

Meeting 18 • 07 March 2013 • Thursday
Week 9: Societies & outlooks

Version:
3/7/13

pictures of the week



Humboldt showing Indians how to use a sextant



Cargueros (native porters)

thought-bite of the week:

"'I knew,' said the young Indian girl coolly, 'that the crocodile would let go when I stuck my fingers in its eyes.'"

(Humboldt, "Personal Narrative", from *Jaguars and Electric Eels*, ed. & trans. Wilson, p. 67)

mini-text of the week (start):

"'...but the *zambo* would expect to be treated as an equal, and that I cannot do with a man of his colour.'"

Humboldt, "Personal Narrative", from *Jaguars and Electric Eels*, ed. & trans. Wilson, pp. 47 ([read more](#))

Topics for today

(10') More about the thought-bite and mini-text of the week: a) the "zambo" passage – how does AvH feel about Europeans (back in Europe; in the New World? b) How does he feel about indigenous peoples? Controversies about adoption / cultural identity in our own time? (Hint: Russia). c) Which kind(s) /cultural groups of people do you look up to / look down on? d) When have you (not: Have you ever) treated someone else as a member of a group rather than just an individual? ("HERR Fischer"; "brain"; "carrot-top"; "lefty"; "Missouri Sinners"; "fundamentalists" [either kind]; members of political parties [Nebraska joke: "Democrats"])

(25') Contact of cultures, class of civilizations:

1) A very different kind of "contact": "First Contact" in science fiction – what problems come up?

2) Humboldt's pictures of Europeans in the midst of indigenous peoples, compared to his pictures of "natives" (see pictures of the week above). The real test: the *carguero* issue: what were the likely attitudes and arguments of - need to identify these - the several parties involved in that situation? What have you done in similar situations? (But first define "similar situation.") How could this be part of learning materials and experiences for Humboldt-named schools? The definition of "human" then and now - according to law, philosophy, science, culture, emotion, _____? The "Noble Savage" and the salvaje-orangutan of *Jaguars & Eels* p. 84. Picturing the Tropics (see Stepan, Nancy Lee, *Picturing Tropical Nature*, Ithaca: Cornell UP, 2001).

3) Contact controversy about tabu words ("zambo"?!) related to group identity (race or otherwise). This issue in the news right now: a NASCAR who spoke an ethnic slur.

Topics for discussion:

a) example: t-shirts about the 2013 BCS football bowl: "Catholics vs. Cousins";

b) some examples from other cultures / languages: "bistek"; "Saupreußen", "Fratzen", "Ami", "Ivan";
 c) from other times: roundhead, Yankee (1776, 1861-65);
 d) is there a "statute of limitations" on tabu terms? (roundhead vs. squarehead; bog-jumper; limey, frog, kraut) If so, how does that imaginary statute run out? What about limits on the self-isolation of social sub-groups? (AP/Oregonian March 5, 2013, Idaho law) And then there are the constitutional issues of free speech and association... This issue is right now in the new: the Supreme Court is deciding whether the Voting Rights Act should continue or else be modified because racism in the management of elections is now a less serious problem. Beyond this is the issue of "collective guilt": can a group be held responsible for the actions of individuals in it? over how much time (how many generations) does guilt extend? (example: guilt of today's German for the offenses committed their ancestors during the Third Reich)

(20') Still more about acquiring and judging data and knowledge. 1) Small groups: Where do you get your citizen information, opinions, conclusions, solutions, and how do you check it out? If you are into "think globally, act locally", where do you get your **local** info (neighborhood, city, county, state)? What "signs" are there that your sources are reliable? 2) Still more advice about "educated citizen" reading; example (with free samples: *New York Review of Books*)

(15') Now a more systematic view: The world Now and in 1600 (-1900+): your probable individual fate, and what you, transported back to then, would find very different (very absent, very present); standards of living for the (decile) range of population; What caused the change, and what did the change cause? How does that relates to social responsibility (activism?) and sustainable environmentalism? See also handout from 2012 SINQ: pictures from Lesy, *Wisconsin Death Trip*; article from *The Economist*, about malnutrition in the present.

(5') Announcements, Checkups & Previews:

- 1) one focus of "interpreting the past" to the present during the rest of the course: land and water allocation (the great survey expeditions) and use in the American West, including Oregon, and how Humboldt played an important role in that;
- 2) presentation of group projects (1/2 hour on T and R); suggestions for things to cover: a) title/summary; b) audience; c) intended outcome for that audience; d) notable feature (gimmick?); e) whine / shine
- 3) news about the Humboldt Canoe SINQ event;
- 4) background info about sextants
- 5) maybe: sample reading

RELIGIOUS STUDENT

GROUPS: Idaho's public universities would be barred from denying official recognition and other benefits to religious student groups seeking to restrict leadership positions to those truly committed to their faith, under a bill making its way through the Senate.

Along party lines Monday, the Senate State Affairs Committee approved legislation supporters say is designed to protect religious-based clubs from arbitrary discrimination, specifically among groups seeking a statement of faith from their leaders. The bill does not set the same criteria on club membership.

— The Associated Press

5 Mar 2013

Jan 28 2013 AS

Seattle prepares for rising seawater

THE ASSOCIATED PRESS

SEATTLE — Seattle officials predict that parts of the city will be underwater as the shoreline creeps higher because of global climate change.

City agencies are calculating the local effects of climate change and how to respond and adapt to protect people and infrastructure, The Seattle Times reported this month.

Agencies have been preparing for more intense heat, protecting the new downtown seawall under construction and calculating the number of pump stations and outfalls that would be underwater, as they anticipate the sea level rising because of heat-trapping greenhouse gases such as carbon dioxide pumped into the atmosphere by humans.

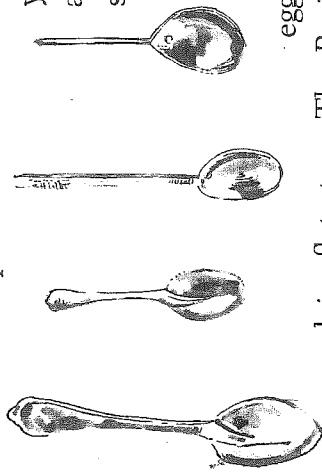
Calculations by the Washington Climate Impacts Group and the Washington State Department of Ecology published in 2008 predict a sea-level rise in Seattle of 6 inches by 2050. Less-likely scenarios are rises of 2 inches on the

benign and domestic. Yet their construction and use has often reflected deep passions and fiercely held prejudices.

In 1660, the luxuriantly bewigged Charles II became king of England, Scotland, and Ireland, a restoration of the monarchy after the country's brief experiment with republican government in the Commonwealth of Oliver Cromwell and his son Richard. Eleven years earlier, in 1649, the king's father, Charles I, was executed, the culmination of the English Civil War. Now monarchy was back with a vengeance. Charles II's Restoration was accompanied by sweeping cultural changes, aimed at effacing all memory of the Puritan Roundheads. Theaters reopened. Handel composed his majestic *Water Music*. And, almost overnight, silver spoons took on an entirely new shape, the trifold (also known as trefids, trefoils, split-ends, and pieds-de-biche).

Because the Commonwealth lasted such a short time, Cromwellian spoons are rare. But those that have survived are, as you'd expect, plain and unadorned. The shape of these spoons—which began to appear in England from the 1630s on—is known as "Puritan." They have a simple, shallow egg-shaped bowl that gives way to a plain, flat stem. The Puritan spoon marked a departure from previous English silver spoons, which had bowls that were fig shaped (the technical term is fuculate), with chunky hexagonal stems. These earlier spoons had a bowl like a teardrop, widening toward the end that you put in your mouth, whereas the Puritan bowl narrowed slightly at the end, like most of our spoons now.

The biggest change with the Puritan spoon was its handle, which was entirely unadorned. It had no decorative "knop" on the end. Over the previous few centuries, silversmiths lavished great artistry on a part of the spoon we would now consider almost irrelevant,



adding little sculptures called knops on the end point of the handle. Pre-1649 knop "finals" included diamonds and acorns, owls and bunches of grapes, naked women and sitting lions. Some knops were flat-ended abstract shapes, such as a stamp or a seal. Others depicted Christ and his apostles in ornate finials.

None of these decorative spoons found favor during the Commonwealth, when excessive decoration of any kind, particularly religious, was disapproved of. The Roundheads lopped the heads off spoons just as they lopped off the king's head. The new republican eating utensils were entirely devoid of pattern, just plain, dense lumps of silver. It has been suggested that one reason Puritan spoons were made so heavy was that citizens used them to hoard silver against the frequent proclamations that came through to give up your personal silver to pay for the defense of the town. If your silver was tied up in cutlery, you could claim it was essential and prevent its being confiscated.

In any case, it wouldn't be long before the Puritan spoon was itself swept away by the spoon of the Restoration, the trifold, which traveled with the newly crowned Charles II from his court of exile on the Continent. It is the earliest spoon in its modern form; most spoons today, however cheaply made, still owe something to the trifold. No British person had ever eaten from such a spoon before in Britain—the first trefids are hallmarked 1660. Yet by 1680, they had spread through the entirety of Charles's kingdom and remained the dominant spoon type for forty years, killing off both the Puritan spoon and the fig-shaped spoons that went before. The base metal spoons of the masses made from pewter and latten also changed shape from Puritan to trifold. The change was not gradual, but sudden. Politically, no one wanted to be seen eating dinner with a Roundhead spoon.

The bowl of the trifold was a deep oval rather than a shallow fig. Like the Puritan, the trifold had a flat handle, but it now swelled toward the end, with a distinctive cleft shape (hence the name, which means "three-cleft"). The design is French; the trefoil is an echo of

Scoring Guide for Assignment 4: "Describe a Humboldt-Related Species"

6 Exemplary (A+): The piece is a finished product that can go before its intended audience unchanged. It catches the eye immediately, the more so the younger the learner, but is not quirky (odd use of color, etc.); for older learners the presentation is dignified but not plain. The content, especially the science content, challenges the learner (but does not cognitively overwhelm younger learners); cuteness along is not sufficient. Science includes classification, habitat, characteristic features, and something beyond that. Humboldt is there as an explorer and scientist, with an enticing detail. The piece is written for its audience, not its author, and the audience is not idealized in knowledge and interest. There is a voice, and that voice addresses the reader as a person. The information is organized, not just thrown at the audience. Typography and format show such skill that the author might become responsible for that in a group project of a similar nature. Graphics are unusually attractive and well placed in relation to text. Text is modulated with variation in font, text size, even color (for a purpose). **THERE ARE NO SPELLING ERRORS**, and no other text errors that would incite a K-12 teacher to reject the text immediately. Vocabulary level suits the audience but also challenges it a little. Sources and summary are there. Editor's function would be to spend a few minutes sharpening phrasing and adjusting punctuation.

5 Outstanding (A-): almost 6, not just halfway between 4 and 6. Editor would need to spend 15 minutes marking up text, format, and content, and then 5 minutes telling the author what must be changed and ALSO added. Author would need to spend an hour adding and adjusting content and half an hour improving the visual and typographical presentation.

poor graphics, w/ actual learning, no clear audience

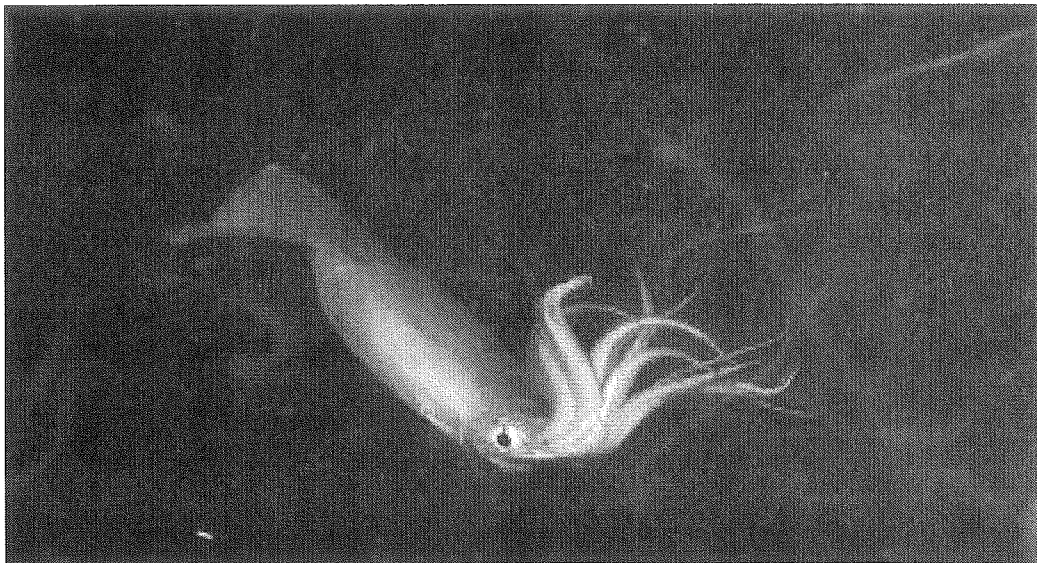
4 Sufficient (B-): The piece is definitely deficient in presentation, but what it needs even more is improvement of its content, whether in quantity, quality, or both, before the author attempts to improve the presentation of that content. Likely flaws (but can't all be serious): the scientific content is thin, even for the specific audience; substitutes cuteness for information; link to Humboldt is vague (beyond the use of the word); lack of authorial voice (other than scientific-informational); organization defaults to that of the scientific sources and there is no evidence that the information is being sequenced to entice the reader into the science and Humboldt background (unless the reader is, for example, an AP student, but even then the organization should not be the "default"); typography and format are plain but not ugly and wasteful (example: graphics are accompanied by large blocks of white space); there are serious errors of spelling, punctuation, and phrasing, even beyond what "picky" schoolteachers would flag; vocabulary ignores the cognitive and linguistic level of the intended reader; sources/ summary are missing. Editor would need to teach (skills, language), offer comments that cover issues that the assignment's specifications already deal with, and see another revision stage before being fairly confident that the piece meets the 5/6 standard. Author would need to spend several more hours researching, writing, and improving the visual/ textual presentation.

3 Almost sufficient (C+): almost 4, not just halfway between 2 and 4.

2 Deficient (C): Hypothetical reader would stop reading well before the end. Keep the content and then expand it greatly (but also treat it selectively). Probably better to start with a new text, rather than attempt to rewrite what's there.

1 Severely deficient (D): almost 2, not just halfway between 0 and 2. The author has severely underestimated what is required in content, writing, and presentation, but there is hope.

0 Unacceptable (F): The author's problems clearly extend beyond the assignment itself.



Humboldt Squid

Dosidicus gigas

Classification

The *Dosidicus gigas* is also known as the Red Devil and the Jumbo Squid.

Class: Cephalopoda

Order: Teuthida

Family: Ommastrephidae

Genus: *Dosidicus*

Distribution

The *Dosidicus gigas* inhabit the eastern Pacific at depths averaging 2000ft below sea level.

Habitat

The *Dosidicus gigas* lives in open waters, they can be found at low ocean levels (~2000ft) during the day, but can survive the lower oxygen levels found deeper by restricting its oxygen usage. During the night, the *Dosidicus gigas* may be found as high as 500ft below sea level.

Range of Habitat

The range of the *Dosidicus gigas* now reaches from the lower eastern Pacific all the way up to southern Oregon coast, which specimens found in British Columbia and Alaska.

Physical Description

- ▲ *Dosidicus gigas* is the largest squid from the family of ommastrephidae
- ▲ Their mantle length can be as long as 2 meters
- ▲ Each tentacles can contain 100-200 hooked suckers
- ▲ These squids have weighed up to 50kg
- ▲ They navigate the waters through the use of jet propulsion by moving water through their mantle.

- ▲ They communicate via flashes and color changing chromatophoric cells.
- ▲ When pulled out of the water the skin of the squids can turn a bright red, earning them the name "Red Devils."
- ▲ They can change their colors to match their environment, and squirt ink to escape predators
- ▲ The power of their jet propulsion can allow them to fling out of water to escape predators.

Diet

In the wild the dosidicus gigas is an aggressive active predator. It will pursue its prey, using its tentacles to capture its prey, and bring them towards its beak. Its prey is mostly fish and other cephalopods.

Younger dosidicus gigas prey on small fish, such as tuna, baby squid, and gulls.

Reproduction

Dosidicus gigas have a one time reproduction cycle during the course of their life. They mate in a head to head style, where the male squid wrap their tentacles around the female and lock themselves with the female. The male then places its spermatophores inside the oral membrane of a female. Not much on the actual courtship is known, due to the extremely low average depth they stay active in.

The females have eggs that are protected by a thick jelly, the large amount of eggs was estimated at half to two million eggs inside. The spawning cycle is said to happen throughout the year and not a massive cluster of mating during a set period of time.

Life Cycle

The dosidicus gigas was a well developed brain and is an active member of the oceanic ecosystem. The juveniles swim in schools of up to fifty individual around 75ft below sea level. Young adults are less active and swim in 'hunting' schools that have been recorded as large as two hundred. Adults are even less active and swim in school that average about twelve squid. Adults are considered highly aggressive and leads to the low school numbers. During migration, the squid swim deep under the sea level, only coming up near surface during the night.