

CULTURAL ENCOUNTERS IN HISTORY

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Course Times and Location: M, W, F 1:05-2:15 p.m., Noyce Science Center 1245
Office Hours: Wednesday 2-4, Friday 2-3, and by appointment

PURPOSE:

By examining five cases of encounter, we will be introduced to how previous peoples created and dealt with diversity. The European conquests of the Americas, the transatlantic slave trade, and immigration to the United States contributed to the creation of societies comprised of people from different cultures. 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. In studying South Africa, we will be introduced to a program of coping with the coexistence of peoples from different cultures in one place: apartheid. By the end of the semester, we will seek to identify continuities and differences between twentieth century apartheid and previous attempts at defining and solving societal problems based on perceived differences among people. 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,

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.

In addition to learning by doing, 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. As a result, students should get in the habit of looking ahead at the course schedule, and, wherever possible, completing reading well ahead of time so as to allow some time for reflection before we discuss a given reading. As part of your participation grade, you must submit a question or comment that demonstrates your engagement with the material for each class. You will earn a plus, check, or minus for this assignment.

Two Short Papers

PAPER #1 DUE TUESDAY, FEBRUARY 19.

PAPER #2 DUE FRIDAY, MAY 9.

Approximately two weeks before the due date, I will provide you with detailed instructions for two 3-5 page papers. Each short paper provides you with an opportunity to demonstrate your engagement with the material. The papers also provide you with an opportunity to refine your abilities as a writer.

Mid-Term Exam

MONDAY MAY 3.

Final Exam

THURSDAY, MAY 15, 2 P.M.

Grading

Participation	30%
Paper #1	20%
Paper #2	20%
Mid-Term Exam	15%
Final Exam	15%
Total	100%

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) 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

Mon., Jan. 21

Reading: (e-reserve)

- 1) Letter of Christopher Columbus

Wed., Jan. 23

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")

Fri., Jan. 25

Reading: (e-reserve)

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

Mon., Jan. 28

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")

Wed., Jan. 30

Reading: Victors and Vanquished, 1-99.

Fri., Feb. 1

Reading: Victors and Vanquished, 100-181.

Mon., Feb. 4

Reading: Victors and Vanquished, 182-243.

Wed., Feb. 6

Reading: Destruction of the Indies, xi-88.

Fri., Feb. 8

Reading: (e-reserve)

- 1) "The New Laws of the Indies"

Mon., Feb. 11

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

Wed., Feb. 13

Reading: (e-reserve)

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

Fri., Feb. 15

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

Mon., Feb. 18

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

Tues., Feb. 19

Paper #1 DUE by 5 p.m., in my office (312 Mears Cottage).

Wed., Feb. 20

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

Fri., Feb. 22

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

Mon., Feb. 25

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

Wed., Feb. 27

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

Fri., Feb. 29

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

Mon., Mar. 3

MIDTERM EXAM

ENCOUNTER 3: THE CHINESE IN AMERICA

Wed., Mar. 5

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

Fri., Mar. 7

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)

Mon., Mar 10

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., Mar. 12

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., Mar. 14

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., Mar. 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

Wed., Apr. 2

Reading:

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

Fri., Apr. 4

Reading:

- 1) Pacyga, Polish Immigrants, 111-157

Mon., Apr. 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

Wed., Apr. 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)

Fri., Apr. 11

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., Apr. 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)

Wed., Apr. 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

Fri., Apr. 18

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

Mon., Apr. 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”)

Wed., Apr. 23

Reading: Mark Mathabane, Kaffir Boy, Part I

Fri., Apr. 25

Reading: M. Mathabane, Kaffir Boy, Part II

Mon., Apr. 28

Reading: M. Mathabane, Kaffir Boy, Part III

Wed., Apr. 30

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

Fri., May 2

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

Mon., May 5

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

Wed., May 7

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

Fri., May 9

PAPER #2 DUE IN CLASS.

Reading: None.

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

Thur., May 15, 2 p.m. Final Exam