

HIST 3975: The Modern Caribbean
From Columbus to Castro/From the Slave Ships to Cruise Ships

Session I: May 28 - June 27, 2019 T,R, 1-4 pm

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Course Overview:

This course examines the social and political history of the islands of the Caribbean Sea and coastal regions of Central and South America that collectively form the West Indies. It will examine the critical historical changes that unfolded between the seventeenth century and the present, including African enslavement, European colonialism, the expansion of labor regimes, emancipation, migration, anti-colonial movements, neocolonialism and globalization. It will also investigate the intersections of race, gender, and culture and how these affected the production of national and creole identities. As the Caribbean features a variety of political, linguistic, and cultural experiences, a general survey course such as this one cannot cover every territory in detail. Instead, lectures and discussions will focus on larger, more comprehensive processes in different zones of the region. As a result, some cultures and histories might figure more prominently than others. The course provides a broad knowledge of Caribbean history, offers insights into the complexity of the region's multiracial peoples, and contributes to students' critical thinking and writing skills.

Class Objectives:

- To understand the significance of European colonialism, the transatlantic slave trade, and the impact of anticolonial and anti-imperialist movements on the making of modern Caribbean societies.
- To contextualize past history of the Caribbean into its contemporary times to better understand present-day politics and issues.
- To explore how past demands for freedom, democracy, and equity have defined Caribbean political discourse.
- To critically engage, analyze and interpret primary and secondary documents to make sense of how past events affect our definition of changes in Caribbean societies over time.

***Course Grade Distribution:**

Your grade for this course will be based on the following:

- Film Review, 2-3 pages [20%]
- Comparative Book Review: 5-7 page paper [20%]
- Final Term Exam [20%]
- Active Participation & Attendance (15%), Reading Reflections (15%) [30%]

*See page 6 for the guidelines on assessment and percentages to the range of each letter grade.

Film Review: A 2-3 page paper offering an extended review of one of the films. providing an in-depth analysis of a film shown in class, assessing the main points the film sought to convey. Film analysis must use sources from the weekly assigned readings as supportive materials. You have a choice of selecting from one of the following films to review:

- *Life and Debt*, dir. Stephanie Black (2001), 86 min.
- *Black in Latin America: Haiti and the Dominican Republic* by Prof. Henry Louis Gates
- *Burn (Queimada)*, dir. Gillo Pontecorvo (1969), 112 mins.

Term Paper: Comparative Book Review

Write a **comparative book review** of on course book and one book of your choice. Chosen books must reflect one of the five central themes outlined in the class. Your paper should ask and attempt to answer such questions as: What are the differing perspectives of the authors? What assumptions do they share? Where might they disagree and why? Where do you stand? Your choice must be approved in advance by the instructor.

Formatting Your Essay:

All written work for this class must conform to the following guidelines on **format** (see below): The upper-left hand corner of the paper should include the following information:

Name: Jane-Eyre Doe
Class: The Modern Caribbean
Term: Fall, 2017
Date: December 18, 2017

Be sure to include a title heading and page numbers. The Final Paper Drafts must be typed, double spaced and can be in any of the following fonts (Times New Roman, Cambria or Georgia). Font should be size 12, no less and no more

All sources must be cited and all citations must be endnotes. Guidance on how to compose citations can be found in Turabian's *A Manual for Writers*.

Deadlines:

Students are expected to turn in all assignments completed, on time, and on the specified due date.

Lateness as a rule will be penalized.

June 6: Paper Proposal is Due

June 19th: Film Review is Due

June 27: Final Exam

June 30: Final Paper is Due

Course Policy & Class Conduct:

- Always be on time and be prepared for course meetings.
- Always complete readings and bring them with you to class.
- Always respect the views of others, whether you agree or not.
- Take note to issue comments on a text-by-text based approach, especially when addressing your peers. I encourage using language that begins with "I." For example, "I respectfully disagree with your interpretation of this part of the history." Keep comments factual rather than relative or anecdotal to one's experience.
- Unexcused absences and late work will negatively affect your grade in this course.

Plagiarism & Academic Integrity:

As a Fordham student, you are expected to abide by the University's rules on academic integrity, which ask you to be honest, thoughtful, and responsible in your scholarship. Violations of academic obligations include unethical practices and acts of academic dishonesty such as cheating, plagiarism, or the facilitation of such acts. In the occasion you violate this policy, you will be reported to the Dean's office. For further information about the Undergraduate Policy on Academic Integrity, and the procedures related to violations please refer to:

<http://216.230.117.32/section8/section97/section99/index.html>

Course Texts: The following books will be available for purchase at the Fordham Rose Hill Book Store. All other assigned articles or book chapters will be available as electronic reserves or as shared files on Black-Board.

Texts to Buy:

1. CLASS TEXTBOOK:
Franklin W. Knight. 2012. The Caribbean: the Genesis of a Fragmented Nationalism. New York: Oxford University Press.
2. Dubois, Laurent. *Avengers of the New World: The Story of the Haitian Revolution.* (Cambridge, Mass: Belknap Press of Harvard University Press. 2004)
3. Margarite Fernandez Olmos and Lizabeth Paravisini-Gebert, *Creole Religions of the Caribbean*
4. Bernard Moitt, *Women and Slavery in the French Antilles, 1635-1848*
5. Harvey Neptune, *Caliban and the Yankees: Trinidad and the United States Occupation*
6. Farber, Samuel. 2006. *The origins of the Cuban Revolution reconsidered.* Chapel Hill: University of North Carolina Press.

FILMS:

- *Life and Debt*, dir. Stephanie Black (2001), 86 min.
- *Black in Latin America: Haiti and the Dominican Republic* by Prof. Henry Louis Gates
- *Burn (Queimada)*, dir. Gillo Pontecorvo (1969), 112 mins.

Readings: Students are required to complete all assigned readings before class meets for discussions/lectures.

Reading Reflections & Presentations:

- **Reflections:** Students are expected to post a 1-2 paragraph (about 250-300 words) reading response to the course discussion blog on BlackBoard. These responses must be posted on BlackBoard by 11pm the day before the class meets (that is, 11pm on Sundays and 11pm on Tuesdays). Your reflections should raise questions for discussions, pose thoughtful criticisms, analyze quotations, or identify themes. DO NOT summarize the readings.
- **Presentations:** Each Thursday, two participants will be selected to collaborate on developing a presentation on a selected assigned reading(s) for the week. Instructions and sample format will be provided.

Weekly Assignments & Unit Themes

Themes & Weekly Units:

1. *From pre-Columbus to Castro*
2. *Slavery and Slave Resistance*
 - a. *The Story of the Haitian Revolution*
 - b. Emancipation & Post-slavery Societies
3. *Creole Religions of the Caribbean*
4. *Women, Race, and Class*
5. Caribbean Transnationalism & Tourism
 - a. *The Caribbean and the United States*
 - b. New York City and The Caribbean Diaspora
 - c. Haiti's 10th Department

TUESDAY, 5/27: Memorial Day. University Closed. NO CLASS.

Week 1: From pre-Columbus to Castro

Tuesday 5/28

Class Introduction: The Columbian Exchange & Encounter, Concepts in Historical Analysis

- Rex Nettleford. 1992. "Surviving Columbus Caribbean Achievements in the Encounter of Worlds, 1492-1992." *Caribbean Quarterly*. 38 (2-3): 97-112.
- "Slavery, Race and Ideology in the United States of America" by Barbara Jeanne Fields
- Franklin W. Knight. *The Caribbean*, Introduction & Ch. 1
- Primary Source Text: Bartolome de Las Casas, excerpts from *A Short Account of the Destruction of the Indies* (1552; reprint: New York: Penguin Group, 1992).

Thursday, 5/30:

- Franklin W. Knight. 2012. *The Caribbean*, Chs. 2-4
- Michel-Rolph Trouillot, "The Odd and the Ordinary: Haiti, the Caribbean, and the World," *Cimarrón: New Perspectives on the Caribbean* 2, no. 3 (1990): 11, 3, 4.

Week 2: Slavery and Colonialism

Tuesday, 6/4:

- Franklin W. Knight. 2012. *The Caribbean*, Chs. 4-6
- "White Women and Slavery in the Caribbean" by Hilary M. Beckles *History Workshop*, No. 36, Colonial and Post-Colonial History (Autumn, 1993)

Thursday, 6/6:

- Bernard Moitt, *Women and Slavery in the French Antilles, 1635-1848* (Bloomington: Indiana University Press, 2001), Chapters 3-6 (34-124).
- Primary Source Text: *The History of Mary Prince, a West Indian Slave Related by Herself* (1831), [see <http://docsouth.unc.edu/neh/prince/prince.html> for full text]
- Primary Source Text: Samuel Martin, of Antigua, "Of the best method of making sugar," in *An essay on plantership. Inscribed to Sir George Thomas, Bart. as a monument to ancient friendship. The seventh edition* (St. John's, Antigua: Robert Mearns, 1785), pp 1-7.

Week 3: Slave Resistance & Nation Building

Tuesday, 6/11:

- Laurent Dubois, *Avengers of the New World*, Prologue, Chapters 1, 2, 4, (p. 1-59; 91-114)
- Primary Source Text: Saramaka Maroon Peace Treaty with the Dutch in Sranan [Suriname] (1762) [full text can be accessed at <http://www.creolica.net/Saramaka/saramakaPC.htm>]

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Thursday, 6/13:

- Laurent Dubois, *Avengers of the New World*, Chapters 7-8 (152-193)
- John Savage, "Black Magic and White Terror: Slave Poisoning and Colonial Society in Early 19th Century Martinique," in *The Journal of Social History*, vol 40, no. 3 (Spring 2007), p 635-662.
- Primary Source Text: Julien Raimond, "Observations on the Origin and Progression of the White Colonists' Prejudice against Men of Color," (1791)

Week 4: Caribbean Nation Building

Tuesday, 6/18:

- *Avengers of the New World*, Chapters 10-13, Epilogue (p. 209-309).

- Franklin W. Knight. 2012. *The Caribbean*, Chs. 7, 8, 9

Thursday, 6/20:

Week 5:, Transnationalism & Tourism

- “Ch. 5 Carnival: Community Dramatized” in *Caribbean New York Black Immigrants and the Politics of Race* by Philip Kasinitz

Survival and Resistance in Caribbean Slave Society

June 25:

June 27:

Week 6: The Haitian Revolution and the Wider World

Bibliography of Reading Assignments:

1. James, C.L.R., *The Black Jacobins: Toussaint L’Overture and the San Domingo Revolution* (1963)
2. Michel-Rolph Trouillot, "Culture on the Edges: Creolization in the Plantation Context," in *Plantation Society in the Americas*, 5:1 (Spring 1998), 8-28.
3. Cooper, Frederick, Thomas Holt, and Rebecca Scott, *Beyond Slavery: (2000)*
4. Foner, Nancy, ed. *Islands in the City: West Indian Migration to New York* (2001)
5. TEXTBOOK: *The Caribbean: The Genesis of a Fragmented Nationalism* by Franklin W. Knight
6. Dubois, Laurent. *Avengers of the New World: The Story of the Haitian Revolution*. (Cambridge, Mass: Belknap Press of Harvard University Press. 2004)
7. Margarite Fernandez Olmos and Lizabeth Paravisini-Gebert, *Creole Religions of the Caribbean*
8. Bernard Moitt, *Women and Slavery in the French Antilles, 1635-1848*
9. Harvey Neptune, *Caliban and the Yankees: Trinidad and the United States Occupation*
10. “Slavery, Race and Ideology in the United States of America” by Barbara Jeanne Fields
11. Caribbean & Haitian Exceptionalism:
 - a. “Haiti: Seismic Shock or Paradigm Shift,” by J. Michael Dash
12. Michel-Rolph Trouillot, “The Odd and the Ordinary: Haiti, the Caribbean, and the World,” *Cimarrón: New Perspectives on the Caribbean* 2, no. 3 (1990): 11, 3, 4.
13. David Scott, “Antinomies of Slavery, Enlightenment, and Universal History,” *Small Axe*, no. 33 (November 2010): 152–62
14. “Chapter 3” in *Democracy After Slavery: Black Publics and Peasant Radicalism in Haiti and Jamaica* by Mimi Sheller

*ASSESSMENT & LETTER GRADES

A 94-100% A- 90-93% B+ 87-89% B 83-86% B- 80-82%

C+ 77-79% C 73-76% C- 70-72% D 60-69% F 0- 59%

All assignments must be turned in electronically (by email or posted to the appropriate digital forum) by 10pm on the date they are due. No extensions, except in circumstances of family emergencies or personal illness. A half letter grade will be deducted for each day an assignment is late without an extension (e.g., A to A-, A- to B+, etc.).

Below are the following guidelines for each grade range. My evaluation of your work is based on the following four criteria: argument, use of evidence, structure, and writing (clarity of prose).

A: Excellent to Outstanding

Argument: Clearly stated and creative argument that demonstrates a sophisticated understanding of the material and addresses the question or task. Thesis is clearly stated in the first paragraph or two of the essay. Argument is signposted throughout the body of the paper and restated in the conclusion.

Evidence: Relevance evidence from primary and secondary sources is used to support each point made in the essay. All evidence is cited appropriately, using footnotes or endnotes in the proper format.

Structure and Composition: Argument develops clearly and naturally, and uses topic sentences and transitions between paragraphs cohesively.

Writing Style: Grammar and spelling are nearly perfect. Sentence structure, punctuation, and syntax are fluid and coherent.

B: Good to Very Good

Argument: Addresses the question or task at hand clearly, showing an understanding of the material. Thesis is stated in the first paragraph or two and is easy to identify.

Evidence: Relevant evidence from primary and secondary sources is used to support most points in the essay. Evidence is cited using footnotes or endnotes.

Structure: Argument develops clearly and is present throughout the essay. Most paragraphs have topic sentences, and some transitions between ideas are used.

Writing Style: Grammar and spelling are good. Sentences are clear and understandable. Mostly appropriate use of punctuation and some variation of sentence structure.

C: Poor to Needs Improvement

Argument: Argument is unclear, difficult to identify, or inconsistent. Touches on some aspects of the assignment but fails to address it clearly or completely.

Evidence: Lacks relevant evidence from primary and/or secondary sources to support points made in the essay. Sources are not cited.

Structure: Ideas are presented without reference to a central argument or in an unclear and illogical order. Lacks topic sentences or transitions between ideas.

Style: Grammar and spelling errors that interfere with the clarity of the essay. Run on or dangling sentences, misuse of punctuation, and other stylistic mistakes indicate a lack of energy devoted to proofreading.

NOTE:

If you receive a grade of C- or below, you will need to meet with me immediately or be at risk of failing the course.

Student Resources: Consult the following books, articles and websites for resources on history and methods of historical writing.

- Reading, Writing, and Researching for History: A Guide for College Students by Patrick Rael (Bowdoin College, 2004) <https://www.bowdoin.edu/writing-guides/>
- www.archive.org
- Berkin, Carol, and Betty S. Anderson. 2003. *The History Handbook*. Boston: Houghton Mifflin.
- If you don't already have it, purchase a copy of *Strunk & White: The Elements of Style* by William Strunk Jr. and E. B. White
- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (Chicago: University of Chicago Press, 2013)
- Martha Howell and Walter Prevenier. 2001. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca, N.Y: Cornell University Press.
- **Fordham University Writing Center:** The center is committed to providing you with personalized, one-on-one instructions that will help you develop better skills in improving your writing.