**History, Part 2**

*Objectives:*

Following completion of this session, learners will be able to:

1. Appraise deficits in the teaching they received on history during their formative years
2. Examine the construction of race as a means to justify ongoing oppression, ensure maintenance of power for those already in power, and to support economic development
3. Describe 2 examples of the codification of racism

*Preparatory Work:*

Prior to attending the session, learners have been asked to:

No pre-work

*In Session Facilitator Guide*

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| **Duration** | **Format** | **Activity** | **Materials Required** |
| 10 minutes | Large Group Discussion | Brief welcome and check in with the small group: Any hanging questions or comments from last week?Ask 2-3 volunteers to share examples they have seen from our last session where a “causes of causes” approach to think about the patient/family did (if they used it) or could have (if they did not) uncovered how SDoH were impacting the patient’s presentation and/or care. Why did (or did not) they use the causes of causes framework?Set the stage—*I’m going to talk for a little bit! I want you to listen but there’s no powerpoint or anything here. You don’t need to memorize these dates or anything like that—I am telling stories that highlight the concept seen here…* |  |
| 45 minutes | Large Group Powerpoint*\*\*more slides are included here than you will likely use. You may only get through slide 10 or 11.* *The next 3 sessions have some overlap in their slides to account for differences in pacing between facilitators.* | Return to Ta-Nehisi Coates quote: We talked about this last time, and I would like to dive a little more deeply into how the concept of RACE was borne of racism, not the other way around (ie people wanted to behave in racist ways so developed this concept of race to justify their racist behavior)It’s going to take us a little while to get down to the medicine part of history, but of course medicine didn’t and doesn’t evolve in a vacuum—just like our patients do not exist in a vacuum. There was this collision of science, medicine, politics, economics, and geography that all collided to create this concept of race, so I think it’s important not to stay so silo-ed in our medicine niche that we lose sight of how all of these things really interacted in history, and continue to interact for our patients. So sit back, and focus, if you’d like, on the arc and themes talking about. Again, you don’t need to memorize dates or minute details. So looking back to our last session, we started to look at history, and we see that slavery has existed in many forms throughout the ages. But the concept of “race” as we currently know it has not. “Race” was previously used to describe kinship groups and nationality, not related to skin color. Let’s break down how all those things I mentioned- science, politics, economics, geography—all came together to support the construction of race the way we know it.When White Europeans what is now known as the US, this land was, of course, already the home to those we now call Native Americans, or what some call “First Nations” people. And White Europeans engaged in frequent violence, disease spreading, and subjugation of these people. At the same time, the economy in what is now the US was established based heavily on agriculture. This required significant manpower. Finally, this took place during the “age of modern colonialism” throughout Africa, what is now known as Mexico, Central America, South America and, of course, what is now known as the US. So the white Europeans need manpower and as Europeans continued to colonize, the practice of enslaving those in colonized areas became increasingly common—including in Africa and the indigenous peoples throughout North and South America. So the slave trade began probably sometime in the late 1400s, fueled by the enslavement of those who were essentially prisoners of war, but really ramped up in the US in the 1600s—some of you may be familiar with the story of the “first 20 African slaves in Jamestown” which is really not quite accurate but did mark a turning point for a significant, almost exponential, increase in the trans-Atlantic slave trade. Regardless, the slave trade and became necessary to run the agricultural industry especially in the South, and really was crucial to the economy. So the slave trade increases to fuel our economy, and itself was fueled by ongoing colonialism in Africa and elsewhere. In the early 1600’s, as this is ramping up, there were also enslaved Native Americans and indentured servants, sometimes white, who were also providing free labor under terrible conditions to the white land owners (or land appropriators, if you will permit me, since the land had been taken from Native Americans). Indentured servitude should not be conflated with slavery—indentured servants had the possibility of freedom looming over them, and although some were forcibly brought to the US against their will many also chose to come here and work off their debt for a period of time as a way to get to the so-called “new world.”Alright, to review—colonialism everywhere, slave trade increasing, white settlers in the US using enslaved people and indentured servants to essentially do all the work and run the economy. Now most of these settlers were Christian, and there’s this raging debate around whether or not slavery really supports Christian values. But to keep power and the economy rolling, slavery is really necessary. So for a time, the Church starts teaching that Africans and indigenous people, because they are pagan, do not have souls, providing justification for treatment of humans as chattel and essentially providing absolution for this horrendous behavior. What initially starts as a religious justification, starts being codified AND supported by pseudoscience. Let’s talk about this codification for a minute. Here’s an example-- Bacon’s rebellion, in 1676, in which Nathanial Bacon (white property owner) led the joining of forces between poor whites, indentured white servants, and enslaved people, to rebel against Gov Berkeley of VA (still under the Crown at that point in history) at that time. Bacon and troops were calling for greater retaliation against First Nations tribes (aka Native Americans) who were defending their native land, and were also protesting increased taxes to build walls that settlers such as Bacon in the area felt were going to be both ineffective at controlling rising tensions with local First Nation’s tribes AND would also preclude further expansion of Bacon’s land ownership. The rebellion fizzled out with Berkeley being called back to England, but not before many First Nations people were killed. But those in power were like… dang, we just dodged a bullet… if these people band together we could really have a problem on our hands. They grew uncomfortable by the easy alliance between the White and Black poor, indentured and enslaved, and realized they needed to sow divisions among those groups. So laws were changed eliminating White slavery (but keeping Black slavery—which was “ok” because the Church said so) and affording some small powers to poor Whites, thus advantaging Whites who but maintaining the status quo for Blacks... this happened in 1676, shortly after the first time the term “White” is used in its current context, and contributed to the social construct of race in America. This Rebellion is often taught as one of the key events in what eventually would become the American Revolution... landowners here in the US fighting back against British rule… but was also KEY in the construct of race. OK, around this same time the period known as “the Enlightenment” comes along, and with it the Scientific Revolution. Linneaus is working on taxonomy, everyone starts getting obsessed with categorizing things based on physical characteristics—including people. This completely bogus idea develops that people of different races are actually different species. So while previously people were divided into “races” based on things like kinship and culture, suddenly physical characteristics take the front seat. This thinking, then was used to support ideas that justified slavery, such as Black people experiencing less pain, requiring less sleep, and the like—some of which continue to impact treatment to this day (as an aside, a recent study showed about HALF of US medical students and residents believe that black people have thicker skin than white people which is categorically untrue). These notions have no basis in actual science, but were touted as the “truth” of the day. So eventually the Church reverses its official position on slavery, and there are increasing numbers of enslaved people who have been converted to Christianity-- making that argument about being “soulless” because they are pagan moot. But by then laws and science supporting ongoing racist practices based on skin color and indoctrination into this belief that Blacks and Native Americans were inferior to Whites had pretty much made this religious justification irrelevant.OK so that is the briefest of brief tours of ways that RACIST PRACTICES (like slavery!) came first, and necessitated the creation of RACE as we know it to justify the racism. People didn’t construct race and then become racist—people were racist and constructed race to justify the behavior. And a lot of it was about power. So we can start to see how these racist ideas are really infused into the very fabric of the laws we have here, and many of our systems. | PowerPoint |
|  | Slides- adding to the history of some of history’s most famous white people | **First recorded slaves coming to the US****John Locke:** * Philosophical ideas were the foundations of modern democracy
	+ “Social Contract”: argues that all people naturally had a right to life, liberty and property, and that any created government is legitimate only with the consent of those people being governed
	+ “Tabula rasa”: Individuals are, at birth, blank slates to be shaped by their environment
	+ Strong distaste for inherited rights; monarchy
	+ His ideas were the foundation for much (white) abolitionist thinking of the 18th and 19th centuries
* But his history is complex:
	+ Owned stock in the Royal African Company (ran the African slave trade for England)
	+ Helped administer the colonies (ex- NC) where slavery was codified (primarily as a secretary, but in some ways as an advisor)

**Thomas Jefferson*** Most of us know about Sally Hemmings, at least a little bit. Someone to explain? (A 3rd gen biracial slave of Jefferson with whom he had 6 children outside of his marriage, and did not acknowledge in his estate)
* He’s quite famous for: “We hold these truths to be self-evident, that all men are created equal. [Cheer, applause.] That they are endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness.” (relationship to the work of Locke)
* He also wrote: “The blacks … are inferior to the whites in the endowments of both body and mind.”
* And lobbied to include images of Saxon Chiefs from whom Anglo-Saxons (such as himself) “claim the honor of being descended” and exalted the importance of racial purity
* He was frequently challenged by anti-racists and abolitionists and dismissed their objections.
* Evidence exists that he held conflicted feelings on this but self-interest (power!) won out.
	+ He described an inability to imagine blacks and whites living together commenting on how badly whites had abused blacks (awareness of wrongdoing).
	+ His book describing the superiority of whites was the “most read nonfiction book in America well into the mid-19th century
* Movie: *run length 3:38*. WHAT IS MISSING HERE!
	+ Jefferson brokered the Louisiana Purchase in 1803– often described as a real estate transaction between the US and France (828,000 square miles- almost doubling the size of the US) for <3 cents per acre– but actually it wasn’t so much a sale of land that was owned by France as an agreement by France (and, de facto, from Spain who had recently given the land to France) would not fight them for the land as it was taken from the Native Americans who were already living there. So for the small amount of land that was occupied, it gave the US rights to tax and govern. For the rest of it, it gave the US the rights to invade or negotiate for the land (so called “pre-emption”). Over the next two centuries, through a series of treaties– some forced with threats of violence or starvation, the US took the land from First Nations who owned it originally…. This included the Trail of Tears (forced relocations between 1830-1850 of approx. 60K Native Americans from Choctaw, Creek, Chickasaw, Cherokee and Seminole tribes, along with a number of slaves) that led to the death of thousands of Native Americans).
	+ Some monies were paid out, eventually (some decades or even more than a century after the original deal) as part of these treaties, but the overall payout is estimated to be at around 3% of the actual monetary value of the land (to say nothing of being coerced into selling something that one may not have wanted to sell for any price in the first place).
	+ Jefferson commissioned the Lewis and Clark expedition shortly thereafter, and this was the start of Manifest Destiny (the idea that American people are special and superior; that we will revive the agrarian lifestyle in this new land; and that the US is destined by God to spread democracy and capitalism across all of North America). In addition to justifying the forced removal and slaughter of Native Americans, Manifest Destiny also brought the concept of slavery Westward and heightened tensions between abolitionists and slaveowners (North and South– though the North isn’t ‘all clear’ when it comes to slavery… “you can get close but not to high” vs “you can get high but not too close”) and contributed significantly to many events culminating in the the Civil War
	+ (originally Jefferson wanted New Orleans because of its important location for shipping, and was prepared to pay up to $10M for a small area that included New Orleans and a small bit of what is now FL, although Congress had only approved $2M… but after recently losing an uprising of enslaved people in Haiti, and economic difficulties in France, Napoleon offered to sell the whole are which includes a significant chunk of land along and west of the Mississippi River to the US)

**Abraham Lincoln*** Letters & speeches make clear that while he thought slavery was morally wrong, he did not consider himself an abolitionist and did not, in fact, think that blacks and whites should have equal rights. At times, he stated that his primary objective was uniting the North and South… and if the path to uniting the nation involved continuing slavery, he would not fight against it. A united America was his primary goal; not the end of slavery. He also proposed, at times, sending Black people to Liberia because it was difficult to envision Blacks and Whites living together (like Jefferson…). He did ultimately argue that Black men who served in the Union Army should be allowed to vote (though Blacks ultimately did not get the right to vote until ratification of the 15th amendment in 1870, after which many states still made it quite difficult by requiring things like literacy tests– and the legacy of disenfranchising BIPOC from voting remains today and have actually escalated since the 2013 Shelby County v Holder Supreme Court ruling stating that jurisdictions with a history of discrimination in voting required federal oversight before passing new elections or voting laws– thereby gutting some of the provisions of the 1965 voting rights act designed to reduce ongoing voter discrimination)
* During the US-Dakota War of 1862, which has a complicated pre-story including forced removal of Dakota from their land and failure to follow through on treaties leading to starvation among the Dakota, culminating in 4 young Dakota men murdering 5 white settlers, ultimately setting off the war. By the end, 303 Dakota were condemned to death after brief, perfunctory trials. Lincoln (and team) delayed the carrying out of these sentences until all transcripts could be reviewed– finding only 2 who had forcibly raped women and all others engaging in ‘typical’ activities of battle/war– though hundreds of settlers were killed and/or fled “their” land due to fear of being killed. Suspecting that the execution of only 2/303 would be unacceptable, he green-lighted the hanging of 38 Dakota, marking the largest mass execution in US history. The Dakota (and the Ho-Chunk, who had also been driven from their land) were exiled Westward.
* The [*This American Life*](https://en.wikipedia.org/wiki/This_American_Life) episode "Little War on the Prairie" (aired November 23, 2012) discusses the continuing legacy of the conflict and mass executions in Mankato, Minnesota, marking the 150th anniversary of the events
* Nearly ¼ of the Ho-Chunk tribe died when they were sent from Southern Minnesota to South Dakota in the middle of winter. The Ho-Chunk had been removed from their land in what is now Madison after a treaty in 1832 that was signed under threat of death, and then in 1837 forced off of remaining WI land to western Iowa, then transitioned to Minnesota, then moved again to Southern Minnesota, before being exiled to South Dakota– from which a number of Ho-Chunk escaped and went to the Nebraska area. Throughout all that time, many Ho Chunk returned to their land in WI, typically being sent back to the reservation they had escaped from if found. Around 40-acres of land spread across 16 counties was “returned” to the Ho Chunk in 1881, though some of this land was later taken back by local governments.

<https://isthmus.com/news/cover-story/uw-madison-grapples-with-wisconsins-ugly-treatment-of-the-ho-chunk/>  | Slides, video |
|  | *Likely extra slides—you will probably not get this far but in the deck if needed* | OK. So there’s lots of things that were missing from the mainstream American history education the majority of you probably received. The stories of a lot of our heroes are incomplete!Also missing are the stories of the powerful BIPOC men & women heroes. It’s HARD to find much information! I think in addition to getting more critical about the history we already know, it’s important to expand our history. Here’s a tiny sampling of Revolutionary-era folks you may not have heard of…* **James Armistead**- served as a spy during the revolutionary war (working with LaFayette); his intelligence is credited as being key to the (now US) winning the Battle of Yorktown (which effectively ended the Revolutionary War)
* **Phyllis Wheatley**– poet and intellectual, also enslaved (though eventually freed). Wrote poetry supporting the Revolutionary War and the abolitionist cause– and corresponded with influential men including George Washington
* **Salem Poor**- credited with killing British Lieutenant Colonel James Abercrombie as well as several British soldiers during the Battle of Bunker Hill. He was born into slavery, purchased his freedom, and enlisted to serve in the war. Of note, at one point during the war, General Washington ordered that men who were Black should no longer be recruited and even banned re-enlistment. He reversed his position when the British Army started to offer freedom to Black men who were enslaved and enlisted in their Army (of note, this was generally a false promise). Even after these declarations by General Washington, Poor continued to fight with the Continental forces for America’s liberty. Numerous generals petitioned Congress to provide Poor with a monetary reward for her service and bravery, but this never came to fruition. He died in poverty. He did, however, get a stamp in 1975 so there’s that.
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