of the early settlers' creation of communities on an alien continent among alien peoples. How was socio-political life organized, and what were the ideological underpinnings of that life?

- #14. Discuss the quality of day-to-day life among early settlers. Use 1st person accounts, letters, visuals of early arts, crafts, landscapes, etc.
- #15: To teach patterns of Indian-White interaction and to situate this interaction in relation to land question. Raise question of property and ownership.

WEEK IV

- #16: Discuss the development, sophistication, and complexity of West African cultures.
- #17: Continuation of above discussion; conditions in West Africa which made it vulnerable to slave trade.
- #18: Discussion of motives and causes for slave trade; mechanics of slave trade; analysis of the economic gain involved in slavery (use specific monetary figures, etc.).
- #19: Middle Passage. Introduction of Africans into the plantation system (e.g., separating members of the same group so that there would be no common language - various means of minimizing insurrections).
- #20: Discussion on previous shows (with Advanced Studies students).

WEEK V

- #21: To teach the organization of plantation life. Analyze the bifurcative quality of the organization: the economically induced structure imposed by the plantation owners; and the structure the slaves gave to their own lives.
- #22: Discuss evolution of early African-American culture---"From Sundown to Sunup"---
- #23: To what extent was there resistance by Blacks in slave communities? What was the nature of this resistance? Role of whites in this resistance (abolitionists, etc.)
- #24: Continuation of #23, using specifics like John Brown, Harriet Tubman, etc. Also, an example of Native-American-Black unity in resistance.
- #25: To teach governmental policy governing whites' relations with Indians and Blacks. To teach the effect of this policy on White Americans' sense of identity.

WEEK VI

- #26: Continuation of above discussion.
- #27: To examine a case study illustrating governmental policy as it directly affected a Native American community.
- #28: The relation between land holdings and concept of self (individually or collectively) in Native Americans, Blacks, and Whites. Introduce questions of identity and rootedness/deracination around this question.

WEEK VI (cont'd)

#29: Continuation of #28.

#30: Discussion on previous shows. (Including an attempt by the Advanced Studies students to analyse the governmental policies, etc. as sources of modern racism and domestic colonialism).

WEEK VII

#31: To teach the concept of Manifest Destiny as a rationale for westward expansion and domination of native peoples (Native Americans; Mexicans). Discuss: idea of frontier; economic motives; ideas of progress.

#32: Acquisition/appropriation of Mexican-Indian territories; U.S. policies as they relate to the above.

#33: Case study on #32: Davy Crockett.

#34: Case study on #32: Sioux Uprising (and brief history of Native American resistance).

#35: The consolidation of a monied, ruling class. Great family fortunes born of the Industrial Revolution (e.g., Morgan, Gould).

WEEK VIII

#36: Case study of 19th century Immigrants: Italians (labor force).

#37: Case study of 19th century Immigrants: Scandanavian (agricultural).

#38: Case study of 19th century Immigrants: Chinese (labor force; service industries).

#39: Case study of 19th century Immigrants: Polish (up to and including Hamtramck, Mi.).

#40: Discussion on previous shows. (Advanced Studies students).
Introduction to last ten shows (essays): "Search for Roots"

WEEK IX

#41: Alex Haley (a man's successful attempt in re-tracing heritage to Africa).

#42: Continuation of #41

#43: Norris Johnson: study of Colvert, Mi.

#44: Abiquiu, N.M. (Rosie McCall) brief history of Abiquiu (co-existence of Indian, Chicano, and White cultures in a very old community); local folklore.

#45: The Allianza or Atzlan. Chicano attempts to re-claim land. Analogues with Alcatraz.

WEEK X

#46: Laura Gilpin. (photographer who has worked extensively on the Navaho reservation.)

#47: Ros Schindler. Jews' flight from Hitler's Germany to U.S.

#48: Japanese incarceration in U.S. concentration camps, W.W. II.

#49: Arabs in Detroit.

#50: Final discussion.