THE CARIBBEAN

HISTORY & POLITICAL ECONOMY

ANTH 298B, 2015

Course Coordinator:
Dr. Maximilian C. Forte
Dept. of Sociology & Anthropology
Concordia University
Office: H-1125-11
Office Hours:
Wednesdays only: 11:50am–2:50pm
Contact: maximilian.forte@concordia.ca

Winter Semester, 2014-2015
03 credits
January 7 - April 8, 2015
Meeting days and times:
Wednesdays: 8:45am–11:30am
Campus: SGW, MB-2.330

"The Caribbean islands began their association with modern society as the pawn of European power politics, the cockpit of Europe, the arena of Europe's wars hot and cold….For over four and a half centuries the West Indies have been the pawn of Europe and America. Across the West Indian stage the great characters, political and intellectual, of the Western world strut and fret their hour—Louis XIV and Bonaparte, Chatham and Pitt, Castlereagh and Canning, John Stuart Mill and Carlyle, Clarkson and the Abbé Reynal, Victor Schoelcher and José Martí, Jefferson and Adams, Joseph Chamberlain and Theodore Roosevelt, the *ancient régime* and the Revolution of 1789, Gladstone and Disraeli, Cobden and Bright, Russell and Palmerston, the mercantilists and the Manchester School. The beet sugar industry of Prussia, slave labour from Africa, contract labour from India and China, Christianity, Hinduism and Islam—all have left their mark on our West Indian society. Of the West Indies more than of most geographical areas it is possible to say that we are one world."~Eric E. Williams, *From Columbus to Castro: The History of the Caribbean, 1492-1969* (1970, pp. 69, 11)

"Its historical trajectory permanently impressed by the twin experiences of colonialism and slavery, the Caribbean has produced an unusual collection of societies with a population mélange that is different from any other region in the world. There, Europeans, native Americans, Africans, and Asians came together to create a new society, a new economy, and a new culture. It is an eclectic blend of all its components. This new Caribbean society constantly changes in response to the challenges of nature and the intervention of man. In the beginning it was a revolutionary society, and to a certain extent it remains revolutionary. It is, in many respects, a society of striking contrasts."~Franklin W Knight and Colin A. Palmer, "The Caribbean: A Regional Overview," in *The Modern Caribbean* (1989, pp. 1-2)

"The 'discovery of America' has been inscribed as a beginning….Discursively the Caribbean is a special place, partly because of its primacy in the encounter between Europe and America, civilization and savagery, and partly because of its location, both physical and etymological, as the place of 'cannibalism'."~Peter Hulme, *Colonial Encounters: Europe and the Native Caribbean 1492-1797* (1992, pp. 1, 3)

"Slavery was not born of racism: rather, racism was the consequence of slavery. Unfree labor in the New World was brown, white, black, and yellow; Catholic, Protestant and pagan."~Eric E. Williams, *Capitalism & Slavery* (1944, p. 7)

"Caribbean territories have a universal significance far beyond their size and social weight."~C.L.R. James, *Spheres of Existence: Selected Writings* (1980, p. 173)

"When history is written as it ought to be written, it is the moderation and long patience of the masses at which men will wonder, not their ferocity."~C.L.R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (1989, p. 138)

Synopsis:
As an introduction to the social and cultural history of the Caribbean, primarily since 1492, this course focuses on diverse topics in the political economy of the region, from Indigenous resistance and survival, to the development and legacy of racism and plantation society, as well decolonization, nationalism and imperialism. The tension between new forms of domination and resistance/rebellion form the broad contours of this course and its focus on the meanings of freedom in the Caribbean context.

1. The Caribbean

If one unquestioningly imbibed the messages of North American popular culture and mass media over the past several decades, one might be convinced that this course would or should be about cannibalism, zombies, pirates, limbo dancing, backward banana republics, beaches, and maybe Bob Marley (or today, Rihanna and Nicki Minaj). This course then is as much about "unlearning" as it is about gaining knowledge of an extraordinarily complex world region, one that embodies and even established much of what came to be known as the "modern" world. Yet, as a brief course, both the lectures and the readings can only begin to scratch the surface, and for students this course should thus serve as an invitation to learn much more independently and to learn that the most important thing in our work is not the answers we give, but rather the questions we ask.

Our course is, inevitably and necessarily, structured by history, but without a neat, linear chronological procession of "events" and "facts." The aim is to introduce students to the histories, geographies, ecologies, communities, politics, and economics of the region, with some initial notes on transculturation, cultural creation, and international relations. In many ways, the founding of the Caribbean as a "region" is itself a key part of the founding of the world system. That does not mean that all of the popular topics listed above are barred from study, as much as they are meant to be properly contextualized and understood both as fantasy projections of the West and in very different ways as local expressions of Caribbean cultural and social history.

This course takes a big sweep, which introduces students not only to the Caribbean as a locality but to many global phenomena which it has shaped, and which have shaped it in turn. This study thus involves probing into capitalism, war, and empire; slavery and monoculture; the plantation system; religion and resistance; racism, indigeneity, and blackness; dictatorship, populism, and revolution; decolonization, independence, and the meanings of sovereignty in a so-called "globalized world." We will also study some of the momentous revolutions produced by the Caribbean, including the Haitian Revolution of 1791-1804 and the Cuban Revolution of 1959, both of which continue to leave a deep imprint on the region. Migrations, drug wars, and U.S. intervention are also a part of our study.

In class, we will further explore diverse topics as they become relevant, from the

creation and cultural practices of the Garifuna people in St. Vincent and Belize, and further afield; the theology and political discourses of Jamaican Rastafari; the nature and role of vodou in Haiti's political organization; the contemporary Caribbean Indigenous resurgence; the uprising of the Jama'at al Muslimeen in Trinidad in 1990; the impact of the East Indian diaspora; and, some immersion in the extensive social and political commentary of Calypso/Kaiso.

As with any course, there are definite limitations—this is particularly so with any new course, which this was as of the fall of 2013. One is that not every topic of serious significance can be studied, or even mentioned in passing. Another is that no attempt is made to strike some sort of balance between the French-, Spanish-, Dutch-, and English-speaking parts of the Caribbean. The personal study and life experience of the course coordinator also imposes certain biases, particularly towards examples dealing with the Indigenous Peoples of the Caribbean, revolutionary movements, and the social and cultural history of Trinidad & Tobago. Students should see this as an invitation to continue learning about the Caribbean--if only to realize that in learning about this region a single lifetime will not be enough.

(Of possible interest to students who take this course is that a companion course is currently being developed which will focus on everyday life, on the different cultures, ethnicities and religions in the Caribbean, on music and festivals, novels and poetry, agriculture and food, kinship, urbanization and rural life. That course will likely be offered at the 300-level, in alternate years when this course is not offered. It is expected that the course will be titled, *The Caribbean: Ethnographies*.)

2. Key Concepts, Themes, and Questions

To summarize, some of the central themes of this course, and concepts we will learn, can be listed as follows:

A) Ethnogenesis
B) Indigeneity
C) Slavery
D) Capitalism
E) Colonialism
F) Creolization
G) Plural Society
H) Race and Ethnicity
I) Resistance
J) Revitalization
K) Nationalism
L) Decolonization
M) Imperialism
N) Neocolonialism

In addition to these conceptual themes, there are numerous key questions that are explored in this course, among which are the following:

1. Of what significance is the continued presence of the "ever-vanishing" Indigenous Peoples of the region for understanding the development of Caribbean creole cultures?
2. How did slavery and the plantation system create a lasting legacy in structuring the economies and societies of the Caribbean?
3. Is "creolization" an especially or exclusively Caribbean phenomenon?
4. What Western philosophical and moral debt is owed to slave rebellions, and especially to the ideas and claims emanating from the Haitian revolution, where ideas of "human rights" and "dignity" are concerned? Also, is "dignity," as a concept, the same as "human rights"?
5. Can we speak of the Universal Negro Improvement Association (UNIA) as the biggest, if not the first, transnational social movement emerging from the global south?
6. What lessons does the Caribbean teach us about the importance of labour in understanding power and cultural difference?
7. To what extent were the articulation and development of "black consciousness," "black pride," and "black power" in the United States a phenomenon of Caribbean origins?
8. How was the Caribbean, even before Africa, central to the emergence of Pan-Africanism?
9. Has Cuba changed African history?
10. How have Caribbean thinkers contributed to the development of their own theories and epistemologies for understanding their own cultural and historical realities?
11. In which ways can we see the forces of colonialism—slavery, then assimilation, Christianization, imposition of European languages and laws—as providing the very tools for the unmaking of foreign domination in the Caribbean?
12. What alternatives to the forms and content of foreign economic and cultural domination have emerged in the Caribbean? Are they viable and sustainable?
13. What have we learned about "freedom" from our study of the Caribbean?

3. About the Lectures and the Readings

Once lectures are about to be given in class, a lecture outline will be posted on the course website—look for the title of a lecture to become a hyperlink, which will then open a PDF containing the lecture outline. Lectures, and an extended break, will occupy the time of our weekly sessions. You are, however, always encouraged to ask questions and offer comments when appropriate.

Lectures and readings are both interdependent and yet separate. It is vital, for you to succeed in this course, that you regularly attend lectures and have done the assigned readings for the week in time for our class meetings. Without regular attendance, and staying up to date with the readings, your chances of doing well, or even just passing this course, drop drastically.

As always, students are entirely responsible for acquiring course content. Neither office hours, nor email, will be made available as substitutes for your class attendance—in other words, neither the course director, nor the teaching assistant (if there is one), will be providing you with short synopses of what you missed in class.

Our exams will be based entirely on the assigned readings and lectures, in differing measures depending on the question. If you cannot attend class regularly, then you should choose to register in another course.

Having said that, no points are awarded for attendance in this course, and apart from learning students' names there will be no regular roll calls. It would be a grave error, however, to believe that regular absences and success in this course can go together.

4. Course Requirements, Grading, and Policies

Graded Course Components as a Proportion of the Final Course Grade

- **Annotated bibliographic work—journal article = 20%**
- **Mid-Term, take-home exam = 25%**
- **Annotated bibliographic work—book = 25%**
- **Final exam, written during the exam period = 30%**

Total = 100%

Schedule of the Assignments

Please note: *For electronic assignments, please send your work by midnight on the assigned date, to* ***maximilian.forte@concordia.ca****. Please note that only the following formats for attachments can be accepted:* ***.doc****,* ***.docx****,* ***.rtf****, or* ***.odt****.*

Technical problems will not be accepted as an excuse for lateness. Always double-check that you have attached your paper, and that it is the correct paper—any error on your part in this regard will count as a non-submission. Check your email by the morning after you submitted your assignment, for an acknowledgment of receipt from the course director. The absence of an acknowledgment means that no paper was received, and a zero was assigned.

February 4 → Annotated bibliographic work—journal article (by email)
February 18 → Mid-Term exam is due (by email)
March 18 → Annotated bibliographic work—book (by email)
April 15 → Final exam is due (by email)

Overview of the Assignments

Please make sure to regularly check the email account which you entered for your MyConcordia profile, so that you can receive important details and instructions about assignments. When assignment sheets are ready for distribution, a link to a PDF will be circulated by email, plus the relevant assignment listed on the Assignments page of the course website will link to the assignment sheet. Assignment instructions for the journal article and book assignments are already on the course website.

The mid-term and final **exams** in this course are both take-home exams consisting of short essays, which must be produced under a certain word limit, and for which no extensions are provided. You must keep up to date with all of the classes and readings, or you will find that meeting the submission deadline for the exam to be much more difficult.

The other assignments involve students participating in the development of course content, particularly for what will appear on the course website in the future.

In the first instance, you are to locate and select an **article in an academic journal** (instructions provided on the assignment sheet), and you are to summarize the article. Since most journal articles come with "abstracts" already, it is expected that your summary will be more detailed. You will provide the full bibliographic details, in the form specified on the assignment sheet. The selected article must be directly relevant to the contents of this course, as covered in any of the readings or lectures. Provide a link to the article as found in Concordia Library's database—again, see instructions provided on the assignment sheet.

In the second instance, you will do much the same, but this time with a **book** of your choice. You are not required to read the whole book—usually, only the introduction, a chapter, and conclusion to the book will be needed for this exercise. Provide a condensed summary of what you read, and all bibliographic details, as well as a link to its listing in the Library's CLUES database. Books can be of any genre, with subject matter of direct relevance to this course: a chosen book can be a historical account, an ethnography, a book of poems (more difficult to summarize/characterize), a play, or a novel (which means reading the entire work).

Extensions and Incompletes

Extensions are not taken by students, under any circumstances. An extension can only be granted by the course coordinator, in advance of the due date for an assignment, and only under either extreme or special circumstances. Extreme circumstances only include severe illness that occurred for most of the duration of the assignment period itself, pending the provision of documentation, or a death in the immediate family (parents or siblings). Special circumstances include students with documented learning disabilities—and this applies only to the final exam.

Incomplete grades are not granted in this course, and no student should expect to receive an INC notation.

There is one major exception to these policies: *in the event of a major public health crisis, or events beyond the University's control, alternative course requirements and grading policies will be developed and used*.

Plagiarism

What is plagiarism?

The most common offense under the Academic Code of Conduct is plagiarism which the Code defines as **"the presentation of the work of another person as one's own or without proper acknowledgement"** (Article 16a).

This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. "Presentation" is not limited to written work. It also includes oral presentations, computer assignments and artistic works. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism. If you cite your own work without the correct citation, this too is plagiarism.

In simple words:

DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU GOT IT! DON'T FORGET TO USE QUOTATION MARKS!

How to avoid plagiarism?
When you write a research paper, you have to explain where you got your information. Some of the ideas you use will be your own, but many will have come from information you have read and people you have interviewed about the topic. To explain where the information comes from, you have to give (cite) the source correctly.

Why cite your sources?

- To give your writing credibility. You show that you have gathered ideas from worthwhile sources.
- To help the reader. You enable the reader to go and check and read those sources if he/she so wishes.
- To protect yourself from plagiarism. When you cite all your sources, no one can say that you stole or copied ideas from someone else.

What counts as "other people's ideas"?

- All words quoted directly from another source.
- All ideas paraphrased from a source.
- All ideas borrowed from another source: statistics, graphs, charts.
- All ideas or materials taken from the Internet.

What doesn't count?

You do not have to cite sources for knowledge that is generally known, like the dates of famous events in history or the names of past Prime Ministers. Similarly, phrases like the "Y2K problem" or "the generation gap" indicate concepts generally understood by the public.

Also, within your field, there may be terms which are "common knowledge" because they are part of the knowledge shared by people in that field, like the "language experience approach" for educators, or the term "Impressionism" for art enthusiasts.

Knowing what to cite/not to cite is also affected by culture. In North America, readers expect to be told where ideas come from. In other cultures there may be more shared and collective understanding of certain ideas or even of memorized texts. For example, a student may have had to memorize a text as part of his learning in a particular subject. If he were to reproduce that text in his own country he may feel he does not need to give a source, since everyone who studied there (including the professor) would know who wrote it. In North America, however, this is not the case and a North American reader would expect to be told the author's name.

Direct quotations

When you are using someone else's exact words, you need to place quotations marks ("…") around the words. You also need to be careful not to rephrase or reorganize the words; otherwise you would be guilty of misrepresenting the author. If you want to leave out part of the author's sentence you can use three ellipsis points (...) to show the words which have been omitted. Directly after the quotation, you should indicate where the information comes from, using one of the standard methods (such as MLA and APA) to document your sources.

Paraphrasing

Many students are unclear about paraphrasing. It is not acceptable to take the original phrasing and to rearrange a few of the original words in order to produce a paraphrase; neither is it acceptable to use the same sentence structure but just rephrase a few key words.

Example

Original: Students frequently overuse direct quotation in taking notes, and as a result they overuse quotation in the final research paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.
Lester, J. D.Writing Research Papers. 2nd ed. (1976) 46-47

Acceptable paraphrase: In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976).

A plagiarized version: Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes (Lester, 1976).

When you paraphrase, make sure to understand what the original is saying, then close the book and write the passage in your own words. Also, note that you need to cite a source for a paraphrase even though you did not quote from the source directly. In the examples above, the source, Lester, is given after the paraphrase. When you are paraphrasing rather than using exact words, mentioning the page number in the source parentheses is optional, but check with your professor as some may prefer you to include it.

How work is graded

For all work done in this course you will receive a numerical grade which will be converted to a letter grade when final grades are processed. To translate numbers into letter grades, please consult the following chart, copied directly from a faculty handbook in the Department of Sociology and Anthropology. It is vital that you understand that the characterizations below (i.e., "excellent") are central in guiding the instructor's evaluation of the quality of a paper.

Work that covers all of the basics, in a reasonably competent fashion, without major flaws, is deemed "satisfactory." Work that has few flaws, and shows an advanced understanding, writing and research ability (if applicable) is deemed "very good." Work that leaves little room for improvement (within the context of expectations of a 200 level course), demonstrating that the student has taken considerable initiative, showing sophisticated understanding and ability, is deemed "excellent."

A+	90-100	C	63- 66
A	85- 89	C-	60- 62
A-	80- 84	D+	57- 59
B+	77- 79	D	53- 56
B	73- 76	D-	50- 52
B-	70- 72	F or FNS	40 (30-49)
C+	67- 69	R	20 (0-29)

5. Other Policies and Resources for Students

Please do not call the Department's main office for course-related inquiries.

Announcements, E-Mail Use

In the event of an unscheduled cancellation of a class, the appropriate notice is posted by the University on its website. See the "Class Cancellations" link on www.concordia.ca. In addition, digital billboards on campus will announce the cancellation. You will also be notified by email.

For the duration of this course, please check your email at least once each week, and look for any messages that begin with the course number. However, given the volume of student emails received each day, please be sparing in your own use of email sent to the course coordinator.

Please ensure that you have the right email address entered in your MyConcordia student profile. That is the same email address to which course messages are sent.

Disclaimer

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Improving Students' Academic Experience

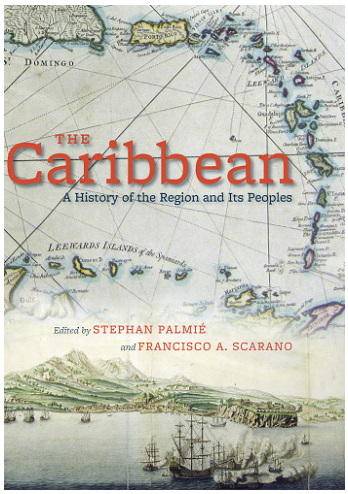
The University offers many services that can help students. To improve students' ability to succeed in their courses, get the most out of the university experience, and ensure their success in completing their degree, it is strongly recommended that you make a note of the following list of services:

- *Writing Assistance:* http://cdev.concordia.ca/our-services/learning-support/writing-assistance/
- *Concordia Counseling and Development* offers career services, psychological services, student learning services, etc. http://cdev.concordia.ca/
- *Advocacy and Support Services*: http://supportservices.concordia.ca/
- *Student Transition Centre*: http://www.concordia.ca/extended-learning/stc/
- *New Student Program*: http://cdev.concordia.ca/our-services/services-for-new-students/
- *Access Centre for Students with Disabilities*: http://supportservices.concordia.ca/disabilities/
- *Student Success Centre*: http://cdev.concordia.ca/our-services/resources-and-drop-in-centres/student-success-centre/
- *The Academic Integrity Website*: http://www.concordia.ca/programs-and-courses/academic-integrity/
- *Financial Aid & Awards*: http://faao.concordia.ca/main/
- *Health Services*: http://www-health.concordia.ca/

6. Required Text

Please obtain the following text, which is the single source of all required readings for this course. It is available in the Concordia Bookstore, on Reserve at the Webster Library, and from any book seller:

Bookstore:
http://bkstore.concordia.ca/services/coursebook.asp?DEP=ANTH&CRS=298B&SEC=&submit=List+Books
Reserve:
http://clues.concordia.ca/search/r?SEARCH=ANTH+298B



THE CARIBBEAN: A HISTORY OF THE REGION AND ITS PEOPLES

EDITED BY STEPHAN PALMIÉ AND FRANCISCO A. SCARANO

Chicago, IL: University of Chicago Press, 2011

(Any other optional course readings that may be listed, will be available either through your Concordia Library account and/or from other sources online. In all cases these items will be available as downloadable PDFs.)

7. Schedule of Lectures & Readings

(Please consult the course website regularly in the event of any changes to the schedule: http://thecaribbeansite.wordpress.com/schedule-of-lectures-and-readings/)

Parts:

I Caribbean Contours
II Indigenous Peoples of the Caribbean
III Colonial Possession: Sugar, Servitude, and Slavery
IV Caribbean Freedom: From Resistance to Rebellion
V The Haitian Revolution
VI Towards a New Caribbean?
VII Pax Americana and the "American Mediterranean"
VIII The Cuban Revolution
IX Decolonization, Nationalism, Sovereignty

Part I: Caribbean Contours

Session 1: January 7, 2015

Introduction: Establishing a Framework

- Objectives of the course
- Central themes in our study of the Caribbean
- Overview of assignments

Lecture: (Part 1 of) Defining the Caribbean and its Challenges

Session 2: January 14, 2015

Caribbean Introductions: History, Geography, Ecology

Lecture: (Part 2 of) Defining the Caribbean and its Challenges

Readings:

1. Introduction: "Caribbean Counterpoints," by Stephan Palmié and Francisco A. Scarano, pages 1-21.
2. Chapter 1, "Geographies of Opportunity, Geographies of Constraint," by David Barker, pages 34-38 only.
3. Chapter 2, "Contemporary Caribbean Ecologies: The Weight of History," by Duncan McGregor, pages 39-51.

Monday, September 16, 2013
Deadline for withdrawal with tuition refund from two-term and fall-term courses.
Last day to add two-term and fall-term courses.

Part II: Indigenous Peoples of the Caribbean

Session 3: January 21, 2015

Indigenous Histories and European Mythologies

Lecture: European Colonialism and Representation of Caribbean Indigenous Peoples

Readings:
1. Chapter 3, "The Earliest Settlers," by L. Antonio Curet, pages 53-67.
2. Chapter 5, "The Columbian Moment: Politics, Ideology, and Biohistory," by Reinaldo Funes Monzote, pages 83-97.

Session 4: January 28, 2015

Resistance, Survival, Resurgence: The Caribbean Indigenous Presence, Yesterday and Today

Lecture: Indigenous Resurgence in the Contemporary Caribbean

Readings:
1. Chapter 6, "From Tainos to Africans in the Caribbean: Labor, Migration, and Resistance," by Jalil Sued- Badillo, pages 97-113.
2. Chapter 7, "Negotiations of Conquest," by Lynne A. Guitar, pages 115-129.

Part III: Colonial Possession: Sugar, Servitude, and Slavery

Session 5: February 4, 2015

King Sugar, Transnational Capitalism, and Racialized Labour

Lecture: Indigenous & African Slavery: Social Death, Ethnogenesis

Readings:
1. Chapter 8, "Toward Sugar and Slavery," by Stephan Palmié, pages 131-147.
2. Chapter 13, "Servants and Slaves during the 17th- Century Sugar Revolution," by Hilary McD. Beckles, pages 205-216.
3. Chapter 15, "Slaves and Tropical Commodities: The Caribbean in the South Atlantic System," by Selwyn H. H. Carrington and Ronald C. Noel, pages 231-242.

Also recommended, though optional:

A) Chapter 17, "Rivalry, War, and Imperial Reform in the 18th-Century Caribbean," by Douglas Hamilton, pages 261-272.

➔ **Annotated journal article due by email, by midnight on this date, sent to maximilian.forte@concordia.ca**

Part IV: Caribbean Freedom: From Resistance to Rebellion

Session 6: February 11, 2015

The Fight for Freedom: Early Forms and Strategies, from Resistance to Rebellion

Lecture: Active and Passive Resistance

Readings:

1. Chapter 9, "Masterless People: Maroons, Pirates, and Commoners," by Isaac Curtis, pages 149-162.
2. Chapter 16, "Slave Cultures: Systems of Domination and Forms of Resistance," by Philip Morgan, pages 245-260.

Also recommended, though optional:

A) Chapter 19, "The Abolition of Slavery in the Non-Hispanic Caribbean," by Diana Paton, pages 289-301.

Part V: The Haitian Revolution

Session 7: February 18, 2015

Haiti: The First Black Republic of the Americas

Lecture: Overview of the Haitian Revolution

Reading:

1. Chapter 18, "The Haitian Revolution," by Laurent Dubois, pages 273-287.
2. Chapter 20, "Econocide? From Abolition to Emancipation in the British and French Caribbean," by Dale Tomich, pages 303-316.

➔ **Mid-term exam due by email, by midnight on this date, sent to maximilian.forte@concordia.ca**

MID-TERM BREAK:
Monday, February 23–Sunday, March 1, 2015

Part VI: Towards a New Caribbean?

Session 8: March 4, 2015

Caribbean Creation: Religion, the Peasantry, and Creolization

Lecture: Vodou and Politics in Haiti

Readings:

1. Chapter 21, "Missionaries, Planters, and Slaves in the Age of Abolition," by Jean Besson, pages 317-329.
2. Chapter 23, "Peasants, Immigrants, and Workers: The British and French Caribbean after Emancipation," by Gad Heuman, pages 347-360.
3. Chapter 27, "Africa, Europe, and Asia in the Making of the 20th-Century Caribbean," by Aisha Khan, pages 399-413.

Sunday, October 27, 2013
Last day for academic withdrawal from fall-term courses.

Part VII: Pax Americana and the "American Mediterranean"

Session 9: March 11, 2015

The New Empire and Neocolonialism in the Caribbean

Lecture: US Expansionism in the Caribbean

Readings:

1. Chapter 25, "The Rise of the American Mediterranean, 1846–1905," by Luis Martínez- Fernández, pages 373-384.
2. Chapter 28, "Building US Hegemony in the Caribbean," by Brenda Gayle Plummer, pages 417-432.

Session 10: March 18, 2015

U.S. Capital, the Roots of Labour Revolt, and the Dawn of Black Power

Lecture: Guyana, Jamaica, Grenada: Radical Change and Imperial Intervention in the British West Indies

Readings:

1. Chapter 29, "The American Sugar Kingdom, 1898–1934," by César J. Ayala, pages 433-444.
2. Chapter 30, "Culture, Labor, and Race in the Shadow of US Capital," by Winston James, pages 445-458.

➔ **Annotated book assignment due by email, by midnight on this date, sent to maximilian.forte@concordia.ca**

Part VIII: The Cuban Revolution

Session 11: March 25, 2015

Cuba: Caribbean Turning Point

Lecture: Pan-Africanism, the Caribbean in Africa, and Cuban Internationalism

Readings:
1. Chapter 33, "The Caribbean and the Cold War: Between Reform and Revolution," by David Sheinin, pages 491-503.
2. Chapter 34, "The Long Cuban Revolution," by Michael Zeuske, pages 507-522.

Part IX: Decolonization, Nationalism, Sovereignty

Session 12: April 1, 2015

Independence? Processes, Ideas, and Agents

Lecture: Black Power Revolts; (Part 1 of) Islam, the Insurrection of the Jama'at al-Muslimeen, and Nation Re-building in Trinidad & Tobago

Readings:
1. Chapter 31, "Labor Protests, Rebellions, and the Rise of Nationalism during Depression and War," by O. Nigel Bolland, pages 459-474.
2. Chapter 35, "Independence and Its Aftermath: Suriname, Trinidad, and Jamaica," by Anthony P. Maingot, pages 523-535.

Session 13: April 8, 2015

Nation-Building, Neoliberalism, and Transnational Forces in the Caribbean

Lecture: (Part 2 of) Islam, the Insurrection of the Jama'at al-Muslimeen, and Nation Re-building in Trinidad & Tobago

Readings:

1. Chapter 38, "Tourism, Drugs, Off shore Finance, and the Perils of Neoliberal Development," by Robert Goddard, pages 571-582.
2. Chapter 39, "Caribbean Migrations and Diasporas," by Christine M. Du Bois, pages 583-596.

➔ **Mid-term exam due by email, on April 15, 2015, by 6:00pm, sent to maximilian.forte@concordia.ca**

Thank you for taking this course.