



# Cultures in Contact

ANT 326L (31715) Spring 2014  
LAS 324L (40835)

Samuel M. Wilson

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## Introduction

"Cultures in Contact" is a multi-disciplinary course which combines Historical, Anthropological, Geographical and Literary analyses of the continuing "contact period" in the New World. The issues addressed span the last 500+ years of cultural interaction in the Americas, looking especially at the processes of cultural conflict, competition, cooperation, and synthesis that have taken place among people from the Americas, Europe, Africa, and Asia.

**Books:** Most of the readings will be on-line, linked to the schedule on this site. You need to find a copy of Peter Nabokov (ed.) *Native American Testimony* and you can find many new and used copies on-line. Please make sure that you get the 1999 revised addition (0140281592), not the 1991 edition (0140129863) or any other version. The 1991 version does not contain all of the assigned readings. The book is not available at the bookstore.

**Requirements:** Grades will be assigned on the basis of three exams and twelve short assignments. See the [Assignments](#) page for details.

**Important Details:** This is the main web site for the class, but Blackboard will occasionally be used for posting files and sending out information.

The Teaching Assistants for this class are [Jinok Lee](#) and [Nadya Prociuk](#). Ms. Lee will hold office hours in the Anthropology Department ([Student Activities Center, 5th Floor](#)) Room SAC 5.114 from 1:00 to 2:00 on Wednesdays, and by appointment if necessary. Ms. Prociuk will hold office hours in SAC 4.166 from 2:00-3:30 on Tuesdays, and by appointment if necessary. If you have questions, please contact the Teaching Assistant before contacting the Professor. For questions of interest to the whole class we will try to come up with an answer and then send it out to everyone. Professor Wilson's office hours are Wednesday from 1:30 to 3:00 in CLA 4.404 (the new Liberal Arts building).

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice)

or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd> . Please do this early in the semester.

**Flag:** This course carries the flag for *Cultural Diversity in the United States*. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

### ***[Obligatory threatening passages]***

Students who miss exams or the due dates of assignments without notifying the professor or Teaching Assistants *in advance* will, under most circumstances, not be allowed to take the exam and will forfeit that portion of their grade.

If you do not hand in a short "activity" report on the day it is due, you may hand it in the next class period. After that the assignment will not be accepted. Sorry, but activities will not be accepted by email.

We take plagiarism extremely seriously, particularly the use of a sort of "cut and paste" approach to your written "activity" assignments. If you haven't already done so, please review the learning module on plagiarism here -

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>  
Cases of academic dishonesty are referred to the Dean of Students, whose policies are discussed here:  
[http://deanofstudents.utexas.edu/sjs/acadint\\_plagiarism.php](http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php)

Attendance will not be taken, but you should consider being in class to be extremely important. The exams will cover both the reading material and our discussions in class. Powerpoint presentations and other material used in class will not be made available on the web or released individually.

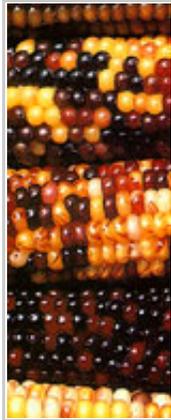
### **Other Information:**

The University of Texas has many resources to help you deal with academic and non-academic issues. Here are just some of these resources. If you have other questions, needs, or concerns, please speak to the TAs or Professor:

- Center for Strategic Advising and Career Counseling:  
<http://www.utexas.edu/ugs/csacc>
- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Counseling & Mental Health Center:  
<http://cmhc.utexas.edu/>
- Student Emergency Services:  
<http://deanofstudents.utexas.edu/emergency/>

- BCAL - the "behavioral concerns advice line" is a great service to use if someone you know is having real problems or seems to be a possible threat to themselves or others:  
<http://www.utexas.edu/safety/bcal>

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week of  
Monday, 13  
January

Introduction to the main themes of the course. Setting within world pre/history; General path of emerging complexity. New World and Old World societies generally, following separate but similar trajectories of political development. Europe and Others 400-1500; Collapse of Roman Empire; Germanic Tribes; Islam/Near East; Byzantine Empire; Interactions with Africa and Asia  
*Lawrence Wright, "One Drop of Blood", New Yorker, July 25, 1994*  
*Fernand Braudel "Europe: Geography and Freedom", in A History of Civilizations, 1994: pp. 304-322.*

week of  
Monday, 20  
January

Europe and Others; Major Trends in Europe, post-1000 A.D.; Population growth and epidemics; Emerging trading class; Emerging city-states; Competing principalities; Attempts at unification; Religious expansion / Proselytization; "proto-colonization" of Greenland, Ireland, etc.; Reconquista in Iberia. Impetus for Exploration; Trade with the East; Marco Polo; Venice, etc. and powerful merchant families; African discoveries;  
*J. M. Roberts, History of the World, London: Penguin 1987: 471-488*

Activity 1

week of 27  
Jan

The Americas before conquest; New World Politics; Economies; Dealings with others; Long term Cycles of Expansion - Collapse in the New World  
*Karl W. Butzer, "This is Indian Country." Geographical Magazine V.52, 1979: 140-4*  
*Miguel León-Portilla, "Men of Maize" In America in 1492, pp. 147-175*

Activity 2

3 Feb.

The Onset of Western Exploration; Italian City-states' dilemma; Columbian Voyages; Conquest of the Caribbean  
*Daniel Boorstin, The Discoverers, New York: Vintage Books, 1983: 116-128*

Activity 3  
film: After the Mayflower

	S. Wilson, <i>Hispaniola, Tuscaloosa: University of Alabama Press, 1990: 35-73.</i>	
10 Feb.	Entradas and tools of conquest. Explorations of Cortés, Pizarro, Coronado, De Soto. Impact of Disease on America's population, Early conquest period. <i>Charles Gibson, "Spanish Indian Policies", Handbook of North American Indians Vol. 4: History of Indian-White Relations, 1988: 96-103.</i> <i>Bernal Díaz del Castillo, The Discovery and Conquest of Mexico, Farrar, Straus and Giroux, 1956: 197-225</i>	Exam 1 (Thurs)
17 Feb.	Overall Colonial Strategies / Patterns of Exploitation; Spanish; French; Case Study: the prehistory and history of the Caddo People. <i>Meinig, D. W., The Shaping of America New Haven: Yale U. Press. 1986: 55-76.</i> <i>William Cronon and R. White, "Ecological Change and Indian-White Relations" Handbook: 417-428</i>	Activity 4
24 Feb.	Colonial strategies of the English and French in North America and elsewhere; Portuguese; Dutch; Swedish; German, and others <i>W. Jacobs, "British Indian Policies to 1783," in Handbook of North American Indians Vol. 4: History of Indian-White Relations, 1988: 5-12.</i> <i>M. Wade, "French Indian Policies," in Handbook: 163-184.</i>	Activity 5  film: We shall remain, seg.
3 March	North America from 1600-1800, French vs. English strategies; Iroquois as power brokers; Native Americans and the Revolutionary War; Native American Resistance; King Phillip's War, Pueblo Rebellion  <i>D. Leach, "Colonial Indian Wars", Handbook: 128-43</i> <i>Nabokov, Chapter 5</i>	Activity 6
10 March.	Spring Break	
17 March	African Diaspora in the Americas; African-American and Native-American interactions. Thomas Jefferson on non-Europeans and assimilation. <i>L. Ferguson, excerpt from Uncommon Ground: Archaeology and Early African America, 1650-1800, pp. xxi-xlv.</i> <i>J. C. Miller, The Wolf by the Ears: Thomas Jefferson and Slavery, Univ. Press of Virginia, 1991:60-78.</i> <i>V. Vogel, ed., This Country Was Ours, New York: Harper Torchbooks, 1974: 82-84 (Thomas Jefferson quotes).</i>	Activity 7
24 March	Emerging U.S. policies concerning others in the 19th Century; Northwest Ordinance; Removal Era; African-Americans and Mexican-Americans, The Republic of Texas.	Exam 2 (Thurs)

	<p><i>Nabokov, P. Chapter 7</i>  <i>F. P. Prucha, "United States Indian Policies, 1815-1860", Handbook: 40-50.</i>  <i>"Cherokee Nation v. Georgia, 1831", in V. Vogel, ed., This Country Was Ours, New York: Harper Torchbooks, 1974: 114-124</i></p>	
31 March	<p>Indian Societies in Change; Civil War; Conquest of the Plains; Texas and southwestern policy concerning Native Americans and Mexican Americans; Emergence of the "reservation" plan. Enforced Assimilation; Native American Nadir (1920); Albert Fall.  <i>E. H. Spicer, "The Mexican Program" and "The Anglo-American Program" from Cycles of Conquest.</i>  <i>W. T. Hagen, "United States Indian Policies, 1860-1900", Handbook: 50-65.</i>  <i>Nabokov Chapters 9 and 10</i></p>	Activity 8
7 April	<p>Changing dynamics of US Indian policy in the 20th Century;  <i>Philleo Nash, 20th Century U. S. Government Agencies. Handbook: 264-275.</i>  <i>L. C. Kelly, "United States Indian Policies, 1900-1980", Handbook: 66-80.</i></p>	Activity 9
14 April	<p><i>Changing dynamics of US Indian policy in the 20th Century; Indian New Deal; Termination</i>  <i>"Criticism of the Indian Land Allotment Policy (Dawes Act), from the Meriam Report, 1928", and documents pertaining to the "Indian New Deal" in V. Vogel, ed., This Country Was Ours: 195-206.</i>  <i>Nabokov chapters 15 and 16</i></p>	<p>Activity 10</p> <p>Thurs film: Wounded Knee</p>
21 April	<p>The Emerging Milieu of Ethnic Pluralism; Ways of defining identity; Gambling, tribal corporatism, education; Current Issues / review. Legal Status of Native Americans; Civil Rights; Retribalization, etc.  <i>Nabokov Chapters 18 and 19</i></p>	Activity 11
28 April	<p>Current situation  <i>Baca, The Legal Status of American Indians</i>  <i>Vine Deloria, "Afterword" in America in 1492, pp. 429-443..</i></p>	<p>Activity 12</p> <p>Exam 3 (Thurs)</p>
	<p><i>Additional readings</i>  <i>Wilcomb Washburn, 1996, "The Native American Renaissance, 1960-1995" in The Cambridge History of the Native Peoples of the Americas.</i>  <i>Nabokov Chapter 20.</i></p>	

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## Assignments

1. Activities - 25% There will be 12 activities you must carry out. They are listed at the bottom of this page. In most cases you have to read, watch, or visit something and write a brief account or analysis of it (1/2 page, single-spaced). We will not count the two lowest scores, so a total of 10 exercises will contribute to your final grade. Sometimes the activities correspond to what we are doing in class and sometimes they do not.

There is a possibility of getting extra credit on these Activities. Recently people have done some extraordinary work with these, bringing in additional research, suggesting additional sites or alternative assignments. They went beyond the basic assignment to get at the larger issues. So we have made it so that an Activity can earn up to 3.5%, providing up to 10% extra credit.

2. There are three midterm exams ; each exam is worth 25%. The exams only cover one-third of the course each. The third exam it is not comprehensive. It only covers the last third of the course. There are no plusses and minuses in your final course grade.

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**Activities** -- The following activities are due on the Tuesday of the week they are assigned. Some of them are still changing and developing, so check back on the web site before carrying out the activity.

- Activity 1 -- Cajun and Metis music and culture -- Listen to this NPR piece on the music and culture of the Metis -- [listen to the story here](#). Then [explore this site](#) and read about Cajun music and culture. Please listen to all you want, but especially some of the songs under "The 1920s and the 1930s". Also, [read pps. 450-452 from the Nabokov book](#). If you want more information on [Cajun history, look here](#). Briefly, who are the Metis and the Cajuns? What is there in this music that suggests that it reflects the combination or intersection of two cultures? What similarities can you hear between Metis music and Cajun music. Write this up in a 1/2 page, single spaced, or so and hand it in next Tuesday.
- Activity 2 -- 1492: AN ONGOING VOYAGE, an exhibit by the Library of Congress. Please read through the Exhibit **1492: An Ongoing Voyage**, produced by the Library of Congress. You can find it in the [Library of Congress's version](#)

or on a [Sunsite mirror](#).

Although I am familiar with the topics covered in this exhibition, I still found things that were new and surprising. Please explore the site and write about 1/2 page on an some aspect that you found interesting and had not known of before. Also, could you comment on the idea of "inventing America" -- what is that and why would people do it? Please don't just give what the site says, but think about who is writing and who their audience was and think about the range of possible motives they might have had.

- Activity 3 --  
Please listen to [this radio piece from "A History of the World in 100 Objects"](#), and look through the images regarding a Mexican Codex Map. It's about the early Spanish conquest of Mexico. Make sure you use the visuals and zoom in on all the details of the map. Please describe how, in general terms, Mexican Catholicism incorporated a number of aspects of the previous pre-conquest religions, and please provide two or more specific examples. If you care to try for extra credit with this assignment, please examine it closely and describe and inerpret some thing or things that might be missed in a cursory look. Or compare these depictions of buildings and maps to present day images or maps.
- Activity 4 Exploring American Identity
  - [Read this article on "Who's a Native American"](#) and this [NPR comment on Native American identity](#) and comment on the issues raised in both pieces. Do you feel cultural identity is becoming more important or less important for people in the US over the last 40 years? Please provide at least two pieces of evidence for your position using material from these pieces, and if you like, other research or examples.
- Activity 5 -- Selected readings from "Rome Reborn: The Vatican Library and Renaissance. Culture" homepage.
  - The exhibit "ROME REBORN: THE VATICAN LIBRARY & RENAISSANCE CULTURE" was put on by the Library of Congress in 1993. It included material from both the Library of Congress and the Vatican Library.[http://www.ibiblio.org/expo/vatican.exhibit/exhibit/Main\\_Hall.html](http://www.ibiblio.org/expo/vatican.exhibit/exhibit/Main_Hall.html)
  - Please browse through the site, reading what interests you most. I would like you to read the section "About the Exhibition" and also read the section on Ptolemy's geography, under mathematics.  
<http://www.ibiblio.org/expo/vatican.exhibit/exhibit/d-mathematics/Mathematics.html>  
Answer the following questions: 1) When was Ptolemy's Geography written? (note: you can always make use of reference material, like an Encyclopedia to get more information). 2) When did it become widely available to European scholars? 3) What impact did it have?
  - Another interesting section of the exhibit deals with Rome's dealings with the Far East ("How Rome went to China"). Please read through this section carefully (and also "The Jesuits in China") and answer these questions: 4) why was Rome so interested in China, and 5) Why were the Chinese elite willing to entertain the Jesuits? What were they interested in getting in return?
  - Please limit your typed answers on a single page.

- Activity 6: Please listen to [this NPR segment on the opening of the National Museum of the American Indian](#). This took place on the Mall in Washington, D.C. in September 2004. Also check out the [web site for the NMAI](#). While there was some controversy concerning the museum, the opening was seen as a significant event by many Indian people. Of the small group of Native Americans interviewed, what sentiments can you identify that seem to be held by everyone? Please list at least three. Now browse through a few of the [articles published this week in "Indian Country Today"](#), a widely read newspaper dealing with Native American Issues. What range of sentiments do you see expressed, and compared with the NPR piece, list some of the major topics of interest to American Indian people today. Again, please note at least three.
- Activity 7 -- Worlds of Difference: [Haida Bones, parts I and II](#). Listen to this two-part piece on the repatriation of Native American skeletal remains.

Please listen to these two audio segments and comment on the issue of the repatriation and reburial of Native American skeletal remains. There is a great deal on the web under topics such as "repatriation" and "reburial". There is also a [debate published in \*Archaeology Magazine\* linked here](#). Please list at least two arguments for repatriation and at least two arguments against it.

- Activity 8 -- Thomas Jefferson and Sally Hemmings
  - "I like the dreams of the future better than the history of the past."-- Thomas Jefferson
  - We live in a world that has many histories. History is never as simple as just "what happened," because people imagine, interpret, and construct history in ways that are meaningful and sensible to them. Does the recent news that Sally Hemmings and Thomas Jefferson probably had one or more children together change your view of history, or allow you to see the history of "Cultures in Contact" in the U.S. in a different light?
  - Here is an NPR piece discussing the issue:
  - <http://www.npr.org/templates/story/story.php?storyId=94828368>
  - And here is the [Monticello web site's set of links](#) to related stories, including "[Thomas Jefferson and Sally Hemings: A Brief Account](#)"
- Activity 9 -- Explore the [Africans in America](#) web site and answer questions about slavery, Native Americans and westward expansion.
  - The television series "Africans in America" recently aired on PBS. The experience of slavery and African-Americans was not simply a singular experience between whites and slaves. For this assignment, explore the series's companion web page, especially the section concerning westward expansion. Answer the following questions in two to three complete sentences each.
    1. Why was Philadelphia different from most US cities between 1776 and 1865?
    2. What does the Declaration of Independence have to say about slavery?
    3. Briefly, what was the compromise of 1850 and what was its impact of subsequent events?
    4. What role did slavery play in the settlement of Texas under Mexican rule and how did it affect the region after 1846 and Texas's attempts to gain statehood?
    5. What was the "weeping time" and in that context, what rationale did Sidney George Fisher offer for the continuation of the institution of slavery?

- Activity 10 -- [The Indian Child Welfare Act](#)
- Activity 11 -- There is [U.S. Census Bureau Report on Native American populations here](#). Please read through this information. In particular, please provide answers to the following questions:
  - What are the five largest tribes?
  - What percentage of Native Americans live in poverty, and what percentage of all Americans live in poverty? For the Poverty Questions this [Wikipedia Article](#) might help.
  - Of the Native American Tribes for which specific information is available, which tribe has the highest percentage of people living in poverty and which the lowest?
  - Please tell me about one other interesting or surprising piece of data you found on this site.
- Activity 12 -- Listen to the Terry Gross [interview with journalist Donald L. Barlett and James B. Steele](#) dealing with Native American-run casinos. ([If you have trouble with the RealAudio recording, there is a transcript here.](#)) How do you see the balance of positive and negative results of Native Americans gaming? Please note some of the plusses and minuses, and say what your opinion might be if you were a member of a tribe that was considering making a deal with a casino company.

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other possibilities

- [Seeking Ancestry in DNA Ties Uncovered by Tests](#)
- Activity XX - AILLA is a digital archive of recordings and texts in and about the indigenous languages of Latin America. - <http://www.ailla.org/site/welcome.html>
- Activity ## read and comment on creek treaties - <http://www.cviog.uga.edu/Projects/gainfo/crtreaty.htm>
- Activity XX - Kennewick Man -- <http://www.saa.org/publications/saabulletin/14-5/saa5.html>  
search: <http://www.saa.org/Search/index.asp/>  
<http://www.saa.org/publications/amantiq/aqabstracts/aq66-4/owsley.html>  
asatru.. <http://www.runestone.org/kmfileafa.html>  
<http://archaeology.about.com/library/excav/blkennewick.htm?terms=kennewick%2Bman>
- <http://www.al-bab.com/arab/history.htm>
- [Racial identity in America](#)
- [From Generation to Generation - Survival and Maintenance of Canada's Aboriginal Languages](#)
- Go to the National Museum of the American Indian's [NMAI Radio page](#) and listen to the piece called "Coyote Bites Back: Indian Humor". Can you identify any dimensions of Native American humor that are unique to that genre? What are some of the main themes in the jokes and things discussed in the piece?
- NMAI - Listen to "[We are still here](#)" piece dealing with the opening of the [National Museum of the American Indian](#).
- [Sioux Warrior Red Cloud - NRP Piece](#)
- [Audio report on the Red Lake Chippewa of Minnesota and the new welfare

reform laws.

Listen to the following report from the September 8th, 1998 edition of National Public Radio's "All Things Considered". It concerns the way in which the Red Lake Chippewa of Minnesota are dealing with new welfare reform laws that will force major changes in the economic and cultural life on the reservation. The report deals with some of the modern stereotypes and myths many people hold about Native Americans (such as their attunement to the environment or the success of casino gambling) while highlighting the concerns of a group unsure how change will affect their community.

Write a short essay (approximately 1/2 page, single spaced) on this topic. Include observations on how some of the problems the Red Lake community faces have deep historical background and how modern myths and stereotypes affect these people.

Click [HERE](#) to listen to the first portion of the report (approximate running time 12:30).

Click [HERE](#) for the second portion of the report (approximate running time 8:00).

[This audio piece](#) gives a little background on the welfare reform issue.]

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