


<h1>Christopher Columbus: Pro and Con</h1> <p>E:\front\one\columbus.17dp</p> <p>Spring 2009</p>	 <p>Christopher Columbus</p>
<p>1. Progressive Historians. So passed away in misery and obscurity a man whose service to mankind was beyond calculation. His wonderful voyage of 1492 had linked together the two hemispheres of our planet and "mingled the two streams of human life, which had flowed for countless ages apart." John Fiske, David Saville Muzzey, Ph.D. Barnard College, Columbia University New York, <i>An American History</i> (New York: Ginn and Company, 1911), 8.</p>	<p>Main Ideas: Key Words: Analysis:</p>
<p>No one, however, has successfully challenged Columbus' right to the honor of being the man who showed Europe the way to the New World. John B. Rae, Professor of History Harvey Mudd College, Thomas H.D. Mahoney, Professor of History Massachusetts Institute of Technology, <i>The United States in World History</i> (New York: McGraw Hill Book Company, 1955), 14.</p>	
<p>Christopher Columbus . . . was the first man who had the supreme courage to push boldly out into the "Sea of Darkness" in search of the new route. This was the great service of Columbus. . . The sea was calm enough, but the sailors became rebellious, wanted to turn back, and even threatened to throw Columbus overboard. The great navigator, however, told them that it was useless to complain. James Albert Woodburn, Ph.D. Professor of American History and Politics in Indiana University, Thomas Francis Moran, Ph.D. Professor of History and Economics in Purdue University, <i>Elementary American History and Government</i> (New York: Longmans, Green and Co., 1910), 13, 16.</p>	
<p>Columbus left about forty men in the new colony--the first in the New World--but when he returned on his second voyage, not a man could be found. The Indians said that</p>	

some had died from illness and that others moved away. It is quite probable that the colony had been destroyed by savages. James Albert Woodburn, 18.	
<p>2. Roarke Textbook. Christopher Columbus' explorations inaugurated a geographical revolution that forever altered Europeans' understanding of the world and its peoples, including themselves. Columbus's landfall in the Caribbean originated a thriving exchange between the people, ideas, cultures, and institutions of the Old and New Worlds that continues to this day. James L. Roark, Professor of History at Emory University, Michael P Johnson, Johns Hopkins University, Patricia Cline Cohen, University of California, Santa Barbara, Sarah Stage, Arizona State University, Alan Lawson, Boston College, and Susan M. Hartmann, Ohio State University, <i>The American Promise: A Compact History Third Edition Volume I: To 1877</i> (Boston, Massachusetts: St. Martin's, 2007), 32.</p>	Main Ideas: Key Words: Analysis:
Columbus's arrival in the Caribbean anchored the western end of what might be imagined as a sea bridge that spanned the Atlantic, connecting the Western Hemisphere to Europe. That sea bridge ended the age-old separation of the hemispheres and initiated the Columbian exchange, a transatlantic exchange of goods, people, and ideas that has continued ever since. Spaniards brought novelties to the New World that were commonplace in Europe, including Christianity, iron technology, sailing ships, firearms, wheeled vehicles, horses and other domesticated animals, and much else. Unknowingly they also smuggled along many Old World viruses that caused epidemics of smallpox, measles, and other diseases that would kill the vast majority of Indian peoples during the sixteenth century and continue to decimate survivors in later centuries. James L. Roark, 34.	
The arrival of Columbus in the New World started an ongoing transatlantic exchange of goods, people, and ideas. Spaniards brought domesticated animals from the Old World, including horses, rattle, goats, chickens, cats, and sheep. James L. Roark, 35.	
Spaniards also carried Old World microorganisms that caused devastating epidemics of smallpox, measles, and other diseases. Ancient American people, goods, and ideas	

made the return trip across the Atlantic. Columbus's sailors quickly learned to use Indian hammocks and became infected with syphilis in sexual encounters with Indian women; then they carried both hammocks and syphilis back to Europe. Smoking tobacco, like the cigar puffed by the ancient Mayan lord, became such a fashion in Europe that some came to believe, as a print of two men relaxing with their pipes was captioned, "Life Is Smoke." The strangeness of New World peoples and cultures also reinforced Europeans' notions of their own superiority. Although the Columbian exchange went in both directions, it was not a relationship of equality. Europeans seized and retained the upper hand. James L. Roark, 35.	
Adding to the culture shock of conquest and colonization was the deadly toll of European diseases. As conquest spread, Indians succumbed to virulent epidemics of measles, smallpox, and respiratory illnesses. Indians had built up no immunity to these diseases because they had not been exposed to them before the arrival of Europeans. By 1570, only a half century after Comes entered Tenochtitlan, the Indian population of New Spain had fallen about 90 percent from what it was when Columbus arrived. The destruction of the Indian population was a catastrophe unequalled in human history. James L. Roark, 44.	
3. Taino. Approximately 8 B.C. The people who call themselves Taino, or "men of good," arrive in the region. With great care for the earth, the Tainos are able to feed millions of people. No one in a community goes hungry. They play sports and recite poetry. They are great inventors and travel from island to island. One Spanish priest reported that he never saw two Tainos fighting. Bill Bigelow, "Timeline: Spain, Columbus and Native Americans," <i>Rethinking Schools Special Edition</i> , 1990s, 78.	Main Ideas: Key Words: Analysis:
8 B.C. There are frequent skirmishes between Tainos and Caribs on nearby islands, but these threaten neither civilization. Bill Bigelow, 78.	
The Taino Indians were the first people Columbus encountered after landing on an island he called San Salvador in 1492. They numbered in the millions and had developed a network of small cities ruled by chieftains.	

Matt Crenson, <i>Associated Press</i> , "Lost City Found in Remote Jungle," <i>Denver Post</i> , 3/29/97, 2A-16A.	
Though the Taino are all but forgotten today, certain aspects of their culture live on. The English word barbecue comes from the Taino term for the rock slabs they used to cook bread. The hammock is also a Taino invention. Matt Crenson, 2A-16A.	
December 25, 1492: Columbus's ship, the Santa Maria, hits rocks off Espanola. He is forced to abandon it. The Taino cacique (leader), Guacanagari, weeps when he hears of the shipwreck. Tainos help unload the ship "without the loss of a shoe string." "They are," Columbus writes, "a people so full of love and without greed . . . I believe there is no better race or better land in the world." Bill Bigelow, 79.	

4. Taino Contact. February 1495: Columbus must be desperate to prove that his "enterprise" can be profitable. He rounds up 1600 Tainos-the same people he had earlier described as "so full of love and without greed." Some 550 of them, "among the best males and females," writes colonist Michele de Cuneo - are chained and taken to ships to be sent to Spain as slaves. "Of the rest who were left," writes Cuneo, "the announcement went around that whoever wanted them could take as many as he pleased and this was done." Bill Bigelow, 80.	Main Ideas: Key Words: Analysis:
Very little is known about the Taino Indians because they were nearly annihilated by 1515. Matt Crenson, 2A-16A.	
November 12, 1492. Columbus kidnaps 10 Tainos: My men "brought seven head of women, small and large, and three children." Bill Bigelow, 79.	

5. Arawaks. The Arawaks of the Bahama Islands were much like Indians on the mainland, who were remarkable for this hospitality, their belief in sharing. Howard Zinn, <i>A People's History of the United States</i> (New York: Harper Perennial, 1980), 1.	Main Ideas: Key Words: Analysis:
In the year 1495, Columbus' men went on a great slave raid, rounded up fifteen hundred Arawak men, women and children, put them in pens guard by Spaniards and dogs, then picked the five hundred best specimens to load onto ships. Of those five hundred, two hundred died en route. Howard Zinn, 4.	

The Arawaks were worked at a ferocious pace, and died by the thousands. By the year 1515, there were perhaps fifty thousand Indians left. By 1550 there were five hundred. A report of the year 1650 shows none of the original Arawaks or their descendants left on the island. Howard Zinn, 4-5.	
Total control led to total cruelty. The Spaniards thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades. Howard Zinn, 6.	
Las Casas tells how "two of these so-called Christians met two Indians boys one day, each carrying a parrot; they took the parrot and for fun beheaded the boys." Howard Zinn, 6.	

6. Gold. October 12, 1492. The first thing Columbus tries to ask the people is "if they had gold." Bill Bigelow, 78.	Main Ideas: Key Words: Analysis:
The Europe of the Renaissance was dominated by the governments of kings and the frenzy for money that marked Western civilization. Howard Zinn, 1.	
October/November/December 1492: Columbus' every move is determined by where he believes he can find gold. On December 23 he writes in his journal: "Our Lord in His Goodness guide me that I may find this gold, I mean their mine, for I have many here who say they know it." Still, by mid-December Columbus has found very little gold. Bill Bigelow, 79.	
Hispaniola was making good as a colony. It exported about a million dollars' worth of gold in 1512, the high point. Negro slaves were being imported to replace the wretched Indians. Samuel Eliot Morison, Professor of History at Harvard, <i>The Oxford History of the American People</i> (New York: Oxford University Press, 1965), 32.	

7. First Return. On his first voyage, Columbus kidnapped some ten to twenty-five Indians and took them back with him to Spain. Only seven or eight of the Indians arrived alive. Along with the parrots, gold trinkets, and other exotica, they caused quite a stir in Seville. Ferdinand and Isabella provided Columbus with seventeen ships, 1,200 to 1,500 men, cannons, crossbows, guns, cavalry, and attack dogs for a second voyage. James	Main Ideas: Key Words: Analysis:
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W. Loewen, Professor of Sociology at the University of Vermont, <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> (New York: New Press, 1995), 51.	
September/October 1493: The men left behind at La Navidad brutally mistreat the Tainos. They steal, take slaves and rape women. In response, the Taino cacique [chief], Caonabo, kills all the Spaniards on the island. Bill Bigelow, 79.	
February 15, 1493: Columbus returns with relatively little of value. In a letter written aboard ship, Columbus lies, saying that on Espanola, "there are many spices and great mines of gold and of other metals." Bill Bigelow, 79.	

8. Colony. When Columbus and his men returned to Haiti in 1493, they demanded food, gold, spun cotton-whatever the Indians had that they wanted, including sex with their women. To ensure cooperation, Columbus used punishment by example. When an Indian committed even a minor offense, the Spanish cut off his ears or nose. Disfigured, the person was sent back to his village as living evidence of the brutality the Spaniards were capable of. James W. Loewen, 51.	Main Ideas: Key Words: Analysis:
Columbus returned to Spain, and with difficulty convinced the sovereigns that his discoveries were valuable. They allowed him to fit out a relief expedition, recruited partly among peasants, draftees from the army, day laborers who were paid 14 cents a day. Girls who were paid nothing since they were expected to work their passage and then find husbands. Also a free pardon was offered to criminals in jail who would spend a year in "The Indies," but not many takers were found. Samuel Eliot Morison, 28.	
Feb/March 1494: Columbus uses violence against Spaniards who disobey his orders to work. Any Spaniard found hiding gold is "well whipped." Colonist Michele de Cuneo writes that "Some had their ears slit and some the nose, very pitiful to see." Many blame Columbus, governor of the island, for their problems. Demoralized, many want to leave. Bill Bigelow, 79.	
9. Slavery. Having as yet found no fields of gold, Columbus had to return some kind of dividend to Spain.	Main Ideas: Key Words: Analysis:

In 1495 the Spanish on Haiti initiated a great slave raid. They rounded up 1,500 Arawaks, then selected the 500 best specimens (of whom 200 would die en route to Spain). Another 500 were chosen as slaves for the Spaniards staying on the island. The rest were released. James W. Loewen, 52.	
The smaller islands were raided for more laborers, and Indians who refused to work were either slaughtered or shipped home to be sold as slaves. Within fifty years the natives of Hispaniola, estimated by ethnologists to have numbered around 300,000 in 1492, and those of the Bahamas too, were extinct. Negro slaves were then imported from Africa to work sugar and cotton plantations and sift the earth for gold. Samuel Eliot Morison, 28.	
Columbus sent the first slaves across the Atlantic. He probably sent more slaves-about five thousand-than any other individual. To her credit, Queen Isabella opposed outright enslavement and returned some Indians to the Caribbean. James W. Loewen, 55.	
10. Spanish Dogs. Spring 1494: Columbus explores the coast of Jamaica. Andres Bernaldez, accompanying Columbus, writes of the island's "extreme beauty." Columbus sets loose a vicious dog against the Indians. Bernaldez writes that it "did them great damage, for a dog is the equal of 10 men against the Indians." Bill Bigelow, 80.	Main Ideas: Key Words: Analysis:
The attempts at resistance gave Columbus an excuse to make war. On March 24, 1495, he set out to conquer the Arawaks. Bartolome de Las Casas [a Catholic Priest] described the force Columbus assembled to put down the rebellion. "Since the Admiral perceived that daily the people of the land were taking up arms, ridiculous weapons in reality . . . he hastened to proceed to the country and disperse and subdue, by force of arms, the people of the entire island . . . For this he chose 200 foot soldiers and 20 cavalry, with many crossbows, small cannon, lances, and swords. A still more terrible weapon against the Indians, in addition to the horses: this was 20 hunting dogs, who were turned loose and immediately tore the Indians apart." Naturally, the Spanish won. James W. Loewen, 52.	
In the words of Hans Koning, "There now began a reign of	

terror in Hispaniola." Spaniards hunted Indians for sport and murdered them for dog food. James W. Loewen, 53.	
<p>11. Tribute System. 1495: Columbus establishes the tribute system. Every Taino, 14 or older, is required to fill a hawk's bell full of gold every three months. Those who comply are given copper tokens to wear around their necks. When Columbus decides there is little gold, 25 pounds of spun cotton is required. The Spaniards cut the hands off those who do not comply; they are left to bleed to death. As Las Casas writes, the tribute is "impossible and intolerable." Bill Bigelow, 80.</p>	<p>Main Ideas: Key Words: Analysis:</p>
<p>Columbus, upset because he could not locate the gold he was certain was on the island, set up a tribute system. Ferdinand Columbus described how it worked: "[The Indians] all promised to pay tribute to the Catholic Sovereigns every three months, as follows: In the Cibao, where the gold mines were, every person of 14 years of age or upward was to pay a large hawk's bell of gold dust; all others were each to pay 25 pounds of cotton. Whenever an Indian delivered his tribute, he was to receive a brass or copper token which he must wear about his neck as proof that he had made his payment. Any Indian found without such a token was to be punished." With a fresh token, an Indian was safe for three months, much of which time would be devoted to collecting more gold. Columbus's son neglected to mention how the Spanish punished those whose tokens had expired: they cut off their hands. James W. Loewen, 53.</p>	
<p>Hispaniola was making good as a colony. It exported about a million dollars' worth of gold in 1512, the high point. Negro slaves were being imported to replace the wretched Indians; cattle raising and sugar planting had begun. Samuel Eliot Morison, 32.</p>	
<p>12. Encomienda System. The tribute system eventually broke down because what it demanded was impossible. To replace it, Columbus installed the encomienda system, in which he granted or "commended" entire Indian villages to individual colonists or groups of colonists. Since it was not called slavery, this forced-labor system escaped the moral censure that slavery received. Following Columbus' example, Spain made the encomienda system official</p>	<p>Main Ideas: Key Words: Analysis:</p>

policy on Haiti in 1502; other conquistadors subsequently introduced it to Mexico, Peru, and Florida. James W. Loewen, 53.	
Columbus divided up the land-with the Indians who lived on it-among the Spanish colonists. In other words, he set up a system of forced labor for private profit. Samuel Eliot Morison, 28.	
1495: Columbus will soon replace the tribute system with outright slavery, though the Queen will rule that Indians forced to work must be paid "wages." It is called the encomienda system, in which colonists are simply granted land and numbers of Tainos. Bill Bigelow, 80.	

<p>13. Depopulation. The tribute and encomienda systems caused incredible depopulation. On Haiti the colonists made the Indians mine gold for them, raise Spanish food, and even carry them everywhere they went. The Indians couldn't stand it. Pedro de Cordoba wrote in a letter to King Ferdinand in 1517, "As a result of the sufferings and hard labor they endured, the Indians choose and have chosen suicide. Occasionally a hundred have committed mass suicide. The women, exhausted by labor, have shunned conception and childbirth . . . Many, when pregnant, have taken something to abort and have aborted. Others after delivery have killed their children with their own hands, so as not to leave them in such oppressive slavery." James W. Loewen, 53.</p>	<p>Main Ideas: Key Words: Analysis:</p>
<p>Estimates of Haiti's pre-Columbian population range as high as 8,000,000 people. When Christopher Columbus returned to Spain, he left his brother Bartholomew in charge of the island. Bartholomew took a census of Indian adults in 1496 and came up with 1,100,000. The Spanish did not count children under fourteen and could not count Arawaks who had escaped into the mountains. Kirkpatrick Sale estimates that a more accurate total would probably be in the neighborhood of 3,000,000. "By 1516," according to Benjamin Keen, "thanks to the sinister Indian slave trade and labor policies initiated by Columbus, only some 12,000 remained." Las Casas tells us that fewer than 200 Indians were alive in 1542. By 1555, they were all gone. James W. Loewen, 54-5.</p>	
<p>1542: Bartolome de las Casas writes that a mere 200 Tainos still live in Espanola. One scholar recently</p>	

estimated that perhaps more than 3 million Tainos lived there when Columbus first arrived. Bill Bigelow, 80.	
<p>14. Importance. Columbus then returned to Spain to die, despised and neglected. In the eyes of the royal court his West Indies had turned out to be useless. He alone of the early discoverers predicted their value for humanity, which is one reason why we honor him. Before he died he could declare, with no exaggeration, "By the Divine Will I have placed under the sovereignty of the King and Queen an Other World, whereby Spain, which was reckoned poor, is to become the richest of all countries." Samuel Eliot Morison, 31.</p>	Main Ideas: Key Words: Analysis:
What we committed in the Indies stands out among the most unpardonable offenses ever committed against God and mankind and this trade [in Indian slaves] as one of the most unjust, evil, and cruel among them. Bartolome de las Casas, James W. Loewen, 28.	
If Columbus had known that he had failed to reach the fabled Orient, he would have died a bitterly disillusioned man. Yet, in the judgment of history, the measure of his greatness is to be found in the fact that he committed this cardinal blunder, for thereby he and the later explorers opened up to the crowded populations of Europe a means of escape from poverty and oppression for many centuries to come. Arthur Meier Schlesinger, Professor Of History in The University Of Iowa, <i>New Viewpoints In American History</i> (New York: Macmillan Company, 1922), 1.	
<p>15. Progressive Historians. Western civilization moved toward "truth and freedom as expressed in modern science and democracy . . . and the progress of reason and liberty." Peter Novick, Professor of History at University of Chicago, <i>That Noble Dream: The "Objectivity Question" and the American Historical Profession</i> (Cambridge, United Kingdom: Cambridge University Press, 1988), 313.</p>	Main Ideas: Key Words: Analysis:
The three greatest achievements of the American people have been these: they have transformed a continent from a low condition of barbarism to a high state of civilization; they have developed a commercial and industrial system of vast proportions; and they have evolved the greatest democracy the world has yet seen. S.E. Forman,	

<p><i>Advanced American History</i> (New York: Century Co., 1914), v.</p>	
<p>The creation of the United States of America is the greatest of all human adventures. No other national story holds such tremendous lessons, for the American people themselves and for the rest of mankind. Paul Johnson, American journalist, <i>A History of the American People</i> (New York: Harper Collins Publishers, 1997), 3.</p>	
<p>Anglo Saxons were superior to other peoples, especially when it came to politics. In the words of Senator Albert J. Beveridge of Indiana: "God has not been preparing the English-speaking and Teutonic people for a thousand years for nothing but vain and idle self-administration. No! He has made us the master organizers of the world to establish system where chaos reigns . . . He has made us adepts in government that we may administer government among savages and senile peoples." Kenneth M. Stampp, Professor of American History at University of California at Berkeley, <i>The Era of Reconstruction, 1865-1877</i> (New York: Alfred A. Knopf, 1965), 20-1.</p>	
<p>The Whig Theory of History, which holds, or once did, that progress - steadily enlarged and ennobled liberty - is the essence of the human story. George F. Will, <i>Washington Post</i>, "Commentary, A Real Historical Perspective," <i>Boulder Daily Camera</i>, August 10, 2008, 10B.</p>	
<p>American history's . . . overarching narrative synthesis . . . [was a] "paradigm of "advancing liberty, democracy, and international comity." Peter Novick, 206.</p>	
<p>"Free enterprise was sacrosanct, and must never be criticized." Peter Novick, 369.</p>	
<p>The virtues of bygone heroes are likewise inflated. Admired forebears acquire qualities esteemed today, however anachronistic, and their faults are concealed or palliated. Popular modern depictions of George Washington and Thomas Jefferson, for example, are utterly at variance with their lives as eighteenth-century slave-holding planters, just as Martin Luther is now lauded in East Germany as a champion of the proletariat. David Lowenthal, <i>The Past is a Foreign Country</i> (Cambridge, England: Cambridge University Press, 1985), 343.</p>	
<p>Myth tells a simple story; history is contradictory and incomplete at best. Erica Harth, ed., <i>Last Witnesses:</i></p>	

<p><i>Reflections on the Wartime Internment of Japanese Americans</i> (New York: Palgrave, 2001), 12.</p>	
<p>16. New Left. New Left historians turned Progressive history on its head. Heroes turned into dark figures, losers became heroes, the American Revolution was a suspended social revolution, the Constitution emerged as an iniquitous basic law, the pioneer appeared as a looter and a killer, the Civil War failed bring a new society, Reconstruction was a noble failure, the Progressive Era was really a triumph of conservatism, the New Deal deferred and betrayed true populism, and the two World Wars were adventures promoted by economic interests. Ernst Breisach, Professor of History at Western Michigan University, <i>Historiography: Ancient, Medieval, & Modern</i> (Chicago, Illinois: University of Chicago Press, 1983), 391.</p>	<p>Main Ideas: Key Words: Analysis:</p>
<p>Nothing can serve patriotism worse than suppressing dark chapters of our past, smoothing over clearly documentable examples of shameful behavior in public places high and low, and airbrushing disgraceful violations of our national credo such as the actions of the Ku Klux Klan or the internment of Japanese Americans during World War II . . . America's youth are unlikely to swallow the story. Gary B. Nash, Professor of History at UCLA, Charlotte Crabtree, and Ross E. Dunn, Professor of History at San Diego State University, <i>History on Trial: Culture Wars and the Teaching of the Past</i> (New York: Alfred A. Knopf, 1997), 16.</p>	
<p>Historiography as a contemplative or reformist enterprise must be replaced by revolutionary historiography on behalf of all disadvantaged groups, a historiography that will educate everybody concerning the erroneous ways of the past and help identify and destroy harmful institutional remnants in the present. Historians must join those who wish to free American society from elitism, particularly from the Puritan morality, broadly seen as self-restraint in sex, consumption, and the building of individual wealth, and from the Protestant outlook, particularly the work ethic with its sense of vocation and individual achievement. Both were considered buttresses for the establishment, which could build the society of injustice dominated by WASPs, exploiters, racist, and agrarian</p>	

values. Ernst Breisach, 391.	
Kim Weissman wrote, The [National History] standards offered a "warped vision of America. We learn that their standards are nothing more than a cynical ploy to indoctrinate children with their own hatred of America; to steal the American birthright from the children of our country; to teach our children to feel guilt over their own heritage . . . The rising ethnic tensions and violence in America today are a direct result of the successes that the multiculturalists have already enjoyed." Nash, Crabtree, and Dunn, 189.	
Charles Krauthammer wrote that the National History Standards were a "classic of political correctness. The whole document strains to promote the achievements and highlight the victimization of the country's preferred minorities, while straining equally to degrade the achievements and highlight the flaws of the white males who ran the country for its first two centuries." Nash, Crabtree, and Dunn, 190.	

17. Comparative History. The contest between competing truths is integral to the profession of history. We should create evenhanded history. Good history must be sensitive to authentic memories on all sides of the war we study. However, memories are not a substitute for other kinds of historical evidence. Philip West, Steven I. Levine, Jackie Hiltz, <i>America's Wars in Asia: A Cultural Approach to History and Memory</i> (New York: M.E. Sharpe, Armonk, 1998), 5.	Main Ideas: Key Words: Analysis:
In any age of any society the study of history, like other social activities, is governed by the dominant tendencies of time and place. Arnold Toynbee, <i>A Study of History</i> (New York: Weathervane Books, 1975), 30.	
To strip the past of its mystery, to relate history as a series of more or less coherent events, without being subject to fixed laws, and to explain and evaluate those events critically is the historian's task. The paradox of historicization is that a process aimed at a more objective view of the past leads in fact to more divergent subjective interpretations. Normal history means a plurality of interpretations. The object of historicizing is to take a cool distance from the past. Ian Buruma, Professor of Democracy, Human Rights & Journalism at Bard College,	

New York, fellowship St Antony's College, Oxford, <i>Kandidaat</i> in Chinese Literature and History at Leyden University, <i>The Wages of Guilt: Memories of War in Germany and Japan</i> (New York: A Meridian Book, 1994), 247-8.	
<p>18. College Bias. Conservatives say a chill is in order. A recent study by Santa Clara University researcher Daniel Klein estimated that among social science and humanities faculty members nationwide, Democrats outnumber Republicans by at least seven to one; in some fields it's as high as 30 to one. And in the last election, the two employers whose workers contributed the most to Sen. John Kerry's presidential campaign were the University of California system and Harvard University. <i>Associated Press</i>, "Conservative Students Clash With Liberal Professors," <i>Greeley Tribune</i>, December 26, 2004, A1-A8.</p>	Main Ideas: Key Words: Analysis:
Many teachers insist personal politics don't affect teaching. But in a recent survey of students at 50 top schools by the American Council of Trustees and Alumni, a group that has argued there is too little intellectual diversity on campuses, 49 percent reported at least some professors frequently commented on politics in class even if it was outside the subject matter. Thirty-one percent said they felt there were some courses in which they needed to agree with a professor's political or social views to get a good grade. <i>Associated Press</i> , A1-A8.	
Many educators, while agreeing students, should never feel bullied, worry that they just want to avoid exposure to ideas that challenge their core beliefs - an essential part of education. Some also fear teachers will shy away from sensitive topics, or fend off criticism by "balancing" their syllabuses with opposing viewpoints, even if they represent inferior scholarship. "Faculty retrench. They are less willing to discuss contemporary problems and I think everyone loses out," said Joe Losco, a professor of political science at Ball State University in Indiana who has supported two colleagues targeted for alleged bias. "It puts a chill in the air." <i>Associated Press</i> , A1-A8.	
Leading the movement is the group Students for Academic Freedom, with chapters on 135 campuses and close ties to David Horowitz, a one-time liberal campus activist turned conservative commentator. The group posts student	

complaints on its Web site about alleged episodes of grading bias and unbalanced, anti-American propaganda by professors - often in classes, such as literature, in which it's off-topic. Instructors "need to make students aware of the spectrum of scholarly opinion," Horowitz said. "You can't get a good education if you're only getting half the story." <i>Associated Press</i> , A1-A8.	
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Columbus Discussion

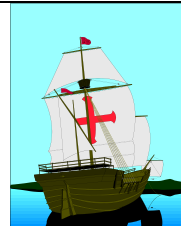


Columbus

1. Glenn Morris' story about Columbus [Glenn Morris is a Lakota Professor of Political Science at DU, who was reinterpreting Columbus as a bungler instead of as a master explorer]:



When he left,	he didn't know where he was going	Columbus miscalculated the size of the earth by 1/3rd
When he got there,	he didn't know where he was	He thought he was in India and he called the Native Americans "Indians"
When he got back,	he didn't know where he had been	He was looking for a water route to the Spice Islands in Asia

2. What were the Three G's the Spanish Conquistadors were after?



G	Gold	
G	Glory	
G	God.	The Spanish Conquistadors were Catholic. That red cross on their sails represented crucifixes.
G	Girls.	Unlike the English colonists, who brought comparable numbers of men and women, the Spanish explorers were at least 90% men and less than 10% women.


3. Writing of History Changes over Time

Epic	Narrative
 <p>George Washington</p>	 <p>Christopher Columbus</p>
Progressive	New Left History
Heroes: Male Wasps	Villains: male WASP power brokers
	Helpless Victims: Native Americans Slaves Women
Cheerleaders / Boosters	Critics
Whig Theory of History: American history's . . . overarching narrative synthesis . . . [was a] "paradigm of "advancing liberty, democracy, and international comity."1	Helpless Victim
American Exceptionalists: The creation of the United States of America is the greatest of all human adventures. No other national story holds such tremendous lessons, for the American people themselves and for the rest of mankind.2	Noble Savages
Conservatives / Flag Waving Patriots	Liberals
Section 1, Samuel E. Morison	James Loewen, Bill Bigelow, Howard Zinn

1 Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (Cambridge, United Kingdom: Cambridge University Press, 1988), 206.

2 Paul Johnson, American journalist, *A History of the American People* (New York: Harper Collins Publishers, 1997), 3.

4. Is there bias in today's lesson?	
5. Progressive Historians remembered Columbus as a hero. What techniques did they use to build him up?	Selection: Historical Amnesia:
a. What techniques did they use to marginalize Native Americans?	Godless, heathen savages.
6. New Left Historians remember Columbus as a villain. How did they tear him down?	Bad qualities.
a. They chose to lionize Native Americans. How did they do that?	Myth of the Noble Savage: Denial of Agency: Wars:
7. Which is more objective? New Left or Progressive historians?	
8. What is the Roark textbook's position on these issues?	Middle of the Road Neutrality: Columbian Exchange:
How does he absolve Europeans of responsibility for genocide?	Passive Verbs: is, am, was, be.

9. Critical Thinking. When one "expert" says one thing and another "authority" says another, how do you decide which is right?		
		
Point	Counterpoint	Why?

Qualifications:	Bias:	
General	vs. Specific:	
Facts	vs. Interpretation	
Primary (Date):	vs. Secondary Sources:	
Participants	vs. Mythologizers	
No Proof	Footnotes:	
Information:	vs. Propaganda:	