



Two Views of Columbus  
Class Discussion Questions

Question 1: What responsibility do historians have for accurately representing the truth? Can the truth be relative or is it absolute – are these examples of relativity or outright lying – which one do you believe is closer to the truth?

Question 2: What perspective does Zinn take with regard to Columbus, what evidence does he site, and how does he support his position? Do you find his arguments convincing? Which of his arguments do you think has the most credibility?

Question 3: What perspective does Schweikart / Allen take with regard to Columbus, what evidence do they site, and how do they support their position? Do you find their arguments convincing? Which of their arguments do you think has the most credibility?

Question 4: What are some other examples in American history that you can think of, that might lend itself to this kind of dichotomy (i.e., opposed views and interpretations)?

Question 5: What does society owe to its past figures?

on gold and other precious things. They lack all manner of commerce, neither buying nor selling, and rely exclusively on their natural environment for maintenance. They are extremely generous with their possessions and by the same token covet the possessions of their friends and expect the same degree of liberality. . . .

In Book Two of his *History of the Indies*, Las Casas (who at first urged replacing Indians by black slaves, thinking they were stronger and would survive, but later relented when he saw the effects on blacks) tells about the treatment of the Indians by the Spaniards. It is a unique account and deserves to be quoted at length:

Endless testimonies . . . prove the mild and pacific temperament of the natives. . . . But our work was to exasperate, ravage, kill, mangle and destroy; small wonder, then, if they tried to kill one of us now and then. . . . The admiral, it is true, was blind as those who came after him, and he was so anxious to please the King that he committed irreparable crimes against the Indians. . . .

Las Casas tells how the Spaniards "grew more conceited every day" and after a while refused to walk any distance. They "rode the backs of Indians if they were in a hurry" or were carried on hammocks by Indians running in relays. "In this case they also had Indians carry large leaves to shade them from the sun and others to fan them with goose wings."

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." Las Casas tells how "two of these so-called Christians met two Indian boys one day, each carrying a parrot; they took the parrots and for fun beheaded the boys."

The Indians' attempts to defend themselves failed. And when they ran off into the hills they were found and killed. So, Las Casas reports, "they suffered and died in the mines and other labors in desperate silence, knowing not a soul in the world to whom they could turn for help." He describes their work in the mines:

. . . mountains are stripped from top to bottom and bottom to top a thousand times; they dig, split rocks, move stones, and carry dirt on their backs to wash it in the rivers, while those who wash gold stay in the water all the time with their backs bent so constantly it breaks them; and when water invades the mines, the most arduous task of all is to dry the mines by scooping up pansful of water and throwing it up outside. . . .

After each six or eight months' work in the mines, which was the time required of each crew to dig enough gold for melting, up to a third of the men died.

While the men were sent many miles away to the mines, the wives remained to work the soil, forced into the excruciating job of digging and making thousands of hills for cassava plants.

Thus husbands and wives were together only once every eight or ten months and when they met they were so exhausted and depressed on both sides . . . they ceased to procreate. As for the newly born, they died early because their mothers, overworked and famished, had no milk to nurse them, and for this reason, while I was in Cuba, 7000 children died in three months. Some mothers even drowned their babies from sheer desperation. . . . In this way, husbands died in the mines, wives died at work, and children died from lack of milk . . . and in a short time this land which was so great, so powerful and fertile . . . was depopulated. . . . My eyes have seen these acts so foreign to human nature, and now I tremble as I write. . . .

When he arrived on Hispaniola in 1508, Las Casas says, "there were 60,000 people living on this island, including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it. . . ."

Thus began the history, five hundred years ago, of the European invasion of the Indian settlements in the Americas. That beginning, when you read Las Casas—even if his figures are exaggerations (were there 3 million Indians to begin with, as he says, or less than a million, as some historians have calculated, or 8 million as others now believe?)—is conquest, slavery, death. When we read the history books given to children in the United States, it all starts with heroic adventure—there is no bloodshed—and Columbus Day is a celebration.

Past the elementary and high schools, there are only occasional hints of something else. Samuel Eliot Morison, the Harvard historian, was the most distinguished writer on Columbus, the author of a multivolume biography, and was himself a sailor who retraced Columbus's route across the Atlantic. In his popular book *Christopher Columbus, Mariner*, written in 1954, he tells about the enslavement and the killing: "The cruel policy initiated by Columbus and pursued by his successors resulted in complete genocide."

That is on one page, buried halfway into the telling of a grand romance. In the book's last paragraph, Morison sums up his view of Columbus:

He had his faults and his defects, but they were largely the defects of the qualities that made him great—his indomitable will, his superb faith in God and in his own mission as the Christ-bearer to lands beyond the seas, his stubborn persistence despite neglect, poverty and discouragement. But there was no flaw, no dark side to the most outstanding and essential of all his qualities—his seamanship.

One can lie outright about the past. Or one can omit facts which might lead to unacceptable conclusions. Morrison does neither. He refuses to lie about Columbus. He does not omit the story of mass murder; indeed he describes it with the harshest word one can use: genocide.

But he does something else—he mentions the truth quickly and goes on to other things more important to him. Outright lying or quiet omission takes the risk of discovery which, when made, might arouse the reader to rebel against the writer. To state the facts, however, and then to bury them in a mass of other information is to say to the reader with a certain infectious calm: yes, mass murder took place, but it's not that important—it should weigh very little in our final judgments; it should affect very little what we do in the world.

It is not that the historian can avoid emphasis of some facts and not of others. This is as natural to him as to the mapmaker, who, in order to produce a usable drawing for practical purposes, must first flatten and distort the shape of the earth, then choose out of the bewildering mass of geographic information those things needed for the purpose of this or that particular map.

My argument cannot be against selection, simplification, emphasis, which are inevitable for both cartographers and historians. But the mapmaker's distortion is a technical necessity for a common purpose shared by all people who need maps. The historian's distortion is more than technical, it is ideological; it is released into a world of contending interests, where any chosen emphasis supports (whether the historian means to or not) some kind of interest, whether economic or political or racial or national or sexual.

Furthermore, this ideological interest is not openly expressed in the way a mapmaker's technical interest is obvious ("This is a Mercator projection for long-range navigation—for short-range, you'd better use a different projection"). No, it is presented as if all readers of history had a common interest which historians serve to the best of their ability. This is not intentional deception; the historian has been trained in a society in which education and knowledge are put forward as technical problems of excellence and not as tools for contending social classes, races, nations.

To emphasize the heroism of Columbus and his successors as navigators and discoverers, and to deemphasize their genocide, is not a technical necessity but an ideological choice. It serves—unwittingly—to justify what was done.

My point is not that we must, in telling history, accuse, judge, condemn Columbus *in absentia*. It is too late for that; it would be a useless scholarly exercise in morality. But the easy acceptance of atrocities as a deplorable but necessary price to pay for progress (Hiroshima and Vietnam, to save Western civilization; Kronstadt and Hungary, to save socialism; nuclear proliferation, to save us all)—that is still with us. One reason these atrocities are still with us is that we have learned to bury them in a mass of other facts, as radioactive wastes are buried in containers in the earth. We have learned to give them exactly the same proportion of attention that teachers and writers often give them in the most respectable of classrooms and textbooks. This learned sense of moral proportion, coming from the apparent objectivity of the scholar, is accepted more easily than when it comes from politicians at press conferences. It is therefore more deadly.

The treatment of heroes (Columbus) and their victims (the Arawaks)—the quiet acceptance of conquest and murder in the name of progress—is only one aspect of a certain approach to history, in which the past is told from the point of view of governments, conquerors, diplomats, leaders. It is as if they, like Columbus, deserve universal acceptance, as if they—the Founding Fathers, Jackson, Lincoln, Wilson, Roosevelt, Kennedy, the leading members of Congress, the famous Justices of the Supreme Court—represent the nation as a whole. The pretense is that there really is such a thing as "the United States," subject to occasional conflicts and quarrels, but fundamentally a community of people with common interests. It is as if there really is a "national interest" represented in the Constitution, in territorial expansion, in the laws passed by Congress, the decisions of the courts, the development of capitalism, the culture of education and the mass media.

"History is the memory of states," wrote Henry Kissinger in his first book, *A World Restored*, in which he proceeded to tell the history of nineteenth-century Europe from the viewpoint of the leaders of Austria and England, ignoring the millions who suffered from those statesmen's policies. From his standpoint, the "peace" that Europe had before the French Revolution was "restored" by the diplomacy of a few national leaders. But for factory workers in England, farmers in France, colored people in Asia and Africa, women and children everywhere except in the

upper classes, it was a world of conquest, violence, hunger, exploitation—a world not restored but disintegrated.

My viewpoint, in telling the history of the United States, is different: that we must not accept the memory of states as our own. Nations are not communities and never have been. The history of any country, presented as the history of a family, conceals fierce conflicts of interest (sometimes exploding, most often repressed) between conquerors and conquered, masters and slaves, capitalists and workers, dominators and dominated in race and sex. And in such a world of conflict, a world of victims and executioners, it is the job of thinking people, as Albert Camus suggested, not to be on the side of the executioners.

Thus, in that inevitable taking of sides which comes from selection and emphasis in history, I prefer to try to tell the story of the discovery of America from the viewpoint of the Arawaks, of the Constitution from the standpoint of the slaves, of Andrew Jackson as seen by the Cherokees, of the Civil War as seen by the New York Irish, of the Mexican war as seen by the deserting soldiers of Scott's army, of the rise of industrialism as seen by the young women in the Lowell textile mills, of the Spanish-American war as seen by the Cubans, the conquest of the Philippines as seen by black soldiers on Luzon, the Gilded Age as seen by southern farmers, the First World War as seen by socialists, the Second World War as seen by pacifists, the New Deal as seen by blacks in Harlem, the postwar American empire as seen by peons in Latin America. And so on, to the limited extent that any one person, however he or she strains, can "see" history from the standpoint of others.

My point is not to grieve for the victims and denounce the executioners. Those tears, that anger, cast into the past, deplete our moral energy for the present. And the lines are not always clear. In the long run, the oppressor is also a victim. In the short run (and so far, human history has consisted only of short runs), the victims, themselves desperate and tainted with the culture that oppresses them, turn on other victims.

Still, understanding the complexities, this book will be skeptical of governments and their attempts, through politics and culture, to ensnare ordinary people in a giant web of nationhood pretending to a common interest. I will try not to overlook the cruelties that victims inflict on one another as they are jammed together in the boxcars of the system. I don't want to romanticize them. But I do remember (in rough paraphrase) a statement I once read: "The cry of the poor is not always just, but if you don't listen to it, you will never know what justice is."

I don't want to invent victories for people's movements. But to think

that history-writing must aim simply to recapitulate the failures that dominate the past is to make historians collaborators in an endless cycle of defeat. If history is to be creative, to anticipate a possible future without denying the past, it should, I believe, emphasize new possibilities by disclosing those hidden episodes of the past when, even if in brief flashes, people showed their ability to resist, to join together, occasionally to win. I am supposing, or perhaps only hoping, that our future may be found in the past's fugitive moments of compassion rather than in its solid centuries of warfare.

That, being as blunt as I can, is my approach to the history of the United States. The reader may as well know that before going on.

What Columbus did to the Arawaks of the Bahamas, Cortés did to the Aztecs of Mexico, Pizarro to the Incas of Peru, and the English settlers of Virginia and Massachusetts to the Powhatans and the Pequots.

The Aztec civilization of Mexico came out of the heritage of Mayan, Zapotec, and Tolttec cultures. It built enormous constructions from stone tools and human labor, developed a writing system and a priesthood. It also engaged in (let us not overlook this) the ritual killing of thousands of people as sacrifices to the gods. The cruelty of the Aztecs, however, did not erase a certain innocence, and when a Spanish armada appeared at Vera Cruz, and a bearded white man came ashore, with strange beasts (horses), clad in iron, it was thought that he was the legendary Aztec man-god who had died three hundred years before, with the promise to return—the mysterious Quetzalcoatl. And so they welcomed him, with munificent hospitality.

That was Hernando Cortés, come from Spain with an expedition financed by merchants and landowners and blessed by the deputies of God, with one obsessive goal: to find gold. In the mind of Montezuma, the king of the Aztecs, there must have been a certain doubt about whether Cortés was indeed Quetzalcoatl, because he sent a hundred runners to Cortés, bearing enormous treasures, gold and silver wrought into objects of fantastic beauty, but at the same time begging him to go back. (The painter Dürer a few years later described what he saw just arrived in Spain from that expedition—a sun of gold, a moon of silver, worth a fortune.)

Cortés then began his march of death from town to town, using deception, turning Aztec against Aztec, killing with the kind of deliberateness that accompanies a strategy—to paralyze the will of the population by a sudden frightful deed. And so, in Cholulú, he invited the headmen of the Cholulula nation to the square. And when they came, with thousands of unarmed retainers, Cortés's small army of Spaniards,

sacrifice system, crime and street carnage were commonplace. More intriguing to the Spanish than the buildings, or even the sacrifices, however, were the legends of gold, silver, and other riches Tenochtitlán contained, protected by the powerful Aztec army.

Cortés first attempted a direct assault on the city and fell back with heavy losses, narrowly escaping extermination. Desperate Spanish fought their way out on *Noche Triste* (the Sad Night), when hundreds of them fell on the causeway. Cortés's men piled human bodies—Aztec and European alike—in heaps to block Aztec pursuers, then staggered back to Vera Cruz. In 1521 Cortés returned with a new Spanish army, supported by more than 75,000 Indian allies.<sup>16</sup> This time, he found a weakened enemy who had been ravaged by smallpox, or as the Aztecs called it, "the great leprosy." Starvation killed those Aztecs whom the disease did not: "They died in heaps, like bedbugs," wrote one historian.<sup>17</sup> Even so, neither disease nor starvation accounted for the Spaniards' stunning victory over the vastly larger Aztec forces, which can be credited to the Spanish use of European-style disciplined shock combat and the employment of modern firepower. Severing the causeways, stationing huge units to guard each, Cortés assaulted the city walls from thirteen brigantines the Spaniards had hauled overland, sealing off the city. These brigantines proved "far more ingeniously engineered for fighting on the Aztecs' native waters than any boat constructed in Mexico during the entire history of its civilization."<sup>18</sup> When it came to the final battle, it was not the brigantines, but Cortés's use of cannons, muskets,arquebuses, crossbows, and pikes in deadly discipline, firing in order, and standing en masse against a murderous mass of Aztecs who fought as individuals rather than a cohesive force that proved decisive.

Spanish technology, including the wheel-related ratchet gears on muskets, constituted only one element of European military superiority. They fought as other European land armies fought, in formation, with their officers open to new ideas based on practicality, not theology. Where no Aztec would dare approach the godlike Montezuma with a military strategy, Cortés debated tactics with his lieutenants routinely, and the European way of war endowed each Castilian soldier with a sense of individual rights, civic duty, and personal freedom nonexistent in the Aztec kingdom. Moreover, the Europeans sought to kill their enemy and force his permanent surrender, not forge an arrangement for a steady supply of sacrifice victims. Thus Cortés captured the Aztec capital in 1521 at a cost of more than 100,000 Aztec dead, many from disease resulting from Cortés's cutting the city's water supply.<sup>19</sup> But not all diseases came from the Old World to the New, and syphilis appears to have been retransmitted back from Brazil to Portugal.<sup>20</sup>

If Europeans resembled other cultures in their attitude toward conquest, they differed substantially in their practice and effectiveness. The Spanish, especially, proved adept at defeating native peoples for three reasons. First, they were mobile. Horses and ships endowed the Spanish with vast advantages in mobility over the natives. Second, the burgeoning economic power of Europe enabled quantum leaps over Middle Eastern, Asian, and Mesoamerican cultures. This

economic wealth made possible the shipping and equipping of large, trained, well-armed forces. Nonmilitary technological advances such as the iron-tipped plow, the windmill, and the waterwheel all had spread through Europe and allowed monarchs to employ fewer resources in the farming sector and more in science, engineering, writing, and the military. A natural outgrowth of this economic wealth was improved military technology, including guns, which made any single Spanish soldier the equal of several poorly armed natives, offsetting the latter's numerical advantage. But these two factors were magnified by a third element—the glue that held it all together—which was a western way of combat that emphasized group cohesion of free citizens. Like the ancient Greeks and Romans, Cortés's Castilians fought from a long tradition of tactical adaptation based on individual freedom, civic rights, and a "preference for shock battle of heavy infantry" that "grew out of consensual government, equality among the middling classes," and other distinctly Western traits that gave numerically inferior European armies a decisive edge.<sup>21</sup> That made it possible for tiny expeditions such as Ponce de León's, with only 200 men and 50 horses, or Narváez's, with a force of 600, including cooks, colonists, and women, to overcome native Mexican armies outnumbering them two, three, and even ten times at any particular time.

More to the point, no native culture could have conceived of maintaining expeditions of thousands of men in the field for months at a time. Virtually all of the natives lived off the land and took slaves back to their home, as opposed to colonizing new territory with their own settlers. Indeed, only the European industrial engine could have provided the material wherewithal to maintain such armies, and only the European political constructs of liberty, property rights, and nationalism kept men in combat for abstract political causes. European combat style produced yet another advantage in that firearms showed no favoritism on the battlefield. Spanish gunfire destroyed the hierarchy of the enemy, including the aristocratic dominant political class. Aztec chiefs and Moor sultans alike were completely vulnerable to massed firepower, yet without the legal framework of republicanism and civic virtue like Europe's to replace its leadership cadre, a native army could be decapitated at the head with one volley, whereas the Spanish forces could see lieutenants fall and seamlessly replace them with sergeants.

***Did Columbus Kill Most of the Indians?***

The five-hundred-year anniversary of Columbus's discovery was marked by unusual and strident controversy. Rising up to challenge the intrepid voyager's courage and vision—as well as the establishment of European civilization in the New World—was a crescendo of damnation, which posited that the Genoese navigator was a mass murderer akin to Adolf Hitler. Even the establishment of European outposts was, according to the revisionist critique, a regrettable development. Although this division of interpretations no doubt confused and dampened many a Columbian festival in 1992, it also elicited a most intriguing historical debate: did the esteemed Admiral of the Ocean Sea kill almost all the Indians? A number of recent scholarly studies have dispelled or at least substantially modified many of the numbers generated by the anti-

Columbus groups, although other new research has actually increased them. Why the sharp inconsistencies? One recent scholar, examining the major assessments of numbers, points to at least *nine* different measurement methods, including the time-worn favorite, guesstimates.

1. Pre-Columbian native population numbers are much smaller than critics have maintained. For example, one author claims "Approximately 56 million people died as a result of European exploration in the New World." For that to have occurred, however, one must start with early estimates for the population of the Western Hemisphere at nearly 100 million. Recent research suggests that that number is vastly inflated, and that the most reliable figure is nearer 5.5 million, and even that estimate falls with each new publication. Since 1976 alone, experts have lowered their estimates by 4 million. Some scholars have even seen those figures as wildly inflated, and several studies put the native population of North America alone within a range of 8.5 million (the highest) to a low estimate of 1.8 million. If the latter number is true, it means that the "holocaust" or "depopulation" that occurred was one fiftieth of the original estimates, or 800,000 Indians who died from disease and firearms. Although that number is a universe away from the estimates of 50 to 60 million deaths that some researchers have trumpeted, it still represented a destruction of half the native population.

Even then, the guesstimates involve such things as accounting for the effects of epidemics—which other researchers, using the same data, dispute ever occurred—or expanding the sample area to all of North and Central America. However, estimating the number of people alive in a region five hundred years ago has proven difficult, and recently several researchers have called into question most early estimates. For example, one method many scholars have used to arrive at population numbers—extrapolating from early explorers' estimates of populations they could count—has been challenged by archaeological studies of the Amazon basin, where dense settlements were once thought to exist. Work in the area by Betty Meggers concludes that the early explorers' estimates were exaggerated and that no evidence of large populations in that region exists. N. D. Cook's demographic research on the Inca in Peru showed that the population could have been as high as 15 million or as low as 4 million, suggesting that the measurement mechanisms have a "plus or minus reliability factor" of 400 percent! Such "minor" exaggerations as the tendencies of some explorers to overestimate their opponents' numbers, which, when factored throughout numerous villages, then into entire populations, had led to overestimates of millions.

2. Native populations had epidemics long before Europeans arrived. A recent study of more than 12,500 skeletons from sixty-five sites found that native health was on a "downward trajectory long before Columbus arrived." Some suggest that Indians may have had a nonvenereal form of syphilis, and almost all agree that a variety of infections were widespread. Tuberculosis existed in Central and North America long before the Spanish appeared, as did herpes, polio, tick-borne fevers, giardiasis, and amebic dysentery. One admittedly controversial study by Henry Dobyns in *Current Anthropology* in 1966 later fleshed out over the years into his book, argued that extensive epidemics swept North America before Europeans arrived. As one authority summed up the research, "Though the Old World was to contribute to its diseases, the New World certainly was not the Garden of Eden some have depicted." As one might expect, others challenged Dobyns and the "early epidemic" school, but the point remains that experts are divided. Many now discount the notion that huge epidemics swept through Central and North America; smallpox, in particular, did not seem to spread as a pandemic.

3. There is little evidence available for estimating the numbers of people lost in warfare prior to the Europeans because in general natives did not keep written records. Later, when whites could document oral histories during the Indian wars on the western frontier, they found that different tribes exaggerated their accounts of battles in totally different ways, depending on tribal custom. Some, who preferred to emphasize bravery over brains, inflated casualty numbers. Others, viewing large body counts as a sign of weakness, de-emphasized their losses. What is certain is that vast numbers of natives were killed by other natives, and that only technological backwardness—the absence of guns, for example—prevented the numbers of natives killed by other natives from growing even higher.

4. Large areas of Mexico and the Southwest were depopulated more than a hundred years before the arrival of Columbus. According to a recent source, "The majority of Southwesterners . . . believe that many areas of the Greater Southwest were abandoned or largely depopulated over a century before Columbus's fateful discovery, as a result of climatic shifts, warfare, resource mismanagement, and other causes." Indeed, a new generation of scholars puts more credence in early Spanish explorers' observations of widespread ruins and decaying "great houses" that they contended had been abandoned for years.

5. European scholars have long appreciated the dynamic of small-state diplomacy, such as was involved in the Italian or German small states in the nineteenth century. What has been missing from the discussions about native populations has been a recognition that in many ways the tribes resembled the small states in Europe: they concerned themselves more with traditional enemies (other tribes) than with new ones (whites).

**Sources:** The best single review of all the literature on Indian population numbers is John D. Daniels's "The Indian Population of North America in 1492," *William and Mary Quarterly*, April 1999, pp. 298–320. Among those who cite higher numbers are David Meltzer, "How Columbus Sickened the New World," *The New Scientist*, October 10, 1992, 38–41; Francis L. Black, "Why Did They Die?" *Science*, December 11, 1992, 139–140; and Alfred W. Crosby Jr., *Ecological Imperialism: The Biological Expansion of Europe, 900–1900* (New York: Cambridge University Press, 1986). Lower estimates come from the Smithsonian's Douglas Ubelaker, "North American Indian Population Size, A.D. 1500–1985," *American Journal of Physical Anthropology*, 77 (1988), 289–294; and William H. MacLeish, *The Day Before America* (Boston: Houghton Mifflin, 1994). Henry F. Dobyns, *American Historical Demography* (Bloomington, Indiana: Indiana University Press, 1976), calculated a number somewhat in the middle, or about 40 million, then subsequently revisited the argument, with William R. Swagerty, in *Their Number Become Thinned: Native American Population Dynamics in Eastern North America*, Native American Historic Demography Series (Knoxville, Tennessee: University of Tennessee Press, 1983). But, as Nobelist David Cook's study of Incaic Peru reveals, weaknesses in the data remain; see *Demographic Collapse: Indian Peru, 1520–1660* (Cambridge: Cambridge University Press, 1981). Betty Meggers's "Prehistoric Population Density in the Amazon Basin" (in John W. Verano and Douglas H. Ubelaker, *Disease and Demography in the Americas* [Washington, D.C.: Smithsonian Institution Press, 1992], 197–206), offers a lower-bound 3 million estimate for Amazonia (far lower than the higher-bound 10 million estimates). An excellent historiography of the debate appears in Daniel T. Reff, *Disease, Depopulation, and Culture Change in Northwestern New Spain, 1518–1764* (Salt Lake City, Utah: University of Utah Press, 1991). He argues for a reconsideration of disease as the primary source of depopulation