

HIST5313: The Modern Caribbean: Columbus to Castro, Spring 2013

Th 7pm-9:50pm; Architecture Building, Room 404



How to contact Professor Garrigus:

1. Email: garrigus@uta.edu, but please use the BlackBoard email when possible.
2. Office: University Hall 201b; [Note that this is on the 2nd floor]
3. Office Hours: Tuesday and Wednesday, 2:30 to 4:30pm; Thursday, 3 to 4pm; please make an appointment with me if these times are not convenient.
4. Office Phone: 817-272-2869
5. BlackBoard: <http://elearn.uta.edu>; you will find all class handouts here and this is the place where you submit all papers electronically
6. Website: <http://wweb.uta.edu/faculty/garrigus>

Description:

This course will present a picture of the Caribbean quite different from that held by many North Americans. For 500 years, this region has been the site of encounters and clashes among Native Americans, Europeans, Africans, and Asians. For three centuries Europe's leading states fought each other to control these islands, which were the most valuable real estate in the Atlantic world. At the same time Dutch, English, French and Spanish colonists imported millions of enslaved men, women, and children from Africa to work on the sugar and coffee plantations that made the region so profitable for its masters. Supported by racism and colonialism, plantation slavery left its mark on the Caribbean long after emancipation and independence.

But poverty and powerlessness could not prevent Caribbean people from developing their own resilient and resourceful cultures, forged in resistance to slavery and rooted in a shared African heritage. In music, religion, and literature the Caribbean has given the world new voices and modes of expression that many North Americans value, though often without understanding their origins.

The goal of this class is to trace the emergence of modern multi-ethnic Caribbean nations from the slave colonies of the not-so-distant past. We will show that that though they provide tourists with a picturesque "escape" destination, the islands of

the Caribbean have played a central role in the history of the Atlantic world for the last 500 years.

Learning Outcomes:

1. **Students will be able to identify major Caribbean countries on a map.** This will be assessed on a map quiz.
2. **Students will be able to construct reasonable interpretations of articles, books, and films about Caribbean history.** This will be assessed in class discussions, three précis, and book reviews and final essay.
3. **Students will be able to evaluate the impact on Caribbean peoples of factors including geography, global trade, slavery, racism, and imperialism.** This will be assessed in class discussion and final essay.

Required Books:

1. Trevor Burnard, *Mastery, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World*. University of North Carolina Press, 2003.
2. Matt Childs, *The 1812 Aponte Rebellion in Cuba and the Struggle Against Atlantic Slavery*. Chapel Hill: The University of North Carolina Press, 2006.
3. Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*. Belknap Press, 2004.
4. Ada Ferrer. *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898*. Chapel Hill: The University of North Carolina Press, 1999.
5. Kate Ramsey, *The Spirits and the Law: Vodou and Power in Haiti* University of Chicago Press, 2011.
6. Richard Price. *The Convict and the Colonel: A Story of Colonialism and Resistance in the Caribbean*. Duke University Press, 2006.
7. Marifeli Stable, *The Cuban Revolution: Origins, Course and Legacy*. 3rd ed. New York: Oxford University Press, 2012.

Required Chapters and Articles:

1. Genaro Rodríguez Morel, "The Sugar Economy of Española in the Sixteenth Century," pp. 85-114 in *Tropical Babylons: Sugar and the Making of the Atlantic World, 1450-1680*, edited by Stuart B. Schwartz. Chapel Hill: The University of North Carolina Press, 2004.
2. B. W. Higman, "The Sugar Revolution." *The Economic History Review* 53, no. 2. New Series (May 2000): 213–236.
3. David Scott, "Modernity That Predated the Modern: Sidney Mintz's Caribbean," *History Workshop Journal* no. 58 (October 1, 2004): 191–210.
4. Carolyn Fick, *The Making of Haiti: The Saint Domingue Revolution from Below*. Knoxville: University of Tennessee Press, 1990. Pp. 46-75.
5. John Garrigus, "Makandal the Slave Poisoner: The Cultural Construction of Resistance in Saint-Domingue"
6. Article on British emancipation, to be announced
7. Stephan Palmié, "'Creolization and Its Discontents,'" *Annual Review of Anthropology* 35 (2006): 433–56.

Description of Major Assignments with Dates

Map quiz

- Date: 01-24 Thu
- I'll pick ten countries on a map of the Caribbean and ask you to identify each of them, together with the main European language spoken there.

Three précis

- These are one-page documents in which you summarize the main points of an article. The characteristics I'm looking for, as well as a description of what I want you to avoid, are nicely described here:
http://www.architecture.uwaterloo.ca/faculty_projects/terri/precis2.html
- Dates: 1-24, 1-31, 2-07

Class presentation on an outside book

- You'll pick one book from a list I provide and read that book outside of class. Then you'll make a ten-minute presentation on that book before the class, following a format I provide.
- Date: sign-up sheet (one per week, approximately)

Show'N'Tell

- Everyone will find some piece of reporting, primary source document, or image of the Caribbean that connects with the themes we are studying. You'll present it to the class and lead a 10-minute discussion.
- Date: sign-up sheet (one per week, approximately)

Book review essay

- This is a five-page book review of one of the seven books we are reading this semester. You will write it following a format I provide.
- Dates: sign-up sheet

Class participation

- I base this on two elements: your regular attendance and your oral/written participation in class, especially on our pre-announced discussion days.

Final essay

- This will be a 10-page essay on the themes covered this semester in our reading.
- Date: 05-09 Thu

Grading Policy:

At the end of the semester, students who have accumulated 900 or more points will receive a "A"; 800 to 899 is a "B"; 700 to 799 is a "C"; and 600 to 699 is "D". Less

than 600 points is a failing grade.

Assignment	Points
Map quiz	100
Three précis	150
Show'N'Tell	50
Class presentation	150
Book review essay	150
Final essay	300
Class participation	100
TOTAL	1000

Attendance Policy:

I take attendance every day. Students are allowed only four absences. Starting with the fifth absence a student will lose 30 points from the final grade for each subsequent absence.

Academic Integrity:

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2).

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Suspected violations of the university's academic integrity standards (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Garrigus Statement on Academic Integrity:

I realize that you may not clearly understand what plagiarism is depending on your previous academic experiences. Please ask me for clarification if you have any questions after reading the following paragraph.

Plagiarism occurs when you present someone else's words or ideas as your own. Avoid plagiarism in all class assignments, including on-line discussion boards as well as more traditional papers and projects. When you copy paragraphs, sentences, and phrases from someone else, from the Internet, from encyclopedias, or from other works you are committing plagiarism. What you may not realize is that paraphrasing (copying a sentence and changing a few key words) is also plagiarism. Avoid plagiarism by always explaining ideas in your own language. If you must reproduce someone else's words, use quotation marks and give that writer credit in a footnote or endnote.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will **not** be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <http://www.uta.edu/disability> or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy:

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account and it remains active even after they graduate from UT Arlington.

Grade Grievance Policy:

Students should meet in person with the instructor to discuss any concerns about their grade.

Schedule

Week 1: Beginnings

- 01-17 Thu; Geography; Native Peoples of the Caribbean

Week 2: Caribbean Plantation Slavery, part 1

- 01-24 Thu; Map quiz; Rodríguez Morel, "Sugar in Española," Higman, "Sugar Revolution"; précis on Higman due after class

Week 3: Caribbean Plantation Slavery, part 2

- 01-31 Thu; Burnard pt. 1; Scott, "Modernity"; précis on Scott, due after class

Week 4: Caribbean Plantation Slavery, part 3

- 02-07 Thu; Burnard, pt. 2; Fick, Chapter 2; Garrigus, Makandal; précis on Garrigus, due after class

Week 5: The Haitian Revolution, part 1

- 02-14 Thu: Dubois pt. 1

Week 6: The Haitian Revolution, part 2

- 02-21 Thu: Dubois pt 2

Week 7: End of Slavery in British Territories

- 02-29 Thu: Childs, pt 1; TBA: Article on British Emancipation

Week 8: No class scheduled on 03-07 Thu

Spring Break

Week 9: The Spanish Caribbean and the USA

- 03-21 Thu: Childs, pt. 2; Ferrer; entire.

Week 10: Life After Slavery

- 03-28 Thu: Ramsey, pt 1

Week 11: The 1920s-1940s

- 04-04 Thu: Price (entire); Palmié, "Creolization"

Week 12: The "Independent" Caribbean

- 04-11 Thu: Ramsey pt 2

Week 13: Nation and Culture in the Caribbean

- 04-18 Thu Pérez-Stable, pt 1

Week 14: Cold War and Neocolonialism

- 04-25 Thu: Pérez-Stable, pt 2

Week 15: No class scheduled on 05-02 Thu

Final Project

- 05-09 Thu: Final project due on Blackboard by 5pm.

All procedures and policies in this course are subject to change in the event of unforeseen circumstances.