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

- Alejo Carpentier, The Kingdom of This World (FSG – 978-0374537388)
- Jamaica Kincaid, Autobiography of My Mother (FSG - 978-0374531874)
- Gisèle Pineau, Exile, According to Julia (Virgina – 978-0813922485)

Assignments

All assignments must be turned in through Dropbox. Please go to dropbox and check out how it works. The dropbox is designed to look 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:

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<th>Grade</th>
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<td>A</td>
<td>90-100%</td>
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<td>B+</td>
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Accommodation and Support Statement:

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

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or http://counseling.newark.rutgers.edu/.

- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
• **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.
*** Reading Schedule and Syllabus ***

Week One (July 6-12)

**Module One (July 06-09):** The Pre-Encounter Caribbean & European Conquest

- **Required Readings:**
  - L. Antonio Curet, “The Earliest Settlers” in *TCH*, pgs. 53-68
  - 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 (July 09-12):** The Middle Passage: Colonization, Commerce, and Slavery

- **Required Readings:**
  - 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 Carpentier, *The Kingdom of This World*

- **Weekly Assignments:**
  - Participate in class discussion via Blackboard
  - Turn in Primary source response #1

Week Two (July 13-19)

**Module Three (July 13-15):** 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 (July 15-19):** 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 (July 20-26)

**Module Five (July 20-23): 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 Carpentier, *The Kingdom of This World*

**Module Six (July 23-26): 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 July 25th**

Week Four (July 27-August 02)

**Module Seven (July 27-July 30): 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 (July 30- August 02): Is There a Caribbean Nation?**
- **Required Readings:**
  - 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 (August 03-09)

**Module Nine (Aug 03-06): A Second Migration**
- **Readings:**
  - 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 (Aug 06-09): 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 (August 10-12)

**Module Eleven (Aug 10-12): 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 August 13th**
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!