

CULTURAL ENCOUNTERS IN HISTORY

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Course Times and Location: M, W, F 10:00-10:50 a.m., Alumni Recitation Hall 131
Office Hours: Monday 2-3, Wednesday 2-3, Friday 2-4, and by appointment

If you stop by when I am not holding office hours, you are still likely to find me in my office. I welcome the opportunity to speak with you anytime. Please note that I wear earplugs when I work, so if I do not answer your knock, please feel free to simply open my door.

PURPOSE: This course is designed as an attempt to bring to life the creative processes of consuming and producing history. One of the main goals of the course is to provide you with an opportunity to experience the kind of curiosity about the past that compels people to write history books. Most of you will not go on to become historians, but all of you will benefit by gaining a better understanding of how historians go about their work.

How will you benefit? In our private and public lives, we are constantly challenged to figure out how something happened and to provide a cogent explanation based on the available evidence for how something came to be. It could be something as mundane as having to explain to your roommate why you did not do the dishes in the morning. Or,

This course seeks to introduce you to the means by which professional historians explain the past. Throughout the course, you will be challenged to discover how historians examine evidence, how they pose questions, and how they reach answers.

FORMAT: The course is set up as an apprenticeship. You will learn history by doing it. By the end of the course, you should have a better grasp of what exactly it means to “do history.” To that end, we will examine five cultural encounters: Spain’s conquest of Mexico, the Atlantic slave trade, Chinese immigrants in America, Poles in Chicago, and Apartheid in South Africa. Instead of reading a textbook that provides you with a narrative about each encounter, we will scrutinize each document and come up with our own interpretations. While we will certainly hope to learn crucial “facts” about each encounter, we will not learn these “facts” from a textbook. This course emphasizes the process by which historians establish “the facts.” It is my hope that by the end of the

course, you will have a better understanding of what distinguishes the discipline of history from other academic fields. How we know what we know about the past is not self-evident. After this course, you should have a better idea of how historians create the body of knowledge known as history.

Most of your reading will focus on primary documents (written pieces that were produced during the time period under consideration). All interpretations that we make about the past are informed by the fragments of evidence left behind by the people we study. Historians make use of a variety of sources, including material artifacts, images, moving pictures, and the natural environment. For this course, we will focus on the most fundamental and well-known source: the written document. You will notice that there are no headings that identify the particular question or topic for each class meeting. One of the most challenging tasks for any historian is to identify the kinds of questions or issues a primary source can address. As part of your apprenticeship, we will fill in the headings after we grapple with the primary sources.

In addition to learning by doing, you will also have the opportunity to read interpretations by professional historians. You will see that historians go about their work in different ways. In reading the work of professional historians, keep in mind what you like and what you do not like about their various approaches.

EVALUATION

Class Participation

The success of the course and your individual grade depends **heavily** on your class participation. It is essential that you attend every class prepared to discuss the assigned reading.

Five Short Papers

Approximately two weeks before the due date, I will provide you with detailed instructions for a 3-5 page paper. Each short paper provides you with an opportunity to demonstrate your engagement with the material from each encounter.

Trans-Atlantic Slave Trade Group Assignment

Most of the documentation that you work with in the course comes in the form of documents written in prose. While historians heavily rely on personal and public letters, autobiographies, novels, laws, and essays, there is a huge drawback to such sources: they make it difficult—not impossible, but extremely difficult—to obtain the perspectives of people who did not have the ability, and/or time, to sit and record their aspirations, frustrations, triumphs, and observations. Moreover, even if we limit our focus to the writers of such documents, how are we to believe them? For example, in first-person accounts of the slave trade, slavers indicated that the so-called “middle passage” from Africa to the Americas inevitably took a deadly toll on slave cargoes. Is their word good enough for historians to write textbooks that make this argument? Without corroborating

evidence, this might have to do. Fortunately, Cambridge University Press has published a CD-ROM data set that contains information on 27,233 trans-Atlantic slave ship voyages made between 1595 and 1866. Drawing on this database, you will have an opportunity to test the qualitative claims of historians and contemporary observers. Your group will produce a written and oral report. I will provide you with a detailed instruction sheet for this assignment.

Title Group Assignment

SCHEDULE

ENCOUNTER 1: THE SPANISH IN AMERICA

Meeting title:

Fri., Aug. 31

Reading: (e-reserve)

- 1) Letter of Christopher Columbus

Meeting title:

Mon., Sept. 3

Reading: (e-reserve)

- 1) "Instructions for the Government of the Indies"
- 2) "Decree on Indian Labor" (both listed under the title, "Second Wave of Settlement Govt Instructions")

Meeting title:

Wed., Sept. 5

Reading: (e-reserve)

- 1) Antonio Montesinos, "Advent Sermon"
- 2) "Royal Response to the Sermon of Montesinos" (both listed under the title "NativePolicyAdministrativeReform . . .")

Meeting title:

Fri., Sept 7

Reading: (all on e-reserve)

- 1) "The Requerimiento"
- 2) "The Laws of Burgos"
- 3) "The General Repartimiento of 1514" (listed under "Settlement of the West Indies")

Meeting title:

Mon., Sept. 10

Reading: Victors and Vanquished, 1-99.

Meeting title:

Wed., Sept. 12

Reading: Victors and Vanquished, 100-181.

Meeting title:

Fri., Sept. 14

Reading: Victors and Vanquished, 182-243.

Meeting title:

Mon., Sept. 17

Reading: Destruction of the Indies, xi-88.

Meeting title:

Wed., Sept. 19

Reading: (e-reserve)

- 1) "The New Laws of the Indies"

Meeting title:

Fri., Sept. 21

Reading: (e-reserve)

- 1) Lopes de Gomora, "The Viceroy Announces the New Laws" (???)
- 2) Gonzalo Pizarro, "Letter to Pedro de Valdivia"
- 3) Garcilaso de la Vega, "The Death of Pizarro"

ENCOUNTER 2: THE AFRICAN SLAVE TRADE

Meeting title:

Mon., Sept. 24

Reading: (e-reserve)

- 1) H. Klein, "American Labor Demand"

Meeting title:

Wed., Sept. 26

Reading: Excerpts from Elizabeth Donnan, ed., Documents Illustrative of the History of the Slave Trade to America (Washington, D.C., 1930-35)

- 1) Job Ben Solomon, 1-9
- 2) Letters of Philip Quaque, 10-12
- 3) John Barbot's description of Guinea, 21-29
- 4) Royal Africa Company Minutes, 30
- 5) The Voyage of John Atkins, 31-37
- 6) Francis Moore's Travels in Africa, 44-46

Meeting title:

Fri., Sept. 28

Reading: Excerpts from Elizabeth Donnan, ed., Documents Illustrative of the History of the Slave Trade to America (Washington, D.C., 1930-35)

- 1) William Snelgrave's Account of Guinea, 38-43
- 2) Letter on Board the *Prince of Orange*, 47
- 3) Letters of Henry Laurens, 48-49
- 4) Letter of Richard Brew, 50
- 5) Voyage of John Hawkins, 51-52
- 6) News Items, 1759, 54
- 7) Letter of William Bull, 54
- 8) Letter of William Claiborne, 55
- 9) Tables of the Slave Trade, 56

Meeting title:

Mon., Oct. 1

Reading: J. Thornton, Africa and Africans, Introduction and Chapters 1 and 2

Meeting title:

Wed., Oct 3

Reading: J. Thornton, Africa and Africans, Chapters 3 and 4

Meeting title:

Fri., Oct 5

Reading: J. Thornton, Africa and Africans, Chapters 5 and 6

Meeting title:

Mon., Oct. 8

Reading: J. Thornton, Africa and Africans, Chapters 7 and 8

Meeting title:

Wed., Oct. 10

Reading: J. Thornton, Africa and Africans, Chapters 9 and 10

Meeting title:

Fri., Oct. 12

Reading: J. Thornton, Africa and Africans, Chapter 11

ENCOUNTER 3: THE CHINESE IN AMERICA

Meeting title:

Mon., Oct. 15

Reading: (e-reserve)

- 1) Excerpts from S. Cook, Colonial Encounters in the Age of High Imperialism (New York, 1996), chapters 3 and 5. (listed as "Chap. 3, Colonizing Technologies; Chap. 5, Imperial Diasporas)

Meeting title:

Wed., Oct 17

Reading:

- 1) J. Spence, "Restoration through Reform" in J. Spence, The Search for Modern China (New York, 1990) (e-reserve)
- 2) Congressional Record documents (listed as "An Act to Restrict Chinese Immigration" in e-reserve)
- 3) Harper's Weekly extracts (e-reserve)

Meeting title:

Fri., Oct. 19

Reading:

- 1) Ronald Takaki, "Overblown with Hope" and "Gam Saan Haak," from R. Takaki, Strangers from a Different Shore: A History of Asian Americans (Boston, 1989) (book on reserve in the library)
- 2) Judy Yung, Unbound Feet: A Social History of Chinese Women in San Francisco (Berkeley, 1995), Introduction and Chapter 1 (listed as "Bound Feet" in e-reserve)

FALL BREAK, OCT. 20-28

Meeting title:

Mon., Oct. 29

Reading:

- 1) "Rescued Chinese Prostitutes Testify at the Industrial Commission," in US Industrial Commission, Report, vol. 15 (Washington, D.C., 1901), 773-775 and 783-785 (e-reserve)
- 2) "Wong Ah So, Filial Daughter and Prostitute," in Judy Yung, Unbound Voices: A Documentary History of Chinese Women (Berkeley, 1999), 201-210 (e-reserve)
- 3) Donaldina Cameron, "New Lives for Old in Chinatown," Missionary Review of the World, (July-August 1934) (e-reserve)

Meeting title:

Wed., Oct. 31

Reading:

- 1) Peggy Pascoe, "Gender Systems in Conflict: The Marriages of Mission-Educated Chinese American Women, 1874-1939," Journal of Social History, Vol. 22, Issue 4 (Summer, 1989), 631-652.

ENCOUNTER 4: POLES IN CHICAGO

Meeting title:

Fri., Nov. 2

Reading:

- 1) Dominic A. Pacyga, Polish Immigrants and Industrial Chicago: Workers on the South Side, 1880-1922 (Chicago, 2003), 1-81

Meeting title:

Mon., Nov. 5

Reading:

- 1) Pacyga, Polish Immigrants, 111-157

Meeting title:

Wed., Nov. 7

Reading:

- 1) Upton Sinclair, The Jungle, 1-19 (e-reserve)
- 2) James R. Barrett, "Life in 'The Jungle': An Immigrant Working-Class Community on Chicago's South Side in Fiction and in Fact, 1900-1910," from Transactions of the Illinois State Historical Society, 1988, 97-106 (e-reserve)
- 3) Antanas Katzauskis, "From Lithuania to the Chicago Stockyards," The Independent, Vol. 57 (August 4, 1904), 241-248

Meeting title:

Fri., Nov. 9

Reading:

- 1) Pacyga, Polish Immigrants, 158-205
- 2) Ernest Poole, "The Meat Strike," The Independent, Vol. 57 (1904), 179-184 (e-reserve)
- 3) Mary McDowell, "The Struggle for an American Standard of Living," in Caroline M. Hill, Mary McDowell and Municipal Housekeeping: A Symposium (Chicago, 1937), 62-66 (e-reserve)
- 4) Ethelbert Stewart, "The Influence of Trade Unions on Immigrants," from Robert M. Lafollette, ed., The Making of America, vol. VIII (Chicago, 1906), 226-234 (e-reserve)

Meeting title:

Mon., Nov. 12

Reading:

- 1) Pacyga, Polish Immigrants, 206-227, 238-257
- 2) Allan H. Spear, Black Chicago: The Making of a Negro Ghetto, 1890-1920 (Chicago, 1967), Chapter 8 (e-reserve)

Meeting title:

Wed., Nov. 14

Reading:

- 1) James R. Grossman, Land of Hope: Chicago, Black Southerners, and the Great Migration (Chicago, 1989), Chapter 8 (listed as “White Man’s Union” on e-reserve)
- 2) Crisis documents (e-reserve)
- 3) M. McDowell, “Prejudice,” in Hill, Mary McDowell and Municipal Housekeeping, 24-38 (on reserve in library)

Meeting title:

Fri., Nov. 16

Reading:

- 1) James R. Barrett, “Americanization from the Bottom Up: Immigration and the Remaking of the Working Class in the United States, 1880-1930,” Journal of American History, Vol. 79, No. 3, Discovering America: A Special Issue (Dec. 1992), 996-1020. (JSTOR): <http://links.jstor.org/sici?sici=0021-8723%28199212%2979%3A3%3C996%3AAFTBUI%3E2.0.CO%3B2-S>

ENCOUNTER 5: APARTHEID SOUTH AFRICA

Meeting title:

Mon., Nov. 19

Reading: Allister Sparks, The Mind of South Africa (New York, 1991), 147-182, 195-202, 208-213, and 217-229 (e-reserve)

Meeting title:

Wed., Nov. 21

Reading: Bryce Courtenay, The Power of One (New York, 1989), Chapters 2 and 3 (both chapters listed on e-reserve as “The Power of One, Chapter 2”)

Fri., Nov. 23: NO CLASS DUE TO THANKSGIVING HOLIDAY

Meeting title:

Mon., Nov. 26

Reading: Mark Mathabane, Kaffir Boy, Part I

Meeting title:

Wed., Nov. 28

Reading: M. Mathabane, Kaffir Boy, Part II

Meeting title:

Fri., Nov. 30

Reading: M. Mathabane, Kaffir Boy, Part III

Meeting title:

Mon. Dec. 3

Reading: Rian Malan, My Traitor's Heart, Book I

Meeting title:

Wed., Dec. 5

Reading: R. Malan, My Traitor's Heart, Book II

Meeting title

Fri., Dec. 7

Reading: R. Malan, My Traitor's Heart, Book III

Meeting title:

Mon., Dec. 10

Reading: Preamble and Bill of Rights to the South African Constitution (e-reserve)

Meeting title:

Wed., Dec. 12

Reading: None.

Discussion of the film, *Facing the Truth* (screening TBA prior to this class meeting)

CONCLUSION

Wed., Dec. 14

Reading: None.