

History of the Caribbean

HIST/IAAS/LAMS 3619 (Proposed Course Number)

Course Content

This course provides an overview of Caribbean history from pre-Colombian times to the present, from colonial, national, transnational perspective. The Caribbean region, in fact, has been a staging area for rivalries among European imperialist projects and played a key role, as Eric Williams argues, in the rise of European economic dominance by the nineteenth century. In the twentieth century, the Caribbean played a significant role in both World Wars, and was one of the main theatres of massive labor mobilization, women's movements, and black consciousness movements. The region's modern history, of large-scale plantation agriculture, export and import economies, migration, diasporas, as well exploitative, and forced and coerced labor populations, and its role in concretizing conceptualizations of "Africa" and "Europe" in countless modern imaginaries has led students of the Caribbean to suggest that it is the first site modernity. Culturally, the Caribbean has produced important political expressions through such musical production as, for example, the reggae of Bob Marley, while the work of artists, writers and thinkers such as Nicolás Guillén, Edwidge Danticat, CLR James, and VS Naipaul have helped to define political responses to ongoing economic marginalization. This course will, therefore, underline the importance of the Caribbean to local, regional, and global histories by providing an outline of the main political, economic, social and cultural trends of the Caribbean past as integral to but not necessarily reliant upon histories abroad. At the same time, the course throughout will hold as an implicit line of inquiry the Caribbean's cohesiveness and fragmentation based on economic, lingual/cultural, and political convergences and divergences. Topics considered will include such things as indigenous pre-Columbian societies; the sugar industry; slavery and abolition; migration; science and eugenics; gender, sexuality, race, and class—including their intersection; political culture and mobilizations; as well as popular religion, music, and tourism. Thematically, our foci will include concepts of freedom and social justice, anticolonialism/anti-imperialism, honor and respectability, modernity, and historicizing social constructs. The course will 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-speaking islands as well as the mainland coastal regions of Latin America that lay in the so-called Caribbean Basin.

Learning Contract

The syllabus represents a contract between the professor and student. Your enrollment in the course symbolizes your acceptance of the terms set forth. As your professor I reserve the right to amend the syllabus throughout the semester. Any amended syllabi will be uploaded to Husky CT. **YOU MUST CHECK Husky CT REGULARLY FOR THE CURRENT, MOST UPDATED VERSION OF THE SYLLABUS.**

Learning Outcomes

By the end of this course you should:

- 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.

- Be familiar with a range of historiographical and interdisciplinary approaches to the study of the Caribbean.
- Express yourself in oral and written communication with greater fluency and coherence.
- Have improved your ability to analyze and assess historical argument.
- Have improved your ability to work with and interpret primary sources.

Instructor Responsibilities

The instructor's responsibilities are to provide expert content, facilitate discussion, provide—as is pedagogically warranted—resources to aid students in becoming increasingly sophisticated learners, to intellectually counsel students, to maintain high standards of pedagogy, learning, and social interaction, and to facilitate a safe learning environment. Further, the instructor must consistently challenge students by providing individual and group, even collaborative tasks that enable students to learn new data, analytic perspectives, and theoretical complexity **from each other**. The instructor shall strive to encourage and achieve positive and affirming change in students' intellectual development.

Student Responsibilities

The very foundation of this course is built on student responsibility in the process of learning. Thus, students are central to the creation and maintenance of a safe learning environment, which means that they are evaluated according to whether they ask questions (no matter how "dumb" or "simple" they feel the question will be perceived) and participate without fear of making mistakes. As part of their course grade they should be prepared to participate in class—by reading and reflecting on the assigned materials, lectures, and comments of fellow students. They should be prepared to take notes during lecture and as they read assignments. They should review these notes before class in order to be prepared to speak in an informed way. **THIS IS A SIGNIFICANT PORTION OF THE GRADE. Class attendance alone is NOT sufficient engagement for a positive evaluation of your participation for the final course grade. Your contributions to class discussion must be *relevant*, consistent, frequent, and respectful throughout the semester.** Thus, a critical portion of this grade is tied to how students engage the materials and information presented in the course by participating in classroom discussion carefully, thoughtfully, and as often as possible, including engaging presented material and other students' discussion comments during class sessions.

Students are expected to turn in assignments on time and in a polished format in accordance with the minimum requirements. Any/all assignments must be turned in typed, in hard copy, and on time. **E-mail copies/attachments are not accepted unless requested by the instructor or unless given prior approval by the instructor.** An emailed version of a late paper will not be accepted—a hard copy must be put in the instructor's mailbox in the History Department in Wood Hall. All deadlines and requirements are firm. Late assignments are subject to substantial penalties. Thus, the first day an assignment is late 10% will be deducted from the assignment's final grade. For each day thereafter that an assignment is late a 5% grade penalty will result. No assignment will be accepted more than seven days after the initial due date. For example, a paper due on the 10th of the month will not be accepted after 5pm on the 17th of that month.

To complete reading and other assignments throughout the semester you must make good use of time. For example, for the weeks that you have little or no reading due, use that/those weeks to make progress towards the history corrective projects, the final paper, or other weeks' reading assignments.

Further, it is expected that students attend all class sessions, arrive on time, stay for the entire session, and steer clear of disruptions such as eating, leaving during class sessions, using cell phones, interrupting the instructor or fellow students, or holding private conversations. Students must inform the instructor before the start of class if they need to leave early, take an urgent phone call, or miss a class session. If a student must miss class they will not be excused unless they provide appropriate, verifiable documentation of their personal emergency, illness, etc. This constitutes appropriate participation. Be aware that participating *inappropriately* in the course will have a negative impact on your grade. Cases of significant or consistently inappropriate actions will be referred to the Office of Community Standards.

Further, UCONN students are held strictly to the university's anti-plagiarism rules. For more information on plagiarism and proper citation:

<http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup106849>. Also, the University's policy on academic misconduct is included on the course Husky CT site.

Extracurricular conflicts

Students anticipating extracurricular conflicts should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

Cellular phones, Laptops, Recording Devices, and Email

Cell Phones

Please, NO cell phones, text messaging, or newspapers in class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class--and disrespectful to the instructor--to have students get up during class to receive phone calls or to have to lecture while a student is reading/sending a text message. If you have a particular emergency, please inform me before class that you will be expecting a call. Should you need to use the restroom you must leave your phone visible on your desk, otherwise you will not be permitted to leave the classroom. Please remember to do so, so that your leaving the classroom does not cause an unnecessary interruption. (If you do not own a phone, you might want to let the instructor know at the beginning of the semester.)

Laptop Use

Laptops are not permitted in this class, unless they are an accommodation given by the Center for Students with Disabilities (CSD). Likewise, students who need to record the lectures due to a CSD accommodation must submit notification in writing to the instructor. This applies only to audio recording. Video recording is not permitted.

Email

If webct vista is used, students may be asked to send emails to the webct site only. If you e-mail me with any questions, I will respond as quickly as I can, sometimes within twenty-four hours. I will answer questions until 8:00 pm on the evenings before quizzes and exams.

Email is a tricky form of communication. Be aware that e-mail is PROFESSIONAL CORRESPONDANCE. Business standards apply. Please be sure to address emails to me by name. You can begin with "Dear Dr. Pappademos," or "Dear Professor Pappademos," "Hi Professor Pappademos," or, simply, "Professor Pappademos." When you write e-mails you are asking for someone's time and attention. You should be aware that most people consider impolite a written request for time and energy that doesn't actually address them by name. Always sign your name, since at times it is not clear who is writing to me – I receive dozens of e-mails on most days. Finally, for your own benefit you should get into the habit of making sure that your mail is written in full sentences and has correct punctuation and spelling. This is great practice for the real world, where your professional persona is in part defined by your e-mail professionalism.

Since e-mail is now the main communication vehicle through which teachers interact one-on-one with students, etiquette is very important. Receiving impolite, demanding, or terse messages ends up being very demoralizing in the long run, so please be careful how you phrase your messages. Adding a "Please" or "Thank You" at the end of an otherwise terse or demanding e-mail does not magically make it polite. Remember: in most cases if you ask nicely, people will go out of their way to help you. If you are upset about something pertaining to class, e-mail is probably not the best way to discuss it. Further, be aware that all emails are subject to scrutiny by the "Office of Community Standards" and any inappropriate emails will be routed to that office for review. Issues such as grades and criticism of fellow students are not discussed over email. You must make an office appointment with the Instructor or TA to discuss these matters. I will not discuss grades via email. Please make an appointment to see me in person. In order to preserve a positive relationship with students, I simply will not answer messages that I consider impolite.

As mentioned above, worms and viruses make email attachments risky business thus I will not accept any written assignments via email. HuskyCT has a place to upload all assignments—unless otherwise stated. The window to upload these assignments is fixed. You will be unsuccessful if you attempt to turn in an assignment late. The window of time for on-time assignment submission on Husky CT will have closed. You will then have to send me an email specifying that you have a late assignment. Hard copies are acceptable in my box as long as they are timed and dated by office staff.

Course Structure

Throughout the semester we will read secondary literature as well as literary works including writings by Louis Pérez, Ada Ferrer, Aimé Césaire, Hans Schmidt, Matt Childs, and Michelle Reid-Vázquez. The course will include lecture and discussion sessions as well as student presentations, and film. The course will place emphasis on students' careful analysis of and thoughts on materials presented. Translated: you need to participate in classroom discussion. Among other requirements for the course are group "history corrective," group projects, weekly journaling, quizzes (be sure to take asap, the HUSKY CT practice quiz to make sure

your computer is configured properly for the course quizzes, found on HUSKY CT), a mid-term exam, and a final exam.

Students will work in teams to produce a "history corrective" project for presentation to their peers. This will require meetings and coordination outside of regular class sessions. The "history corrective" project requires student teams to examine a topic of Cuban history. Each team will examine an aspect of cultural and/or political movements of Cuba from Local (national) and possibly Global (international) perspective. They will conduct secondary research on their topic and present their findings and arguments to the class, paying special attention to the historical roots and development of their topic and its most widely recognized manifestations. Presentations must have visual, audio, and data text formats and should last 30 minutes. Class members not presenting should formulate/ask several questions based on the presentations, during the short presentation Q & A.

You will receive more detailed instructions about both the final term paper and the group project. Final course grades will depend, in part, on students' class preparation and active participation in discussions that evolve from these student projects. For the history corrective you can use any sort of visual media supported by the smart classroom. You can use clips, for example, from the reserve videos or quotes or passages from the books on reserve if you have investigated these and they seem to have useful information/content for the history corrective presentation.

Grading Structure

-10 Quizzes: 10% (No makeup quizzes)

-Participation (consistent contribution to weekly discussion, creating positive learning environment, preparedness, journaling): 30%**

-Mid-term: 20%

-Final Exam: 20%

-Group project (ind work plan & peer evaluations [5%]; evidence of research, synthesis, group collaboration, organized presentation of materials and final write-up [15%]): 20%

*****Class discussion is mandatory.*** The course consists of both lectures and class discussion, to help students become active, participatory learners. As much as possible class meetings will be devoted to discussion. Students need to come to class well prepared to contribute answers, present questions, and enliven the discussion with intelligent remarks. *Students are reminded that in order to participate in discussion, they must attend class and contribute verbally to the dialogue. Students who attend class regularly and actively participate will earn better grades than those who attend class infrequently and/or seldom participate in class discussion.).*

I cannot emphasize enough the need to participate in class discussion. You must contribute in a manner relevant to the readings and topical discussion in order for your participation to have a positive impact on your final course evaluation and letter grade.

Required Readings: (You can purchase readings at the UCONN COOP. They are also available on reserve in the library and on electronic reserve on the course's HUSKYCT website.)

Books

Césaire, Aimé. 2000. *Discourse on Colonialism*, Joan Pinkham, trans, Introduction by Robin D. G. Kelley, New York: Monthly Review Press, 2000.

Knight, Franklin. 2012. *The Caribbean: Genesis of a Fragmented Nationalism*. New York: Oxford University Press, 2012. 3rd ed.

Articles

1. Childs, Matt D., "'A Black French General Arrived to Conquer the Island': Images of the Haitian Revolution in Cuba's 1812 Aponte Rebellion" in *The Impact of Haitian Revolution on the Atlantic World*, by David Patrick (University of South Carolina Press, 2002).
2. Dubois, Laurent, *Haiti: the Aftershocks of History* (2012), Chapter 1, "Independence" (pgs. 15-51).
3. Ferrer, Ada "Rustic Men, Civilized Nation: Race, Culture, and Contention on the Eve of Cuban Independence," *Hispanic American Historical Review*, 78:4 (1998): 663-86.
4. Ferrer, Ada, "Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic" *American Historical Review* 117 (2012): 40-66.
5. Flores, Juan. "Introduction" and "Part 1" in *The Diaspora Strikes Back: Caribeño Tales of Learning and Turning*. Routledge (2008), 1-51.
6. Palmer, Colin. "Defining and Studying the Modern African Diaspora" in *the Journal of Negro History*, Vol. 85, No. 1/2 (Winter-Spring, 2000): 27-32.
7. Randall, Stephen J. and Graeme S. Mount: "Hegemony in transition: the emergence of the United States, 1890-1917," and "The consolidation of American power, 1917-1945," in *The Caribbean Basin: An International History*, 31-84.
8. Reid-Vázquez. "Tensions of Race, Gender and Midwifery in Colonial Cuba."
9. Louis A. Perez, Jr, "Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898," *The Journal of American History*, Vol. 81, No. 2 (Sep., 1994): 493-517.
10. Schmidt, Hans. "Strikes and Riots" and "Withdrawal," in *The United States Occupation of Haiti, 1915-1934*. Chapel Hill: University of North Carolina Press, 1995. 189-230.
11. Sued-Badillo, Jalil. "Facing up to Caribbean History," *American Antiquity* 57 No. 4 (Oct 1992): 599-607.
12. Whitney, Robert. "The Architect of the Cuban State: Fulgencio Batista and Populism in Cuba, 1937-1940," *Journal of Latin American Studies*, Vol. 32, No. 2, May 2000, p 435-59.

Week 1: *Introduction to Caribbean History*

Tuesday, Course Introduction and, What is the "Caribbean"?
Pre-colonial Origins

Thursday, The Encounter and the Imperial Enterprise
Discussion

Due: Sued-Badillo, Jalil. "Facing up to Caribbean History," *American Antiquity* 57 No. 4 (Oct 1992): 599-607.

Due: Franklin Knight "Imperialism and Slavery," in *The Caribbean: Genesis of a Fragmented Nationalism*, Chapter 4, 62-84.

Quiz

Week 2: *Plantation Agriculture and Slave Societies*

Tuesday, Slave Trade and the African Diaspora
Lecture

Due: Palmer, Colin. "Defining and Studying the Modern African Diaspora" in *the Journal of Negro History*, Vol. 85, No. ½ (Winter-Spring, 2000): 27-32.

Thursday, Building Empire and Agricultural Export Commodities

Due: Franklin Knight, "Patterns of Colonization in the New World," chap. 3 in *The Caribbean: Genesis of a Fragmented Nationalism* 46-61.

Quiz

Week 3: *Social Structure of Slave Societies*

Tuesday, Plantations, Slave Communities, Runaways
Lecture

Due: Franklin Knight, "Social Structure of the Plantation Society" chapter 5 in *The Caribbean: Genesis of a Fragmented Nationalism*, p. 85-112.

Thursday, Babbidge Library, History Corrective Research

Week 4: *Ideas of Freedom and Patterns of Slave Resistance*

Tuesday, Practices of Resistance
Lecture

Thursday, The Question of Freedom
Lecture

Due: Ada Ferrer, "Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic" *American Historical Review* 117 (2012): 40-66.

Quiz

Week 5: *Haitian Revolution*

Tuesday, Saint Domingue in the Age of Revolution
Lecture

Due: Laurent Dubois, *Haiti: the Aftershocks of History* (2012), Chapter 1, "Independence" (pgs. 15-51).

Thursday, Impact and Aftermath of the Haitian Revolution

Lecture

Discussion

Due: Matt D. Childs, "'A Black French General Arrived to Conquer the Island': Images of the Haitian Revolution in Cuba's 1812 Aponte Rebellion"

Quiz

Week 6: *Waves of Revolt*

Tuesday, Resistance, Conspiracy, and Abolition

Lecture

Thursday, **MIDTERM (INCLUDES MATERIAL UP TO WEEK 6)**

Week 7: *Hemispheric Nations: US Involvement in the Caribbean*

Tuesday, Primary Document Analysis: (Monroe Doctrine, Ostend, Teller, Platt, Dominican-US Convention)

Discussion

Thursday, The "American Century"

Lecture

Due: "Hegemony in transition: the emergence of the United States, 1890-1917," and "The consolidation of American power, 1917-1945," by Stephen Randall and Graeme S. Mount in *The Caribbean Basin: An International History*, 31-84.

Quiz

Week 8: *Nation Building: Haiti and the Dominican Republic*

Tuesday, Trujillo and US Occupation of the Dominican Republic

Lecture

Thursday, US Occupation of Haiti

Discussion

Due: Hans Schmidt, "Strikes and Riots" and "Withdrawal," in *The United States Occupation of Haiti, 1915-1934*, 189-230.

Quiz

Week 9: *Nation Building: Cuba*

Tuesday, The Wars of Independence

Lecture

Thursday, Anti-Colonialism and Modern Leadership
Discussion

Due: Ferrer, Ada "Rustic Men, Civilized Nation: Race, Culture, and Contention on the Eve of Cuban Independence," *Hispanic American Historical Review*, 78:4 (1998): 663-686

Due: Louis A. Perez, Jr, "Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898," *The Journal of American History*, Vol. 81, No. 2 (Sep., 1994): 493-517.

Quiz

Week 10: *Gendered Strategies of Social and Political Advancement*

Tuesday, Ship of Change: Black Masculinity and Political Cultures
Lecture

Thursday, Black Women's Agency
Discussion

Due: "Jamaica Female Lodging House keepers," *The Jamaican Historical Review*, v. XVIII, 1993, 11, 26;

Discussion

History Corrective Group 1

Quiz

Week 11: *Caribbean Radicalisms: Race and Black Internationalism*

Tuesday, Pan-Africanisms
Lecture
History Corrective Group 2

Thursday, Negritude
Discussion

Due: *Discourse on Colonialism* by Aimé Césaire (entire book).

History Corrective Group 2

Week 12: *Nation Building: The Twentieth Century and Independence in the Anglophone Caribbean*

Tuesday, Labor Movement in Anglophone Caribbean
Lecture
History Corrective Group 3

Thursday, Political Economy and Independence
Discussion

Due: Franklin Knight, "Commonwealth Caribbean," in *Caribbean: Genesis of a Fragmented Nationalism*, chapter 10, p. 204-227.

History Corrective Group 3

Quiz

Week 13: *Democracy, Dictatorship, and Populism*

Tuesday, Democratic Experiments and Authoritarianism in the Caribbean

Lecture

History Corrective Group 4

Thursday, From Revolution to "Slippery Populism" in Cuba

Discussion

Due: Whitney, Robert. "The Architect of the Cuban State: Fulgencio Batista and Populism in Cuba, 1937–1940," 435-59.

History Corrective Group 5

Quiz

Week 14: *Caribbean Revolution in the Caribbean*

Tuesday, The "Pseudo Republic" and Precursor to the Cuban Revolution

Lecture

Thursday, Cuban Revolution

Lecture

Week 15: *Immigration and the Politics of Culture*

Tuesday, Rastafarianism and Black Internationalism

Thursday, Cultural Diasporas of the Spanish Caribbean

Due: "Introduction" and "Part 1" in *The Diaspora Strikes Back: Caribeño Tales of Learning and Turning*, by Juan Flores, 1-51.

Final Exam Date/Time TBA