

## CULTURAL ENCOUNTERS IN HISTORY

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Course Times and Location: M, W, F 11:00-11:50 a.m., ARH 322  
Office Hours: Mon. 2:30-3:30; Wed. 2:30-3:30; and Fri. 2:30-4:00; and by appt.

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### PURPOSE:

As an introduction to how previous peoples created and dealt with diversity, this course will examine five cultural encounters: the Spanish conquests of the Americas, the trans-Atlantic slave trade, Chinese and Polish immigration to the United States, and South African apartheid. In addition to examining the creation of societies where difference played a crucial role in shaping social relationships, we will study various “solutions” to the “problem” of diversity. Many “solutions” to diversity were quite oppressive and rooted in prejudice. But, neither prejudice nor oppression naturally arose because people from different backgrounds coexisted in the same place. Oppression and prejudice are historical constructions. By the end of the semester, you should have a very good idea of what it means to say that a phenomenon is historically constructed.

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, something as serious as explaining why your country must make war on another country.

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. More significantly, however, the course is designed to facilitate your ability to be a discerning consumer of information, and to hone your capacity to participate in public life.

**FORMAT:** Usually, class meetings will focus on discussions of your source analyses. 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.

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 spend a good deal of time scrutinizing primary documents to 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.

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. Most of your reading will focus on primary documents (written pieces that were produced during the time period under consideration).

As part of your apprenticeship, you will also have the opportunity to read interpretations by professional historians. You will see that historians often do not agree with one another. You will have an opportunity to see what makes some interpretations more convincing than others.

## EVALUATION

### Class Participation

The success of the course and your individual grade depends heavily on your class participation. This course emphasizes student participation, so that it is essential--and assumed--that every student come to class not only having already done the assigned reading, but also having thought about it. To facilitate routine and quality participation, you will be expected to prepare an explication for most classes. (See handout for more details)

Punctual and Regular Attendance (5%)

Presentation of at least one oral explication (10%)

- One person will randomly be chosen to give the explication for each class.
- While only one student will actually give an oral explication in class, **everyone is expected to be prepared to give the explication.**
- If you are not ready to give your oral explication, your grade for your explication will be lowered by a full letter grade—i.e., if you earn an “A”, you will only get a “B.”
- After your presentation, the rest of the class will provide you with constructive feedback to improve your oral presentation skills.

Thoughtful participation in discussions (includes your responses to explications, and the identification of historically significant people, places, events, ideas, and documents) (30%)

2 short papers (2 pages) (10%)

1 longer paper (5 pages) (10%)

Announced and unannounced quizzes (lowest score will be dropped) (10%)

Mid-Term Exam (10%)

Final Exam (15%)

**No late papers accepted:** I will not accept late papers. I do not expect perfection in your written assignments. I do expect that you will try to do your best within the limited amount of time that you have available.

REQUIRED BOOKS:

- 1) Stuart Schwarz, Victors and Vanquished
- 2) Bartolomé de las Casas, An Account Much Abbreviated of the Destruction of the Indies, edited by Franklin Knight
- 3) Dominic Pacyga, Polish Immigrants and Industrial Chicago
- 4) John Thornton, Africa and Africans
- 5) Mark Mathabane, Kaffir Boy
- 6) Rian Malan, My Traitor’s Heart

SCHEDULE

ENCOUNTER 1: THE SPANISH IN AMERICA

Fri., Aug. 29

Reading: (e-reserve)

- 1) Letter of Christopher Columbus

Mon., Sept. 1

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")

Wed., Sept. 3

Reading: (e-reserve)

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

Fri., Sept. 5

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")

Mon., Sept. 8 (**No class meeting**)

Reading: Victors and Vanquished, 1-99.

Wed., Sept. 10

Reading: Victors and Vanquished, 100-181.

Provide question(s) for Quiz #1

Fri., Sept. 12

Reading: Victors and Vanquished, 182-243.

**Announced Quiz #1**

Mon., Sept. 15

Reading: Destruction of the Indies, xi-88.

**Tue., Sept. 16, 2 page paper due**

Wed., Sept. 17

Reading: (e-reserve)

- 1) "The New Laws of the Indies"

Fri., Sept. 19

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

Mon., Sept. 22

Reading: (e-reserve)

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

Wed., Sept. 24

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

Fri., 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) 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

Mon., Sept. 29

- 1) News Items, 1759, 54
- 2) Letter of William Bull, 54
- 3) Letter of William Claiborne, 55
- 4) Tables of the Slave Trade, 56

**Tues., Sept. 30, 2 page paper due**

Wed., Oct. 1

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

Fri., Oct. 3

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

Mon., Oct. 6

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

Wed., Oct. 8

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

Fri., Oct. 10

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

Mon., Oct. 13

## **MIDTERM EXAM**

### ENCOUNTER 3: THE CHINESE IN AMERICA

Wed., Oct. 15

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

Fri., Oct. 17

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)

### **Fall Break (Oct. 18-26)**

Mon., Oct. 27

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)

Wed., Oct. 29

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)

Fri., Oct. 31

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)

#### SPRING BREAK, MARCH 15-30

Mon., Nov. 3

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

Wed., Nov. 5

Reading:

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

Fri., Nov. 7

Reading:

- 1) Pacyga, *Polish Immigrants*, 111-157

Mon., Nov. 10

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

Wed., Nov. 12

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)

Fri., Nov. 14

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)

Mon., Nov. 17

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)

Wed., Nov. 19

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-](http://links.jstor.org/sici?sici=0021-8723%28199212%2979%3A3%3C996%3AAFTBUI%3E2.0.CO%3B2-S)

[8723%28199212%2979%3A3%3C996%3AAFTBUI%3E2.0.CO%3B2-S](http://links.jstor.org/sici?sici=0021-8723%28199212%2979%3A3%3C996%3AAFTBUI%3E2.0.CO%3B2-S)

## ENCOUNTER 5: APARTHEID SOUTH AFRICA

Fri., Nov. 21

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

Mon., Nov. 24

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")

Wed., Nov. 26 (**No Class: Thanksgiving**)

Reading: Mark Mathabane, *Kaffir Boy*, Part I

Fri., Nov. 28 (**No Class: Thanksgiving**)

Reading: M. Mathabane, *Kaffir Boy*, Part II

Mon., Dec. 1

Reading: M. Mathabane, Kaffir Boy, Part III

Wed., Dec. 3

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

Fri., Dec. 5

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

Mon., Dec. 8

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

**Tues., Dec. 9, 5 page paper due**

Wed., Dec. 10

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

Fri., Dec. 12

Reading: None.

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

**FINAL EXAM: Wed., Dec. 17, 9 a.m.**

**COURSE AT A GLANCE:**

<b>Fri., Sept. 12</b>	<b>Announced Quiz #1</b>
<b>Tue., Sept. 16</b>	<b>2 page paper due</b>
<b>Tue., Sept. 30</b>	<b>2 page paper due</b>
<b>Mon., Oct. 13</b>	<b>Mid-Term Exam</b>
<b>Wed., Nov. 26</b>	<b>No Class (Thanksgiving)</b>
<b>Fri., Nov. 28</b>	<b>No Class (Thanksgiving)</b>
<b>Tue., Dec. 9</b>	<b>5 page paper due</b>
<b>Wed., Dec. 17</b>	<b>Final Exam</b>