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:
- *Black in Latin America: Haiti and the Dominican Republic* by Prof. Henry Louis Gates
Term Paper: Comparative Book Review
Write a comparative book review of one 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:
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 BlackBoard.

Texts to Buy:
1. CLASS TEXTBOOK:  
3. Margarite Fernandez Olmos and Lizabeth Paravisini-Gebert, *Creole Religions of the Caribbean*
5. Harvey Neptune, *Caliban and the Yankees: Trinidad and the United States Occupation*

FILMS:
- *Black in Latin America: Haiti and the Dominican Republic* by Prof. Henry Louis Gates

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
- “Slavery, Race and Ideology in the United States of America” by Barbara Jeanne Fields
- Franklin W. Knight. The Caribbean, Introduction & Ch. 1

Thursday, 5/30:
- Franklin W. Knight. 2012. The Caribbean, Chs. 2-4

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:
- 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](http://docsouth.unc.edu/neh/prince/prince.html) for full text]

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]

Thursday, 6/13:
- Laurent Dubois, Avengers of the New World, Chapters 7-8 (152-193)

Week 4: Caribbean Nation Building
Tuesday, 6/18:
- Avengers of the New World, Chapters 10-13, Epilogue (p. 209-309).
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:**

5. TEXTBOOK: The Caribbean: The Genesis of a Fragmented Nationalism by Franklin W. Knight
7. Margarite Fernandez Olmos and Lizabeth Paravisini-Gebert, *Creole Religions of the Caribbean*
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
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.

- [www.archive.org](http://www.archive.org)
- 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
- **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.