

**HI 217**  
**Caribbean History**

Spring 2019

Tuesday & Thursday 10:15 AM – 11:30 AM

PS 210

Professor Ebony Jones

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Office Location: 256 Withers Hall

Office Hours: Tuesday and Thursday 11:45 AM -1:00 PM or by appointment

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Office Hours and Location: TBA

Course Description

The region of the Caribbean is most often depicted in both American and European public discourse and imaginations as prime locations for all-inclusive resort vacations and destination weddings. Or, as in the case most recently, the various islands are depicted as places in which “natural disasters” wreak havoc and destruction. But the region, made up of an archipelago of diverse islands and inhabited by even more diverse groups of people, has a history that is richer than images of its pristine beaches could ever provide.

This course is an introduction to the history of the Caribbean. It begins with the first pre-Columbian migrations and moves through European conquest, the development of plantation slavery, nineteenth-century abolition, twentieth-century migration, decolonization, and nationalism, and concludes with a twenty-first century look at neoliberalism and tourism in the region. By surveying these major themes over time, the course seeks to place the Caribbean world within the wider international context of Western imperial expansion. Each week students will read a combination of secondary literature and primary sources. The lectures, readings, and films are designed to emphasize the diversity within the Caribbean region looking at the Anglophone and Hispanic Caribbean islands as the main areas under consideration while also examining the French and Dutch-speaking islands.

In exploring such topics as indigenous culture, European trade and settlement, imperial expansion, the transatlantic slave trade, plantation slavery and slave society, the Haitian Revolution and its reverberations, emancipation and freedom, migration, the Cuban Revolution, decolonization, and independence, this course encourages students to better understand the forces that formed the particular history of the Caribbean, its peoples, and its culture. This better understanding serves to highlight the ways in which the history of the Caribbean played in the formation of both European and American modernity. The experiences of Caribbean history provide an important lesson for the globalizing world we currently experience.

Required Texts

- B.W. Higman, *A Concise History of the Caribbean*
- Cyrus Frances Perkins, Paul Lovejoy, and Verene Shepherd (eds.), *Busba's Mistress or Catherine the Fugitive: A Stirring Romance of the Days of Slavery in Jamaica*
- Edwidge Danticat, *The Farming of Bones*
- Aimé Césaire, *Discourse on Colonialism*

## Objectives

- Understand the key themes and issues that contributed to the development of Caribbean societies
- Recognize the contribution that the Caribbean region has made to global history and the history of the United States
- Explore a range of historiographical and interdisciplinary approaches to the study of the Caribbean
- Improve analysis and interpretation of primary sources
- Analyze and assess historical arguments

## Assignments

There will be a number of written assignments due over the course of the semester. They are designed to support classroom readings, lectures, and informal discussions. They must be handed in on time and no late work will be accepted unless absence is excused (see Late Assignments and Attendance Policy sections above). All written work must be original. In any instance of plagiarism, I will file a Report of Academic Integrity Violation (see Academic Integrity section above) and recommend to the board that you receive a failing grade. **No late assignments will be accepted except in the case of excused absences (see attendance policy for what counts as an excused absence).** All communication respecting late assignments must be done with Professor Jones, not the TA. In addition to the information below, all assignment due dates are designated by ➤ in the schedule of readings/lectures.

**Attendance (10%)** – Attendance and preparation of readings are **mandatory**. Informal discussion of readings during lecture is expected. Roll will be taken at the start of each lecture starting **January 15**. If we see you leave early without previously providing an adequate excuse, you will be marked absent even if you signed the attendance sheet. See below for more on attendance policy and what constitutes an excused absence.

**Map Quiz (5%)** – in-class quiz **Week 3 (Tuesday 1/22)**

**Reading Reflections (30%)** – You have a total of **three reading reflections** (10 points each) due over the course of the semester. They will cover the weeks in which you are required to read an entire book. They should be **3-4 pages in length** (double-spaced, Times New Roman 12-point font, 1” margins) and are intended to be an exercise in reading and interpreting argument and evidence. **A reflection is a conceptual and analytical response to the reading.** It should clearly and concisely outline the basic points of the week’s reading(s). They must show that you have completed the readings, clearly understood them, and are able to critically engage with the material. We are not interested in reflections that are simply summaries of the readings, but rather, a discussion of analytical concepts, key questions, and issues relating to the reading’s argument. Please note, while they are relatively short, these are not stream of consciousness response papers. **A stapled hard copy of the assignment is due in class on Thursday during the following weeks:**

- **Week 4 on Thursday 1/31** – Lovejoy Sheperd, eds., *Busha’s Mistress or Catherine the Fugitive: A Stirring Romance of the Days of Slavery in Jamaica*
- **Week 13 on Thursday 4/4** – Edwidge Danticat, *The Farming of Bones due Friday*
- **Week 14 on Thursday 4/11** – Aimé Césaire, *Discourse on Colonialism*

**In-class Analysis of the Week's Primary Source Readings (10%)** – You have a total of five in-class short analyses of assigned primary source readings over the course of the semester (2 points each). Your analysis will be in response to a question or prompt provided at the start of class. These short exercises will be hand-written, open-book/open-note, and completed before the start of lecture on the designated day (see below as well as the full schedule). Students will have 10-15 minutes (depending on the amount of readings) to complete them and are expected to arrive on time. Anyone late will forfeit time allotted to completion of the exercise. Handwriting that is illegible will result in a 0. Students who require special consideration or extra time in order to complete must speak with me at the beginning of the semester and register with Disability Services. **In-class analysis will take place:**

- **Week 2 on Thursday 1/17**
- **Week 6 on Thursday 2/14**
- **Week 8 on Thursday 2/21**
- **Week 11 on Tuesday 3/18** (note that this week's analysis will be on Tuesday)
- **Week 16 on Thursday 4/18**

**Midterm Exam (20%)** – The midterm exam will be held in class on **Thursday, March 7**. No notes or books will be allowed during the exam. It will be cumulative (weeks 1-8). It will be a combination of key terms, multiple choice, and short answer questions. Mr. Sperry will hold extended office hours the Friday before the midterm to answer any questions.

**Final Paper (25%)** – Students will write an argument-driven essay about a major theme in Caribbean history. Details and guidelines TBA. Final papers will be due via Moodle on **Thursday, May 2 by 11am**. No late papers will be excepted.

Grading Criteria

Any concerns about grades or course progress must be conducted in person, not over phone or email. If office hours do not work for you, I am happy to schedule an appointment. **NOTE: we may or may not use the gradebook on Moodle to track your grades.** Final grades will be based on the following breakdown:

Attendance	10% of final grade
Map Quiz	5% of final grade
Reading Responses	30% of final grade
In-class Analysis of Readings	10% of final grade
Midterm Exam	20% of final grade
Final Paper	25% of final grade

The grading scale is as follows:

A+ = 98-100	C+ = 77-79
A = 93-97	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62

F = Below 60

### Attendance Policy

Attendance is mandatory and roll will be taken at the start of every class meeting. **You may miss two (unexcused) class meetings without penalty. Each subsequent excused absence will result in a two-point deduction in your final course grade.** An excused absence includes:

- Presenting a doctor's note that includes the date of your absence(s) for any short-term illness (colds) or injury.
- Informing me with one week's notice of an anticipated absence for a legitimate reason. This applies to the following situations: representing the University in an official capacity; attending a professional meeting; serving as a member of judging team; serving as a member of athletic team; military service; required court attendance (with certified documentation from the Clerk of Court).
- For death in the family, funeral attendance, serious illness, and/or religious observance you must take appropriate documentation to the Division of Academic and Student Affairs. You can also email them at [absence-verification@ncsu.edu](mailto:absence-verification@ncsu.edu). The DASA will work with you to verify the absence and report back to me, usually by copying a message to you, the instructor, and your advisor. It is your responsibility to make sure that this is completed in a timely manner. For additional information and/or clarification, see details at this link: [University's Attendance Regulation \(NCSU REG02.20.03\)](#)

Note: Excuses for unanticipated absences must be reported to the instructor no more than one week after the return to class. I will follow the University's definition of reasonable number of anticipated excused absences. For what this constitutes see the [University's Attendance Regulation \(NCSU REG02.20.03\)](#).

### Academic Integrity

**Class integrity is required.** Students must arrive to class ON TIME having read the assigned readings. Students must arrive to class ON TIME, having read the assigned readings. Turn all cell phones OFF during class. Phones ringing during lecture are disruptive and inconsiderate of both fellow students and myself. I do not want to hear or see them.

**Academic integrity** is mandatory. Plagiarism is often the result of desperation and procrastination. If you feel yourself falling behind, come talk to me. If you are confused about what defines plagiarism, take note of the following and/or ask me.

- Copying small or large sections of written text, this includes a single sentence, without appropriate quotations and citation of original author.
- Paraphrasing written materials without citing the source.
- Citing a source other than that from which you obtained your evidence.
- Altering or contriving evidence.

For more information on the University's regulations governing academic integrity see the [Code of Student Conduct policy \(NCSU POL11.35.1\)](#) and Pack Pledge.

### Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

### Electronic Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. For more information see the University's Student Responsibility and University Policies. Students are responsible for reviewing the NC State University PRR's, which pertains to your course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/equity/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

### Technology

Laptops, iPads, tablets, and e-readers are allowed in class but please note that **I reserve the right to ban them from future lectures if we discover students using them for any other purpose – checking email, surfing the web, watching sports, etc.** Lectures may not be filmed or recorded. Please silence cell phones and put them away. If I see someone on their cell phone I will stop the lecture and ask them to put it away <http://policies.ncsu.edu/policy/pol-11-35-01>

### Students with Disabilities

Academic accommodations are available for students with documented disabilities. Those with verifiable disabilities should register with the Disability Services for Students in order to establish the necessary accommodations. The office is located at 2221 Student Health Services Building, Campus Box 7509. Contact information is 919.515.7653 and [disability@ncsu.edu](mailto:disability@ncsu.edu). Visit this link for more information: <http://policies.ncsu.edu/regulation/reg-02-20-01>

### Student Athletes

Student athletes must submit away-game schedules within the first two weeks of the semester. They are exempt from pop quizzes on days they miss for games but must submit all work on time regardless of their schedules.

### Tips for Success

You want to do well in this class, and I want that for you. But *your success depends on you*. Here are a few tips:

- Come to class – Lectures provide you with content information you need to understand course readings and do well on your assignments. Informal class discussions also help you hone your analytical skills.
- Read – Course readings help you understand the course and provide you with additional content information.
- Take all assignments seriously – Students who complete all written assignments do better than those who don't. Don't be fooled by the seemingly "low" percentage value for certain assignments – in the end they all add up and zeros or low grades on multiple assignments can hurt your overall grade.

- Take good notes – Each lecture will begin with an over-arching question. The lectures are structured around these questions then addressed with a central argument, evidence, and analysis. The questions are intended to introduce big concepts and course themes. Listen for the argument, concepts, and themes, which I repeat often, and make sure you understand them and how to apply them to course readings, lecture content, and all assignments.
- Review your notes after class – Studies show that reviewing notes after class helps students retain information better. Draw connections between what you learned this week and previous weeks; write full sentences based on your notes; ask yourself questions in the margins; etc.
- Practice writing – Take five minutes after class and/or after you complete the weekly readings to write your thoughts on the week’s themes. Explore. Take risks. Use your own words. It’s good to hook these daily writings to core course questions as well as assigned reading responses. Short writing exercises will make you more prepared for longer writing assignment along with the midterm and final exam.

### Schedule of Lecture Topics, Readings, and Assignments

*I reserve the right to add or change readings, assignments, or lecture topics. I will notify you in advance.*

#### Key:

- Lecture topic
- Readings (those on Moodle indicated by an asterisk\*)
- Assignment due in class

### **WEEK 1: INTRODUCTION/CARIBBEAN ARCHIPELAGO**

*Tuesday 1/8 and Thursday 1/10*

- Topics: Conceptualizing the Caribbean; Geography & Climate; Pre-Colonial Life
- Readings:
  - Higman, *A Concise History*, Chapters 1 & 2 (pp. 1-51)
  - Maps\*

### **WEEK 2: THE LONG CONQUEST: SPAIN AND THE INDIGENOUS CARIBBEAN**

*Tuesday 1/15 & Thursday 1/17*

- Topics: European Encounters; European Conquests; Indigenous Response & Resistance
- Readings:
  - Higman, *A Concise History*, Chapter 3, pp. 52-96
  - Christopher Columbus, *First Descriptions of the Land, First Violence against Its People*, in Roorda, Derby, and González (eds.), *The Dominican Reader*, pp. 25-32\*
  - Bartolomé de Las Casas, *The Devastation of the Indies*, in Chomsky, Carr, and Smorkaloff, *The Cuba Reader*, pp. 12-14\*
- **IN-CLASS ANALYSIS OF THE WEEK’S READINGS 1/17**

### WEEK 3: THE RISE OF NEW WORLD SLAVERY

Tuesday 1/22 and Thursday 1/24

- Topics: West African Coast, Triangular Trade, and the Middle Passage
- Readings:
  - Higman, *A Concise History*, Chapter 4 pp. 97-140
  - Excerpts from Olaudah Equiano's *Interesting Narrative*\*

#### ➤ MAP QUIZ 1/22

### WEEK 4: SLAVE SOCIETY AND CULTURE

Tuesday 1/29 & Thursday 1/31

- Topics: Plantation Slavery; Gender & Sexuality; Free People of Color; Patterns of Resistance
- Readings:
  - Cyrus Frances Perkins (author), Paul Lovejoy and Verene Sheperd (eds.), *Busha's Mistress or Catherine the Fugitive: A Stirring Romance of the Days of Slavery in Jamaica* (**entire book**)

#### ➤ READING REFLECTION DUE 1/31

### WEEK 5: THE HAITIAN REVOLUTION

Tuesday 2/5 & Thursday 2/7

- Topics: The French Revolution Connection; Rebellion to Revolution; Haiti – an Independent Black Republic
- Readings:
  - Higman, *A Concise History*, parts of Chapter 5 pp. 141-153
  - The Free Citizens of Color, *Address to the National Assembly*, October 22, 1789 in Dubois and Garrigus (eds.), *Slave Revolution*, pp. 55-58\*
  - Gros, *In the Camps of the Insurgents*, 1789 in Dubois and Garrigus (eds.), *Slave Revolution*, pp. 91-95\*
- Film (in-class): *Egalité for All: Toussaint Louverture and the Haitian Revolution* (2009)

### WEEK 6: THE SPECTOR OF HAITI

Tuesday 2/12 & Thursday 2/14

- Topics: Haiti and its Reverberations
- Readings:
  - Thomas Jefferson, *Letters*, 1797-1802, in Dubois and Garrigus, *Slave Revolution*, pp. 150-153\*
  - *The Haitian Constitution*, 1805, in Dubois and Garrigus, *Slave Revolution*, pp. 191-196\*
  - Julius S. Scott, "Afo-American Sailors and The International Communication Network: The Case of Newport Bowers," in Jackson and Bacon, *African Americans and the Haitian Revolution*, pp. 25-37\*
  - Miguel Barnet, excerpts from *Biography of a Runaway Slave*, in Chomsky, Carr, and Smorkaloff, *The Cuba Reader*, pp. 58-64\*

#### ➤ IN-CLASS ANALYSIS OF THE WEEK'S READINGS 2/14

## WEEK 7: ABOLITION(S) & EMANCIPATION(S)

Tuesday 2/19 & Thursday 2/21

- Topics: Antislavery, Abolition, and Apprenticeship
- Readings:
  - Higman, *A Concise History*, parts of Chapter 5, pp. 153-158
  - James Williams, *A Narrative of Events, since the First of August 1834, by James Williams, an Apprenticed Labourer in Jamaica*, PDF pp. 5-27\*
  - Richard Dana, *The Trade in Chinese Laborers*, in Chomsky, Carr, and Smorkaloff, *The Cuba Reader*, pp. 80-82\*
- In-class activity: Legacies of Slave British Slave-ownership database  
<https://www.ucl.ac.uk/lbs/search/>

### ➤ IN-CLASS ANALYSIS OF THE WEEK'S READINGS 2/21

## WEEK 8: POST-EMANCIPATION & MEANINGS OF FREEDOM

Tuesday 2/26 & Thursday 2/28

- Topics: Emancipation and Society; Labor and Resistance
- Readings:
  - Higman, *A Concise History*, finish Chapter 5, pp. 158-195
  - Mary Prince, *The History of Mary Prince, a West Indian Slave, related by herself* (1831)\*

## WEEK 9: REVIEW AND MIDTERM

Tuesday 3/5

- Lecture catch-up (if needed)
- Review for midterm

Thursday 3/7 – Midterm Exam

## WEEK 10 – SPRING BREAK (3/11-3/15)

## WEEK 11: NATION BUILDING PART 1: HAITI AND the DOMINICAN REPUBLIC

Tuesday 3/18 Only (note that this week's reading analysis will take place on Tues 3/18)

Thursday 3/21 – No Class

- Topics: U.S. Occupation(s); Population, Labor, and Land; Cuba's Independence
- Readings:
  - Higman, *A Concise History*, parts of Chapter 6, pp. 196-239
  - Eyewitnesses of The Haitian Massacre in Roorda, Derby, and González (eds.), *The Dominican Reader*, pp. 281-285\*
  - Aurora Rosado, "Basta Ya!": A Peasant Woman Speaks Out," in Roorda, Derby, and González (eds.), *The Dominican Reader*, pp. 327-328\*
  - President Theodore Roosevelt, *The Platt Amendment*, in Chomsky, Carr, and Smorkaloff, *The Cuba Reader*, pp. 147-149\*

### ➤ IN-CLASS ANALYSIS OF THIS WEEK'S READINGS 3/18

## WEEK 12: NATION BUILDING PART 2: CUBA

Tuesday 3/26 Only

Thursday 3/28 – No Class (I suggest you get a head start on next week’s reading & reading reflection)

- Topics: The Cuban Revolution, Race and Nation
- Readings:
  - Higman, *A Concise History*, parts of Chapter 7 pp. 251-275
  - Margaret Randall, *Women in the Swamps*, in Chomsky, Carr, and Smorkaloff, *The Cuba Reader*, pp. 364-369\*
  - Oscar Lewis, Ruth M. Lewis, and Susan M. Rigdon, “The Literary Campaign,” in Chomsky, Carr, and Smorkaloff, *The Cuba Reader*, pp. 389-394\*
  - Christian Parenti, “Post-modern Maroon in the Ultimate *Palenque*,” in Chomsky, Carr, and Smorkaloff, *The Cuba Reader*, pp. 427-432\*
- In-class activity: Fidel Castro’s speech, “History Will Absolve Me”

## Week 13: Gender and Second Diaspora

Tuesday 4/2 & Thursday 4/4

- Topics: Political Economies & Labor; Migration to Europe and the United States
- Readings:
  - Higman, *A Concise History*, parts of Chapter 7 pp. 275-284
  - Edwidge Danticat, *The Farming of Bones* (entire book)
- **READING REFLECTION #2 DUE 4/4 (Danticat only)**

## Week 14: Caribbean Radicalism, Decolonization, and Independence

Tuesday 4/9 & Thursday 4/11

- Topics: Race & Black Internationalisms; Pan-Africanisms & Negritude; Labor Movements
- Readings:
  - Aimé Césaire, *Discourse on Colonialism* (entire book)
- **READING REFLECTION #3 DUE 4/11**

## Week 15: Contemporary Themes in the Twentieth-Century Caribbean

Tuesday 4/16 & Thursday 18

- Topics: Sports, Culture, and Imperialism
- No Readings!
- Film (in-class): *Fire in Babylon*

## Week 16: Consuming the Caribbean: Neoliberalism & the Tourism Complex

Tuesday 4/22 and Thursday 4/18

- Topics: Neoliberal Policies; Tourist Economies; “Natural Disasters”
- Readings:
  - Mimi Sheller, “Iconic Islands: Nature, Landscape, and the Tropical Tourist Gaze,” Chapter 2 in *Consuming the Caribbean*, pp. 36-70\*
  - Yarimar Bonilla, “Why would anyone in Puerto Rico want a hurricane? Because someone will get rich,” *The Washington Post*, September 22, 2017\*
- Film (in-class): *Life and Debt*