

History Department, Trent University
HIST 4963Y – The History of the Caribbean:
Creating Diversity from Adversity, 1838 to 1960.

2011-2012 FW. Oshawa Campus.

Instructor: Dr. Laurie Jacklin

Office #173. Thornton Road.

Class: Thursday, 12.10 to 2 pm.

Classroom #109.

Office hours: My door is always open, but I encourage you to make an appointment to maximise your time on campus and avoid “queuing” delays.

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Course Description:

This course examines the history of the colonial Caribbean, from slave emancipation in British territories (1838) through decolonisation and the emergence of independent nations in the 1960s. We explore how the legacies of slavery and the peoples’ perpetual resistance to their European and American colonisers shaped the evolution of unique creole societies and the Afro-Caribbean diaspora. Our investigations thematically explore the interconnected and transnational movements of ideas and people, including the trans-Atlantic debates on slavery, the creolisation of Caribbean cultures, population health, ideological imperialism and the civilising mission, circum-Caribbean and international migration, and the construction of ‘race’.

The course format is a two-hour weekly discussion seminar. The course assignments and seminar readings will develop your critical thinking and analytical skills by encouraging you to identify key problems, methodologies, and arguments of specialist scholars. Each assignment requires you to develop a sustainable, defensible, and evidence-based argument as you research, analyse, interpret, and present your critical evaluations of sources (primary and secondary). Students are expected to enhance their communication skills by considering a range of audiences, including your colleagues, academics (who may not be specialists in this field), and public audiences with various levels of knowledge on your topic. You will communicate your historical analyses and interpretations in oral and written formats to diverse audiences. In addition, you will actively participate in intensive peer-review processes to provide and receive constructive scholarly criticism as we discuss the Major Research Papers (MRPs) in our academic forums. Students who successfully complete this course will have developed an advanced understanding of selected topics in post-emancipation Caribbean history, while enhancing their critical skills for historical research, evaluating and interpreting scholarly sources, peer critiquing and diplomacy, and presenting research papers.

Course Evaluation and Due Dates. Assignment details are posted on the website.

- 15% Assignment #1: *Busha’s Mistress*. Scholarly analysis of the secondary essay (Lovejoy, Trotman, Shepherd) and Perkin’s primary sources. Due before our November 3rd class. Essay length: four pages.
- 15% Assignment #2: *Scholarly analysis and book review*. For students selecting the “MRP Classic” option, the book should be written by a Caribbean-born author (pre-1985) and discuss transnational families, exile, return, creole life, or decolonization. Students selecting the “MRP Black History” option will analyse a seminal scholarly monograph on your topic. Due before our Nov. 24th class. Review length: four pages.
- 40% Major research paper (MRP). Research, write, and submit an original scholarly essay based on primary and secondary evidence, due on Thursday, Feb. 16th @ noon. Your paper will be peer reviewed and discussed in seminar by your colleagues and instructor

on an assigned date between March 1st and 22nd. This is an evidence-driven original research paper presented within contemporary historiographical contexts. You may revise your MRP (based on the peer reviews) before submitting your paper for grading, which is due two weeks after your paper is discussed in class. Notify the instructor (by Nov. 3rd) about the option you have selected and your topic.

- MRP Classic option: This assignment is a twenty-page scholarly research essay.
- MRP Black History option: You may coordinate your MRP with the Black History Event in Oshawa, scheduled for Friday, February 3rd. This option is a twelve-page essay (with the same source and documentation requirements as the MRP Classic), worth 20% of your mark. You will also present a fifteen-minute ‘public history’ variant during seminar on Jan. 19th (for constructive critique) and at the Black History Event, based on a five-page public history scripted version of your research; this 20% of your grade is based on your public presentation, relevant multi-media speaker support materials, and script, and graded on clarity, innovation, academic merit, and ability to engage listeners. Note: you cannot select this option if you do so in any other course.

15% Four constructive oral/written critiques (three-pages each) of MRPs authored by your peers. Submitted in-class each week in March. These constructive evaluations are intended to assist authors in improving and polishing their final submissions. Suggest the strengths of the research, arguments, and presentation. Identify areas that could be stronger or clearer to readers and suggest edits that may clarify any discontinuities. This process is designed to strengthen MRPs essay while developing your scholarly critiquing skills as you provide useful and academically meritorious suggestions to your peers.

15% Seminar participation. 10% for Term 1 and 5% for Term II. Passport (pre-work) for each seminar: submit four proposed discussion questions on the assigned weekly readings in order to qualify for participation marks. Questions are submitted electronically to the instructor by noon on Wednesday (the day before the seminar) and late submissions will not qualify for participation marks.

Essays and written submissions are double spaced in 12-point font, with 1” (2.5 cm) margins, exclusive of title page, bibliography, and footnotes. Please conform to the specifications for essays as outlined in *Notes on the Preparation of Essays* (available on the library website).

Policies and Important Information:

Academic Integrity: Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a zero grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly advised to visit Trent’s Academic Integrity website to learn more: www.trentu.ca/academicintegrity

Access to Instruction: It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office in Room 111 in Oshawa (telephone 905.435.5100) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

Course participation: Read and reflect on the assigned materials (articles, chapters, and monographs) to prepare for the weekly discussion. The participation grading rubric is posted on the website. In brief, your grade is based on quality and thoughtful contributions as you interact with your peers in a scholarly forum. Your participation grade evaluates your contributions consistent with Trent standards for academic integrity, exercising personal initiative, responsibility, professionalism, accountability, and working effectively with your colleagues.

MRP submissions: You will submit your major paper twice. Your initial submission will be circulated to the class and discussed in a seminar. In addition to oral feedback (from the entire class), several students will provide constructive written critiques to you. Contemplate their suggestions as you finalize and polish the final version of your essay.

Course websites: We use the course website (*MyLearningSystem*) and Oshawa library reserve websites extensively, so check them frequently for resources and announcements. In addition, this course requires students to explore archive, government, and academic websites on the Internet. The research skills workshops provide instructions to get you started on your electronic research for primary and secondary sources. You will not be graded on your workshop participation, but your participation mark will be reduced by 10% for each workshop missed (unless you can convince the librarians – at their discretion – to offer you the full two-hour make-up session within one week).

Assignments are submitted electronically. The subject of your e-mail must include the course (HIST 4963Y), your name, and paper title. Attach your paper in PDF, doc, or docx format and include your name/title in the document. Submit from your Trent e-mail account: attachments from non-Trent e-mail systems will not be opened. Graded papers are returned by e-mail.

Late submission penalties: All assignments are submitted electronically. Late penalties are 3% per day (including weekend days). Assignments are not accepted when they are one week late and automatically receive a grade of zero.

Required Texts:

- Paul Lovejoy, Verene Shepherd, David Trotman (Eds.), Cyrus Francis Perkins, *Busha's Mistress or Catherine the Fugitive. A Stirring Romance of the Days of Slavery in Jamaica* (Kingston: Ian Randle Publishers, 2003). ISBN 9-7663704-43.
- Bonham C. Richardson, *Panama Money in Barbados, 1900-1920* (Knoxville: University of Tennessee Press, 1885). ISBN 9-7815723330-62.

Week-by-week Schedule

All readings are mandatory unless otherwise specified.

September 8th – Course Introduction and Syllabus Review

September 15th – Legacies of Slavery; Diaries as Sources

- Trevor Burnard, *Mastery, Tyranny, and Desire. Thomas Thistlewood and His Slaves in the Anglo-Jamaican World* (Chapel Hill: UNC Press, 2004). Chapter 5: *Weapons of the Strong and Responses of the Weak: Thistlewood's War with His Slaves*. Chapter 7: *Adaptation, Accommodation, and Resistance. Thistlewood's Slave Women*.
 - (Optional reading) Chapter 1: *The Gray Zone: An Introduction to Thomas Thistlewood and His Diaries*. Concentrate on identifying both the problems and value associated with these types of primary sources.

September 22nd – Apprenticeship and Abolition

- Diana Paton, *No Bond but the Law. Punishment, Race, and Gender in Jamaican State Formation, 1780-1870* (Durham: Duke UP, 2004). Ch. 3: *The Treadmill and the Whip*.
 - (Optional reading: get the gist of Paton’s ‘big’ arguments.) Chapter 1: *Introduction*.
- Catherine Hall, *Civilising Subjects. Metropole and Colony in the English Imagination, 1830-1867* (Univ. of Chicago Press, 2002). Chapter 1, “The Missionary Dream, 1820-1842.”

September 29th – Caribbean Research Methods and Sources #1 – Workshop

- Lovejoy, Trotman, and Shepherd (Eds.), *Busha’s Mistress or Catherine the Fugitive*. Read the lengthy introduction/context by the editors. Required for assignment #1.
- Researching Caribbean history sources. Mandatory attendance at this workshop (held in the computer lab). Bring your notebook if you wish.

October 6th – Post-Emancipation Rebellions and Resistance

- Gad Heuman, *‘The Killing Time.’ The Morant Bay Rebellion in Jamaica* (Knoxville: Univ. of Tennessee Press, 2000 reprint). Read: *Preface*, Chapter 1: The Massacre at Morant Bay, Chapter 3: The tradition of protest in Jamaica, Chapter 6: Ideology, religion, and rebellion, Chapter 7: Panic and paranoia in Jamaica, Chapter 8: The military suppression: The troops in the field, Ch. 9: The military suppression: The Maroons, the floggings, and Morant Bay.
- Web tour: Navigate to Princeton University’s photo album of Morant Bay:
http://blogs.princeton.edu/graphicarts/2009/10/album_covering_the_jamaica_reb.html

October 13th – Analysing Primary Sources.

- Lovejoy, Trotman, and Shepherd (Eds.), *Busha’s Mistress or Catherine the Fugitive*. Read the remainder of the book. Required reading for assignment #1.

October 20th – Imperialism’s Civilising Mission: Civilising the ‘Savages’

- Brian Moore and Michele Johnson, *Neither Led Nor Driven: Contesting British Cultural Imperialism in Jamaica, 1865-1920* (Jamaica: Univ. of West Indies Press, 2004). Chapter 10: Britannica versus “Africana.” Contestation and Negotiation. Chapter 4: Sex, Marriage and Family: Attitudes and Policies, Chapter 9: The Cult of Monarchy and Empire. Moulding British Colonial Subjects.

October 27th – Reading Week. No Classes.

November 3rd – Research Methods and Sources #2 – Workshop

- Mandatory attendance. Meet in the computer laboratory.
- **Assignment #1 (Busha’s Mistress) is due before class. Electronic submission.**
- **Last day to notify Professor Jacklin (in writing) of your MRP topic and format (MRP Classic or MRP Black History).**

November 10th – Circum-Caribbean and Transnational Migration I

- Bonham C. Richardson, *Panama Money in Barbados, 1900-1920*, Chapter 1: Introduction, Chapter 2: Barbados at the Turn of the Century, Chapter 3: The Black Barbadians in 1900 – ‘Ned Is in the Land’.

November 17th – Circum-Caribbean and Transnational Migration II

- Bonham C. Richardson, *Panama Money in Barbados, 1900-1920*, Chapter 4: ‘Hit de Manager in de Head, and Come Along wid We!’, Chapter 5: Panama Men and Panama Money, Chapter 6: The Social and Economic Changes – ‘Money is a Blessed Thing.’

November 24th – Independent Research Week – MRP projects.

- **Assignment #2 (Book review) due by noon today. Electronic submission.**

December 1st – Black Consciousness, Nationalism, and Transnationalism

- Nicole Bourbonnais, “‘Dangerously Large’: The 1938 Labor Rebellion and the Debate over Birth Control in Jamaica,” *NWIG* 83, 1&2 (2009): 39-69.
- Rupert Lewis, “Jamaican Black Power and Walter Rodney in 1968,” *Jamaica Journal*, 32, 1/2 (2009): pp. 42-49.
- Bonham C. Richardson, *Panama Money in Barbados, 1900-1920*, Chapter 7: The 1937 Riots and Beyond.
- James A. Winders, “Reggae, Rastafarians and Revolution: Rock Music in the Third World,” *Journal of Popular Culture*, 17, 1 (Summer 1983): pp. 61-73.
- Marcus Mosiah Garvey, *Oxford Dictionary of National Biography*.

January 12th – Challenging Traditional Imperial Histories

- David Lambert, “‘Part of the blood and dream’: surrogation, memory and the National Hero in the postcolonial Caribbean”, *Patterns of Prejudice*, 41, 3-4 (2007): pp. 345-371.
- Bridge Brereton, “Contesting the Past: Narratives of Trinidad and Tobago History,” *NWIG*, 81, 3&4 (2007): pp. 169-96.
- Eric Williams, “Massa Day Done (Public Lecture at Woodford Square, 22 March 1961),” *Callaloo*, 20, 4 (1997), pp. 725-30.

January 19th – MRP/Black History option students will present their preliminary public presentations in seminar. All students are expected to attend and participate in a scholarly discussion about each presentation.

January 26th – The Other Caribbean Diaspora: Indentured British Indians

- Madhavi Kale, “*Race and empire: The case of Indian indentured migration.*” Accessed through Empire Online on the library e-resources.
- Radica Mahase, “‘Plenty A Dem Run Away’ – Resistance by Indian Indentured Labourers in Trinidad, 1870-1920,” *Labour History*, 49, 4 (Nov. 2008), pp. 465-80.
- Prabhu P. Mohapatra, “‘Restoring the Family’: Wife Murders and the Making of a Sexual Contract for Indian Immigrant Labour in the British Caribbean Colonies, 1860-1920,” *Studies in History*, 11, 2 (1995), pp. 227-60.
- Lomarsh Roopnarine, “Indian migration during indentured servitude in British Guiana and Trinidad, 1850-1920,” *Labor History*, 52, 2 (2011): 173-91.

February 2nd – Independent Research Week – MRP. Scheduled one-on-one meetings with the instructor to review the status of your research and papers. Half the class will have appointments this week.

February 9th – Independent Research Week – MRP. Scheduled one-on-one meetings with the instructor to review the status of your research and papers. Half the class will have appointments this week.

February 16th – The Cuban Diasporas

- **Your MRP is due on Thursday, February 16th @ noon. Electronic submission.**
- Lisa Yun and Ricardo René Laremont, “Chinese Coolies and African Slaves in Cuba, 1847-74,” *Journal of Asian American Studies*, 4, 2 (June 2001), pp. 99-122.
- Rebecca Scott, “Reclaiming Gregoria’s Mule: The Meaning of Freedom in the Arimao and Caunao Valleys, Cienfuegos, Cuba, 1880-1899,” *Past and Present*, 170 (2001), pp. 181-216.

- Mariola Espinosa, “The Threat from Havana: Southern Public Health Yellow Fever, and the U.S. Intervention in the Cuban Struggle for Independence, 1878-1898,” *The Journal of Southern History*, LXXII, 3 (August 2006), pp. 541-68.

February 23rd – Reading Week. No Classes.

March 1st – Student MRPs and Peer Critiques – Group #1.

- Your assigned critiques (listed on the website) must be submitted electronically to the MRP author and professor before noon on February 29th. Late critiques do not qualify for grading.

March 8th – Student MRPs and Peer Critiques – Group #2.

- Your assigned critiques (listed on the website) must be submitted to the MRP author and professor by noon on March 7th. Late critiques do not qualify for grading.

March 15th – Student MRPs and Peer Critiques – Group #3.

- Your assigned critiques (listed on the website) must be submitted to the MRP author and professor by noon on March 14th. Late critiques do not qualify for grading.
- Group #1 Authors: your final paper is due today before class.

March 22nd – Student MRPs and Peer Critiques – Group #4.

- Your assigned critiques (listed on the website) must be submitted to the MRP author and professor by noon on March 21st. Late critiques do not qualify for grading.
- Group #2 Authors: your final paper is due today before class.

March 29th – Poverty and Health in the Post-Emancipation Diaspora

- Group #3 Authors: your final paper is due today before class.
- Juanita De Barros, “‘Improving the Standards of Motherhood.’ Infant Welfare in Post-Slavery British Guiana,” pp. 165-94 in De Barros, Palmer, and Wright, eds., *Health and Medicine in the circum-Caribbean, 1800-1968* (New York: Routledge, 2009).
- James C. Riley, *Poverty and Life Expectancy. The Jamaica Paradox* (CUP). Read the *Introduction* and Chapter 3: *The Situation Around 1920*.

April 5th – Reflective Learning and Course Conclusion.

- Group #4 Authors: your final MRP is due today before class.