

HI 217
Caribbean History

Fall 2019

Tuesday & Thursday 10:15 AM – 11:30 AM
2304 Erdahl Cloyd Wing, D. H. Hill Library

Professor Ebony Jones

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Office Location: 256 Withers Hall

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

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Office Hours and Location: Tu & Thurs 11:45 AM – 1:00PM, email for location

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

- Miguel Barnet and Esteban Montejo, *Biography of a Runaway Slave*
- Edwidge Danticat, *The Farming of Bones*
- Aimé Césaire, *Discourse on Colonialism*

- Short articles and primary documents will be part of the required readings most weeks of the semester. These will be provided electronically on Moodle. If posted online, the reading will be designated with **(E)** in the schedule of readings below.

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 **Tuesday, August 27**. You are allowed two unexcused absences without penalty. For every additional unexcused absence one point will be deducted from the total 10 points. 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 4 on Tuesday 9/10**

Reading Reflections (total 20%) – You have a total of **two reading reflections** due over the course of the semester (worth 10 points each). 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.** I will provide a prompt/question from which you will then answer by engaging with the reading. Reflections 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 in ways that address the prompt provided to you. Please note, while they are

relatively short, these are not stream of consciousness response papers. Papers that are shorter than the minimum will receive an automatic deduction of 0.5-1 point. See the Assignment Guidelines on Moodle for more details.

- **Week 7 on Friday 10/4 by 5pm via Moodle** – Miguel Barnet, *Biography of a Runaway Slave*
- **Week 12 on Friday 11/8 by 5pm via Moodle** –Edwidge Danticat, *The Farming of Bones*

Primary Source Assignments (total 20%) – You have a total of **4 analyses of assigned primary source readings** over the course of the semester (**worth 5 points each**). Your analysis will be in response to a question or prompt provided. These assignments are also strategically placed throughout the semester – they are designed to help you think through the readings in ways that will assist in an upcoming assignment or exam. All primary source assignments are due Wednesday by 5pm via Moodle. See the schedule below for exact dates. **Students Should be prepared to discuss the primary sources in class on Thursday so be sure to have written notes at your disposal in class.**

- **Week 3 on Wednesday 9/4 by 5pm**
- **Week 6 on Wednesday 9/25 by 5pm**
- **Week 11 on Wednesday 10/30 by 5pm**
- **Week 14 on Wednesday 11/20 by 5pm**

Midterm Exam (20%) – The midterm exam will be held in class on **Tuesday 10/9**. 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. **The course TA will hold an informal review session prior to the exam.** The Midterm exam will be held in class on **Thursday 10/11**.

Final Paper (25%) – Students will write an argument-driven essay about the history of the Caribbean and Aimé Césaire’s *Discourse on Colonialism*. See Assignment Guidelines on Moodle for more information. Final papers will be due via Moodle on **Tuesday, December 17 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	20% of final grade
Primary Source Assignments	20% 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
B = 83-86
B- = 80-82

D+ = 67-69
D = 63-66
D- = 60-62

F = Below 60

Attendance Policy

Attendance is mandatory and roll will be taken at the start of every class meeting beginning Tuesday, August 27. **You may miss two (unexcused) class meetings without penalty. Each subsequent excused absence will result in a 1-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. 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 \(NCSU REG02.20.03\)](#). **Please also note that if you come to class and leave significantly early without providing an excused reason beforehand you will be marked absent.**

Academic Integrity

Class integrity is required. 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

“New study shows that splitting attention between lecture and cellphone or laptop use hinders long-term retention, and those in class suffer from others’ use of devices...”

(<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>). We will create an environment in which everyone can learn free from distractions and interruptions. Therefore, although you may use e-readers but absolutely **no laptops, tablets, or cell phones are allowed in lectures**. You must sit in the first three rows of the classroom and they must lay flat on the desk. Also, **lectures may not be filmed or recorded**.

Exceptions to this policy will be made for:

- Students with a documented disability (see below for how to obtain appropriate disability documentation).
- Students who speak English as a second language and who obtain permission from me.
- Those who qualify for an exception can only use their laptops to take notes or engage in other activities I explicitly approve; if you use it for anything else, you will lose your laptop privilege. See more here: <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. 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 to strengthen 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
- (E) Electronic reading (Moodle)
- * Primary Source (Moodle)
- Assignment due in class

WEEK 1: INTRODUCTION

Thursday 8/22

- Introduction and course objectives; conceptualizing the Caribbean
- Syllabus

WEEK 2: CARIBBEAN ARCHIPELAGO & THE INDIGENOUS CARIBBEAN

Tuesday 8/27 & Thursday 8/29

- Geography & Climate
- Pre-Colonial Life

Readings:

- Higman, “Ancient Archipelago, pp. 9-51 **(E)**

WEEK 3: COLUMBIAN CATAclysm

Tuesday 9/3 and Thursday 9/5

- First Encounters & Patterns of Settlement
- Indigenous Response & Resistance

Readings:

- Reinaldo Funes Monzote, “The Columbian Moment: Politics, Ideology, and Biohistory,” pp. 83-95 **(E)**
- Lynne A. Guitar, “Negotiations of Conquest,” pp. 115-129 **(E)**
- Christopher Columbus, “First Descriptions of the Land, First Violence against Its People” pp. 25-32 **(E)***
- Ramón Pané, “Religion of the Taíno People,” pp. 17-24 **(E)***

➤ **PRIMARY SOURCE ASSIGNMENT #1 due Wednesday 9/4**

WEEK 4: SUGAR & SLAVERY

Tuesday 9/10 & Thursday 9/12

- Development of New World economies & slavery
- Slave’s economy, free people of color, and planters

Readings:

- Jalil Sued-Badillo, “From Taínos to Africans in the Caribbean,” pp. 97-113 **(E)**
- Álvaro de Castro, “The Slave Problem in Santo Domingo,” p. 65 **(E)***
- Alonso López de Cerrato, “Lemba and the Maroons of Hispaniola,” pp. 66-67 **(E)***
- Hilary Beckles, “Servants and Slaves during the 17th-Century Sugar Revolution,” pp. 205-215 **(E)**

➤ **MAP QUIZ in class Tuesday 9/10**

WEEK 5: THE HAITIAN REVOLUTION

Tuesday 9/17 & Thursday 9/19

- The Haitian Revolution

Readings:

- Laurent Dubois, “The Haitian Revolution,” (part 1) pp. 273-287 **(E)**
- The Free Citizens of Color, “Address to the National Assembly,” October 22, 1789, pp. 55-58 **(E)***
- Gros, “In the Camps of the Insurgents,” 1789, pp. 91-95 **(E)***

Film (in-class): *Egalité for All: Toussaint Louverture and the Haitian Revolution* (2009)

WEEK 6: THE SPECTOR OF HAITI

Tuesday 9/24 & Thursday 9/26

- Independent Haiti
- Repercussions & Reverberations

Readings:

- Laurent Dubois, “The Haitian Revolution,” (part 2) pp. 273-287 **(E)**
- Thomas Jefferson, “Letters,” 1797-1802, pp. 150-153 **(E)***
- *The Haitian Constitution*, 1805, pp. 191-196 **(E)***

➤ **PRIMARY SOURCE ASSIGNMENT #2 Thursday 9/25**

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

Tuesday 10/1 & Thursday 10/3

- Abolition in the Anglophone Caribbean
- Emancipation in the British Caribbean & Cuba

Readings:

- Miguel Barnett, *Biography of a Runaway Slave* (**entire book**)

➤ **READING REFLECTION #1 due Friday 10/4 by 5pm**

WEEK 8: POST EMANCIPATION & MEANINGS OF FREEDOM

Tuesday 10/9 & Thursday 10/11 – NO CLASS (Fall Break)

- Emancipation and Society; Labor and Resistance in British Caribbean & Cuba
- Readings:
 - Gad Heuman, “Peasants, Immigrants, and Workers: The British and French Caribbean after Emancipation,” pp. 347-360
 - Rebecca Scott, “Former Slaves: Responses to Emancipation in Cuba,” pp. 21-26

WEEK 9: REVIEW AND MIDTERM

Tuesday 10/15

- Lecture catch-up (if needed)
- Review for midterm (held by TA)

Thursday 10/17 – Midterm Exam

WEEK 10: NATION BUILDING IN THE SPANISH & FRENCH CARIBBEAN

Tuesday 10/22 & Thursday 10/24

- U.S. Occupation(s) and Independence in Cuba, Haiti, and the Dominican Republic

Readings:

- Brenda Gayle Plummer, “Building US Hegemony in the Caribbean,” pp. 417-432 **(E)**
 - Renée Médez Capote, “A Child of the Platt Amendment,” pp. 154-156 **(E)***
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WEEK 11: RACE & NATION IN THE NINETEENTH-CENTURY CARIBBEAN

Tuesday 10/29 & 10/31

- Historical relationship between the Dominican Republic & Haiti
- Africanization of the Caribbean

Readings:

- Pedro L. San Miguel, “An Island in the Mirror: The Dominican Republic and Haiti,” pp. 553-569 **(E)**
- Eyewitnesses, “The Haitian Massacre,” pp. 281-285 **(E)***
- Roberto Cassá, “The Sugar Strike of 1946,” pp. 290-295 **(E)***

➤ **PRIMARY SOURCE ASSIGNMENT #3 due Wednesday 10/30**

WEEK 12: CARIBBEAN DIASPORAS

Tuesday 11/5 only & NO CLASS Thursday 11/7

- Labor & Migration: Caribbean, United States, and Europe

Readings:

- Edwidge Danticat, *The Farming of Bones* (entire book)

➤ **READING REFLECTION #2 due Friday 11/8 by 5pm**

WEEK 13: TOWARDS DECOLONIZATION IN THE ANGLOPHONE CARIBBEAN

Tuesday 11/12 & Thursday 11/14

- Labor Protests of the 1930s

Readings:

- O. Nigel Bolland, “Labor Protests, Rebellions, and the Rise of Nationalism during the Depression and War,” pp. 459-474 **(E)**
- Claudia Jones, “The Caribbean Community in Britain,” 1964, pp. 160-164 **(E)***

WEEK 14: THE CUBAN REVOLUTION

Tuesday 11/19 & Thursday 11/21

- The Cuban Revolution

Readings:

- Michael Zeuske, “The Long Cuban Revolution,” pp. 507-522 **(E)**
- Margaret Randall, “Women in the Swamps,” pp. 364-369 **(E)***
- Oscar Lewis, Ruth M. Lewis, and Susan M. Rigdon, “The Literary Campaign,” pp. 389-394 **(E)***
- Christian Parenti, “Post-modern Maroon in the Ultimate *Palenque*,” pp. 427-432 **(E)***

➤ **PRIMARY SOURCE ASSIGNMENT #4 due Wednesday 11/20**

Week 15: THE REVOLUTIONARY CARIBBEAN & INDEPENDENCE

Tuesday 11/26 & Thursday 11/28 – NO CLASS (Thanksgiving Break)

- Independence in the Anglophone Caribbean
- Culture & Imperialism

Readings:

- Anthony P. Maingot, “Independence and Its Aftermath: Suriname, Trinidad, and Jamaica,” pp. 523-535 **(E)**
- Gad Heuman, “The Cultures of the Caribbean,” pp. 190-200 **(E)**
- Eric Williams, “Massa Day Done,” March 22, 1961. Pp. 124-129 **(E)***

Film in class on 11/26 (TBA)

Week 16: CONSUMING THE CARIBBEAN

Tuesday 12/3 & Thursday 12/5

- Neoliberal Policies & Tourist Economies
- “Natural Disasters”

Readings:

- James Ferguson, “Pain and Protest: The 1984 Anti- I. M. F. Revolt in the Dominican Republic,” pp. 566-574 **(E)**
- Yarimar Bonilla, “Why would anyone in Puerto Rico want a hurricane? Because someone will get rich,” *The Washington Post*, September 22, 2017 **(E)**

Film (in class): *Life and Debt*