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Registration information:
21:510:209:B5

Introduction to Caribbean History (21:510:209)

Course Overview and Objectives

The eminent anthropologist and historian of slavery Sidney Mintz once called the Caribbean the “crucible of modernity.” From the oppression of plantation slavery to the anarchic criminality of the pirates, from the realism of a Fidel Castro to the idealism of Bob Marley, this course follows Mintz’s observation through 500 years of Caribbean history. Through your study of political, economic, social, and cultural forces, this course will provide you with an introduction to the major themes of the Caribbean past: discovery and conquest, colonialism and revolution, slavery and emancipation, nationalism and capitalism, migration and globalism.

With Mintz’s observation in mind and through an overview of these major events and themes, this course hopes to provide you with both an understanding of the forces that formed the particular history of Caribbean, as well as an understanding of the key role that the history of the Caribbean played in the formation of both European and American modernity. The experiences of Caribbean history provide an important object lesson for our own experience of the globalizing world.

Learning Outcomes

Through close reading, class discussion, and regular writing assignments, students will come away from this class having learned:

- Critical reading skills
- How to read primary sources
- How to contextualize and historicize documents
- How to write critically about both primary and secondary sources
- How to develop and defend an original argument

In addition to these broad critical skills, students will also be introduced to the history and culture of the Caribbean basin.

Required Texts

- Stephan Palmié and Francisco Scarano, eds., *The Caribbean: A History of the Region and Its Peoples* (University of Chicago Press – 978-0226645087) (**TCH**)
- Laurent Dubois and John Garrigus, eds., *Slave Revolution in the Caribbean, 1789-1804, 2nd Edition* (Bedford-St. Martin - 978-1319048785)
- Emeric Bergeaud, *Stella* (NYU Press – 978-1479892402)
- Jamaica Kincaid, *Autobiography of My Mother* (FSG - 978-0374531874)
- Andrea Levy, *Small Island* (Picador – 978-0312429522)

Assignments

All assignments must be turned in through Dropbox. Please go to dropbox and check out how it works. The dropbox is designed to lock after a certain point, meaning that you will not be able to submit late assignments; therefore it is vital that you submit all your written work on time. Please consult the Discussion Assignments and Primary Source Assignments instructions for further information.

You must include the following Rutgers Honor Code Pledge statement on every assignment that you turn in: "On my honor, I have neither received nor given any unauthorized assistance on this assignment. (Name) (Signature – typing your name is fine) (Date)"

To understand Academic Honesty and Rutgers University's policy on Academic Honesty, please make sure that you consult and understand the materials included at the following link: [Rutgers Academic Honesty Policy](#)

- Primary Document Analyses (5): 200 points
- Class Discussion (6): 200 points
- Two Papers (2): 600 points
- Total for all assignments: 1000 points

Grading Scale:

A:	90-100%	C:	70-75%
B+:	86-89%	D+:	66-69%
B:	80-85%	D:	60-65%
C+:	76-79%	F:	59% and Below

Technical Information:

- Link to RU-N "Technology LaunchPad": <https://runit.rutgers.edu/technology-launch-pad/>
- Contact information for OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

***** Reading Schedule and Syllabus *****

Week One (June 01-07)

Module One (June 01-04): The Pre-Encounter Caribbean & European Conquest

- Required Readings:
 - L. Antonio Curet, “The Earliest Settlers” in *TCH*, pgs. 53-68
 - Reinaldo Funes Monzote, “The Columbian Moment: Politics, Ideology, and Biohistory” in *TCH*, pgs. 83-96
 - Lynne Guitar, “Negotiations of Conquest” in *TCH*, pgs. 115-130
- Primary Readings:
 - Ramon Pané, “Account of the Indies” – online
 - Christopher Columbus – “Logbooks” – online

Module Two (June 04-07): The Middle Passage: Colonization, Commerce, and Slavery

- Required Readings:
 - Philip Boucher, “The French and Dutch Caribbean, 1600-1800” in *TCH*, pgs. 217-230
 - Hilary Beckles, “Servants and Slaves during the 17th C. Sugar Revolution” in *TCH*, pgs. 205-216
 - Carrington and Noel, “Slaves and Tropical Commodities: The Caribbean in the South Atlantic System” in *TCH*, pgs. 231-242
- Primary Reading:
 - Olaudah Equiano, “The Interesting Narrative” – online
 - Start reading Bergeaud, *Stella*
- **Weekly Assignments:**
 - Participate in class discussion via Blackboard
 - Turn in Primary source response #1

Week Two (June 08-14)

Module Three (June 08-11): From Plantation to Revolution

- Required Readings:
 - Alison Games, “The Atlantic Framework of 17th Century Colonization” in *TCH*, pgs. 191-204
 - Philip Morgan, “Slave Cultures: Systems of Domination and Forms of Resistance” in *TCH*, pgs. 245-260
- Primary Reading:
 - Mary Prince, “The Life of Mary Prince, a West Indian Slave” – online

Module Four (June 11-14): Revolution on Saint-Domingue

- Required Readings:
 - Laurent Dubois and John Garrigus, eds., *Slave Revolution in the Caribbean* – whole book
- Primary Reading:
 - Primary documents from Dubois and Garrigus, eds., *Slave Revolution*
 - *Le Code Noir* – online
- **Weekly Assignments:**
 - Participate in class discussion via Blackboard
 - Turn in Primary source response #2

Week Three (June 15-21)

Module Five (June 15-18): Toussaint Louverture and Haiti

- Required Readings:
 - Laurent Dubois, “The Haitian Revolution” in *TCH*, pgs. 273-288
- Primary Readings:
 - Toussaint Louverture, “Autobiography” – online
 - Toussaint Louverture, “Final Proclamation” – online
 - Finish reading Bergeaud, *Stella*

Module Six (June 18-21): Abolition and Nation-Building in the Post-Emancipation Caribbean

- Required Readings:
 - Diana Paton, “The Abolition of Slavery in the Non-Hispanic Caribbean” in *TCH*, pgs. 289-302;
 - Christopher Schmidt-Novara, “A Second Slavery? The 19th Century Sugar Revolutions in Cuba and Puerto Rico” in *TCH*, pgs. 333-346
- Primary Readings:
 - Start reading Kincaid, *Autobiography of My Mother*
- **Weekly Assignments:**
 - Participate in class discussion via Blackboard
 - Turn in Primary source response #3
 - **Analytical essay #1 due June 18**

Week Four (June 22-28)

Module Seven (June 22-25): Caribbean Cultures

- Required Readings:
 - Aisha Khan, “Africa, Europe and Asia in the Making of the 20th Century Caribbean” in *TCH*, pgs. 399-416
 - Fernandez Olmos & Paravisini-Gebert, “Haitian Vodou” in *CRC*, pgs. 116-154 (available for download online)
- Primary Film:
 - Watch Maya Deren’s “Divine Horsemen” – link available online

Module Eight (June 25-28): Is There a Caribbean Nation?

- Required Readings:
 - O. Nigel Bolland, “Labor Protests, Rebellions and the Rise of Nationalism during Depression and War” in *TCH*, pgs. 459-474
 - Anne Macpherson, “Toward Decolonization: Impulses, Processes and Consequences since the 1930s” in *TCH*, pgs. 475-490
- Primary Reading:
 - Jose Martí, “Our America” – online
 - Jose Martí, “My Race” – online
 - Finish reading Kincaid, *Autobiography of My Mother*
- **Weekly Assignments:**
 - Participate in class discussion via Blackboard

- Turn in Primary source response #4

Week Five (June 29-July 05)

Module Nine (June 29-July 02): A Second Migration

- Readings:
 - Christine Du Bois, “Caribbean Migrations and Diasporas” in *TCH*, pgs. 583-596.
 - Start reading Pineau, *Exile According to Julia*
- Primary Readings:
 - Sam Selvon, “Lonely Londoners” – online
 - Lord Kitchener, “London is the Place for Me” – link online
 - The Specials, “Ghost Town” – link online

Module Ten (July 02-05): Cultural and Political Nationalism

- Readings:
 - Fernandez Olmos & Paravisini-Gebert, “Rastafarianism” – online
- Primary Readings:
 - Aimé Césaire, “Discourse on Colonialism” – online
 - Burning Spear, “Marcus Garvey” – link online
 - Exuma, “Mama Loi, Papa Loi” – link online
 - Finish reading Pineau, *Exile According to Julia*
- **Weekly Assignments:**
 - Participate in class discussion via Blackboard
 - Turn in Primary source response #5

Week Six (July 06-08)

Module Eleven (July 06-08) The Perils of a Small Place

- Required Readings:
 - Robert Goddard, “Tourism, Drugs, Offshore Finance, and the Perils of Neoliberal Development,” in *TCH*, pgs. 571-582
- Primary Materials:
 - Jamaica Kincaid, *A Small Place* – online
 - Visit the webpages for Sandals Jamaica Resorts and Carnival Cruise lines – links online
- **Weekly Assignments:**
 - Participate in class discussion via Blackboard
 - **Analytical essay #2 due July 06**

Some Special Instructions for Online Learning

For many of you, this will be a new experience; others of you have probably already taken an online course. Regardless, these are just a few remarks to get you oriented.

FIRST: the best way to reach me if you have a question is either through the online forum I established for you to ask questions or to email me directly at: amdaily@memphis.edu. I do not check nor respond to my Rutgers email address.

SECOND: please take some time to head over to your Group Discussion Boards and introduce yourself to your groups. Since we have such a large class, I have decided to split the Class Discussion into smaller groups of 6-7 students. So we will not be using the Discussion Board question (other than to ask me questions), and will be concentrating on the Group Boards. I may end up merging certain groups due to attrition and non-participation – please keep up with any announcements to the effect.

THIRD: please make sure that you take some time to browse through the website thoroughly, and that you carefully read all the assignments and familiarize yourself with the architecture of the course. Our course is organized around **11 Modules**, which can be found in the **Course Documents** section of Blackboard. There you will find an introduction to the module's material, as well as a selection of primary sources, questions, and other materials. The Module is our **basic unit of organization** and should be your starting point for each course unit. I know there will be a bit of confusion in the first couple of days, but please make sure you are up to speed as quickly as possible. With two modules per week, and six weeks in the term, this course will move quickly and you could be left behind just as quickly. Orient yourself with the course and the software, the expectations and assignments, immediately.

FOURTH: Since we will not be meeting in class, your grade will hinge upon your ability to keep up with the reading, engage and discuss it, write about it analytically, and finally, write carefully about the three novels we are reading. There are no exams, no quizzes, no extra credit, etc., only the discussion that you conduct together in groups, the primary source responses you write each week, and the two essays you write for me.

FIFTH: please make sure that you review the school's policy on Academic Integrity and Honesty. Plagiarism and other forms of dishonesty will not be tolerated in this class and will be dealt with harshly. Please consult the terms of Rutgers policy here: [Rutgers Academic Honesty Policy](#)

SIXTH: please enjoy our experience – and our experiment – in online learning. Try to have some fun with it, try to harness the fantastic power of the internet to enhance your learning experience and that of your peers, without forgetting that there is still value in the time-honored practice of reading carefully and writing intelligently.

FINALLY: do not hesitate to contact me with questions. Good luck!