

**HIS 294Y**  
**CARIBBEAN HISTORY AND CULTURE**  
**INDIGENOUS ERA TO EMANCIPATION**  
**2009-2010**  
**COURSE SYLLABUS**

**Location and time:** SS1083, Tuesdays 10-12, plus weekly tutorials.  
**Instructor:** Prof. Melanie Newton  
**TAs:** Jared Toney and Ben Landsee  
**Contact information:** [melanie.newton@utoronto.ca](mailto:melanie.newton@utoronto.ca), 416-978-4054  
**Office hours (Fall Semester):** Wednesdays, 1-2 and Thursdays, 10-11  
**Office location:** New College, Wilson Hall, 20 Willcocks St., Rm 2019

**COURSE DESCRIPTION**

This course is a survey of the history of the Caribbean region from the first pre-Columbian migrations, beginning around 6000 BC, to the final abolition of slavery in Cuba in 1886 and the second Cuban war of independence in 1895. It seeks to place the Caribbean within the wider international context of European imperial expansion and the emergence of an Atlantic World, while also examining changing social and cultural relations and economic conditions within Caribbean societies. Students are also introduced to key historiographical debates and trends in the field. Topics covered include: society, politics and culture of the indigenous Caribbean; European trade and settlement; indigenous responses and resistance to conquest; variations in politics and culture between empires in the Caribbean; the transatlantic slave trade; creolization, plantation slavery and slave society; the politics and culture of the enslaved; the Haitian Revolution; agriculture and society beyond the plantation; and slave emancipation.

**REQUIRED READINGS**

1. Samuel M. Wilson (ed.), *The Indigenous People of the Caribbean* (Florida: University Press of Florida, 1997).
2. Laurent Dubois and John D. Garrigus (eds.), *Slave Revolution in the Caribbean: A Brief History with Documents* (New York: Palgrave MacMillan, 2006).
- 3.) Course Reader (**articles in the course reader denoted by the symbol ‘\*’ on this syllabus**).
4. Gloria Bond, *Sons of Yocahu: A Saga of the Tainos’ Devastation on Hispaniola* (Maine: S & S Press, 2007).
5. EITHER  
 Mary Prince (Sara Salih ed.), *The History of Mary Prince, A West Indian Slave* (London: Penguin Books, 2000 [1831]).  
 OR

Fred W. Kennedy, *Daddy Sharpe, A Narrative of the Life and Adventures of Samuel Sharpe, A West Indian Slave, Written by Himself, 1832* (Kingston, Ja.: Ian Randle Publishers, 2008).

OR

6. Verene Shepherd, *Maharani's Misery: Narratives of a Passage from India to the Caribbean* (Kingston, Ja.: University of the West Indies Press, 2002).

*All textbooks are available from the Toronto Women's Bookstore, 73 Harbord St. (corner Spadina Ave.). Course reader available from Krishna Copy, 180 Bloor St. W.*

### **GRADE REQUIREMENTS AND ASSIGNMENTS**

This section of the syllabus explains what assignments students are expected to complete during the course of the year; when assignments are due; how these assignments should be completed; the method of submission for each assignments, and how much each assignment counts towards the final grade. Please note: book reviews in peer reviewed academic journals are acceptable sources for your papers, but they will not be counted as one of your sources, and therefore will not help you meet the minimum number of sources required for a given assignment. More detailed information about written assignments will be provided in the weeks before the final due date.

**IMPORTANT NOTE:** Extensions of the deadline for written assignments may be granted to individual students if arranged with the tutorial leader ahead of time. *Late papers handed in without prior arrangement will not be graded unless acceptable evidence of exceptional circumstances is provided.*

#### Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Students who do not wish to submit their course essays to Turnitin.com must submit, in addition to their essays, all of their research notes. They must also schedule a time for an interview with Prof. Newton about their research. During this interview they will be asked questions to verify that the research notes and essays which they have submitted are actually their work.

Plagiarism is a serious academic offense. Students are expected to familiarize themselves with the university's guidelines regarding the detection and consequences of plagiarism.

The Turnitin.com Class ID for this course is **2850809**.

#### **1.) 1<sup>st</sup> Book Report (4-6 pages) on *Sons of Yocahu***

*Description:* Students must write a short book report on Gloria Bond's *Sons of Yocahu*. In addition to the book students will also be assigned two required supplementary

readings which they must incorporate into their reports on *Sons of Yocahu*. Students may also do their own research and incorporate their findings into the report, but the pieces assigned by Prof. Newton are required. The required supplementary readings for the book report and more detailed guidelines will be distributed early in Semester 1.

*Due date:* October 27 2009, by 5pm

*Method of submission:* Please submit electronic copy to Turnitin.com and hard copy to Prof. Newton in class or to the receptionist in the Department of History. Electronic and hard copies must be submitted before 5pm on the same day.

*Value:* 10%

## **2.) Regular submission of reflections on the assigned readings**

*Description:* In specified weeks each student will write a short, roughly one-page reflection (single spaced) on the week's readings and pose a question based on the week's readings. Students must bring their reflections with them to class and submit them to Prof. Newton.

A reflection is a conceptual and analytical response to the readings. It should clearly and concisely outline the basic point of each of that week's readings and what impressions or lingering questions the student took away from the readings. These reflections must show that you have clearly understood the readings and are prepared to write briefly about aspects of the material. This includes analytical concepts, key questions and issues relating to the argument and the types of sources on which the argument is based, and the implications of the argument. We are **not** interested in reflections that do not engage with the assigned material, such as personal stories or anecdotes.

Questions students pose are intended to spark further discussion of the readings in tutorials. Each week, Prof. Newton and the TAs will go through the questions and summaries and choose a few for tutorial discussions that week. Students whose summaries or questions are selected may (if they wish) be publicly acknowledged before the rest of the class for their contribution. These reflections will be collectively assessed at the end of the year.

*Due dates:* Summaries and questions do not have to be submitted every week. The weeks when these are due are marked in the syllabus with a ☒.

*Method of submission:* Hard copy to be submitted to Prof. Newton at the beginning or end of class.

*Value:* 10%

## **3.) In-class open-book analysis of the week's readings (10 minutes each)**

*Description:* Six times during the year students will write a short, in-class, open-book analysis of that week's readings in response to a question distributed at the start of class by Prof. Newton and the TAs. These short tests will be written and collected before the lecture begins. Students will have 10 minutes to complete them and are expected to arrive by 10:10am. Students who require special consideration or extra time in order to complete an assignment of this kind, and who are registered with Accessibility Services, should speak to Prof. Newton at the start of the academic year so that their specific needs can be taken into account.

*Due date:* As specified in the syllabus: in class analyses do not have to be written every week. The weeks when these will take place are marked in the syllabus with a ✿.

*Submission:* Prof. Newton and the TAs will collect students' work immediately after the test is completed (except in the case of students with accessibility requirements).

*Value:* 12%

**4.) 2<sup>nd</sup> Book Report on either *Mary Prince/Daddy Sharpe/Maharani's Misery* OR two out of three (5-7 pages)**

*Description:* For this assignment students have two options –

OPTION 1 - Write a short book report on either the 1831 *Mary Prince* slave narrative, or the fictional slave narrative of Samuel "Daddy" Sharpe, or the scholarly analysis of the trial documents relating to the rape and murder of the indentured Indian migrant Maharani. In addition to the book they have selected students will also be assigned two required supplementary readings which they must incorporate into their report. Students MUST also do their own research and incorporate their findings (a least two other primary or secondary sources) into the report, but the pieces assigned by Prof. Newton are required for this assignment.

OPTION 2 - Select two of the three books and analyse them in relation to each other. Students who choose this option may still use the supplementary readings given out by Prof. Newton but they are not required to do so. Students are encouraged to do their own research.

The required supplementary readings for each book and more detailed guidelines will be distributed at the beginning of Semester 2. PLEASE NOTE THE DIFFERENCES BETWEEN THIS BOOK REPORT AND THE PREVIOUS REPORT IN SEMESTER 1.

*Due date:* March 2 2010, no later than 5pm.

*Method of submission:* Please submit electronic copy to Turnitin.com and hard copy to Prof. Newton in class or to the receptionist in the Department of History. Electronic and hard copies must be submitted before 5pm on the same day.

*Value:* 15%

**5.) Tutorial presentation on your Term Paper**

*Description:* During the second-half of Semester 2, students will be required to give a concise 6-7 minute presentation, to their tutorial group, of their ideas and arguments for the final term paper. Students are encouraged to be creative with this assignment: it must incorporate an oral component, but students may also use other media, as well as skills and talents which they have at their disposal, such as visual arts, music, poetry etc. Students may also have media support (a DVD player, for example) if they wish.

Please note that once you have confirmed a date for your presentation you are expected to carry through. Prof. Newton and the TAs reserve the right not to accept your explanations for failure to fulfill this requirement.

*Due date:* A schedule of presentations will be determined in the first week of tutorials in Semester 2 (tutorials begin in Week 3).

*Method of submission:* If you have a paper component to your presentation, please submit it to your TA.

*Value:* 10%

### 6.) Term paper (10-12 pages)

*Description:* Students are required to submit a final, research-based term paper, due on the last day of class. A list of topic ideas and guidelines for the term paper will be distributed early in the second semester. Please note that students should view this list of ideas as a starting point for figuring out their own particular approaches and lines of argument. Students should consult with Prof. Newton or their TA to get the go-ahead for their essays, and keep in regular contact to ensure that their papers will meet the requirements for this assignment. Students may write on any topic of relevance to the course. Essays on topics deemed to fall outside the purview of the course will receive a failing grade.

*Due date:* March 30 2010 by 5pm

*Method of submission:* Please submit electronic copy to Turnitin.com and hard copy to Prof. Newton in class or to the receptionist in the Department of History. Electronic and hard copies must be submitted before 5pm on the same day.

*Value:* 33%

### 7.) Attendance and Participation in Tutorials and Lecture Discussions

Tutorials will begin in the 3<sup>rd</sup> week of each term. Each student will be registered in a weekly one-hour tutorial group. Tutorials are an essential part of the course. Attendance, participation in discussions and preparation of readings and discussion questions are **mandatory**. On this syllabus you will notice that there is a question assigned to each week. These questions are designed to help you to focus when doing your weekly readings and to help guide discussion in lectures and in your weekly tutorials.

*Due date:* Tutorial attendance taken weekly; lecture attendance taken randomly; participation in tutorials and lectures assessed weekly.

*Value:* 10%

#### PROVISIONAL TUTORIAL TIMES

(Please note that these may be subject to change before sign-up commences, and no rooms have yet been assigned)

Tutorial 1 (Toney): Tuesdays 1-2

Tutorial 2 (Toney): Tuesdays 2-3

Tutorial 3 (Toney): Wednesdays 12-1

Tutorial 4 (Toney): Wednesdays 2-3

Tutorial 5 (Landsee): Thursdays 2-3

Tutorial 6 (Newton): Wednesdays 2-3

## WEEKLY SCHEDULE

### FALL SEMESTER

September 15 2009

1. Introductions, Distribution of the syllabus etc.

September 22 2009

2. Thinking Critically about History and Historiography: The Study of the Caribbean  
**Question: What is historiography? What factors have shaped the development of Caribbean historiography in the 20th and 21st centuries?**

\* Eric, Williams, "Massa Day Done (Public Lecture at Woodford Square, 22 March 1961)," *Callaloo*, vol. 20, no. 4 (1997), 725-730.

\* B.W. Higman. "The Development of Historical Disciplines in the Caribbean," in B.W. Higman (ed.), *General History of the Caribbean: Vol. VI – Methodology and Historiography of the Caribbean* (London: UNESCO, 1999), 3-18.

\* Michel-Rolph Trouillot, "The Power in the Story," chapter 1 in *Silencing the Past: Power and the Production of History*, 1-31.

September 29 2009 ☒

3. The 'Peopling' of in the Caribbean: Settlement, Economy and Society in the Pre-Columbian Era (TUTORIAL SESSIONS BEGIN THIS WEEK)

**Question: What factors shaped the "peopling" of the Caribbean in the pre-Columbian era?**

\* Samuel M. Wilson, *The Archeology of the Caribbean* (New York: Cambridge University Press, 2007), 25-58.

\* Irving Rouse, *The Tainos: Rise and Decline of the People who Greeted Columbus* (New Haven and London: Yale University Press, 1992), 1-26.

James B. Petersen, "Taino, Island Carib, and Prehistoric Amerindian Economies in the West Indies: Tropical Forest Adaptations to Island Environments," in Wilson (ed.), *Indigenous People*, 118-130.

October 6 2009 ☒

4. The Indigenous Caribbean in the Late Ceramic Age: 'Taínos' and 'Island-Caribs', c600-1492AD

**Question: What were some of the principal cultural and political features of pre-Columbian Caribbean civilizations? How did the main groups differ from each other?**

Ignacio Olazagasti, "The Material Culture of the Taino Indians," in Wilson (ed.), 131-139.

José Oliver, "The Taino Cosmos," in *ibid*, 140-153.

Arnold R. Highfield, "Some Observations on the Taino Language," in *ibid*, 154-168.

Louis Allaire, "The Caribs of the Lesser Antilles," in *ibid*, 179-185.

David R. Watters, "Maritime Trade in the Prehistoric Eastern Caribbean," in *ibid*, 88-99.

October 13 2009 ☒

##### 5. The Long Conquest: Spain and the Indigenous Caribbean

***Question: How would you compare the post-1492 settlement of the Caribbean to pre-Columbian settlement patterns? How did indigenous people shape the post-1492 conquest?***

\* Columbus, Christopher. "The Journal of Columbus (1492-1493)", in Peter Hulme and Neil L. Whitehead (eds.), *Wild Majesty: Encounters with Caribs from Columbus to the Present Day* (Oxford: Clarendon Press, 1992), pp. 17-28.

\* Bartolomé de las Casas [Nigel Griffin ed.], *A Short Account of the Destruction of the Indies* (London: Penguin Books, 1992), 1-30.

\* David Henige, "On the Contact Population of Hispaniola: History as Higher Mathematics," *The Hispanic American Historical Review*, vol. 58, no. 1 (May 1978), 217-237.

October 20 2009

##### 6. Indigenous Survival, Resistance and Adaptation ✿

***Question: How were Caribbean indigenous communities impacted by colonization? Why do you think that the belief that the Caribbean no longer has indigenous people has persisted?***

**Film screenings in class: *The Garifuna Journey* (Andrea Leland and Kathy Berger dir., 45 mins.), and "Andy Palacio Explains Garifuna Settlement Day," (2mins., 19 secs.) filmed and edited by Suzanne Hackett, <http://everydayexplorers.nationalgeographic.com/individual-video.php?mediaid=415757>.**

Alissandra Cummins, "European Views of the Aboriginal Population," in Wilson (ed.), *Indigenous People*, 46-55.

\* Michael Craton, "The Black Caribs of St. Vincent: A Reevaluation," in Robert L. Paquette and Stanley L. Engerman ) eds.), *The Lesser Antilles in the Age of European Expansion* (Gainesville: University Press of Florida, 1996), 71-85.

Nancie L. Gonzalez, "The Garifuna of Central America," in Wilson (ed.), *Indigenous People*, 199-213.

October 27 2009

##### 7. Race, Power and Trade in the Early Modern Atlantic World

**Question: What brought Europeans to Africa and the Americas in the 15<sup>th</sup>-17<sup>th</sup> centuries? Were relations between Europeans, Africans and Native Americans always profoundly unequal? How did religion and 'race' shape these interactions?**

\* Emilia Viotti da Costa, "The Portuguese-African Slave Trade: A Lesson in Colonialism," *Latin American Perspectives*, vol. 12, no. 1, Latin America's Colonial History (Winter, 1985, 41-61.

\* Kris Lane, "Punishing the Sea Wolf: Corsairs and Cannibals in the Early Modern Caribbean," *New West Indian Guide*, 77 (2003), no 3 and 4, 201-220.

1<sup>ST</sup> BOOK REPORT DUE BY 5PM, OCTOBER 27 2009

November 3 2009 ☒

8. The Transatlantic Slave Trade/ The Middle Passage

**Question: How should we approach the slave trade? Are questions of morality relevant to the historical study of African enslavement in the Atlantic World?**

**Film Screening in class: *Passage du Milieu/The Middle Passage* (Guy Deslauriers dir., France and Martinique, approx. 1 hr).**

\* Olaudah Equiano (Paul Edwards [ed.], *Equiano's Travels, His Autobiography: The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, The African* (London and Ibadan: Heinemann Educational Books Ltd., 1967 [1789]), 1-32.

\* John Thornton, "The development of commerce between Europeans and Africans," chapter 2 in *Africa and Africans in the Making of the Atlantic World, 1400-1680* (Cambridge: Cambridge University Press, 1992), 43-71.

\* Eric Williams, "The Development of the Negro Slave Trade," chapter 2 in *Capitalism and Slavery* (London: Andre Deutsch, 1964), 30-50.

November 10 2009 ☼

9. Race, Law and Violence in Caribbean Slave Societies

**Question: What role did the law play in the establishment of slave societies? What was the relationship between laws sanctioning slavery and the application of violence?**

"The Code Noir" (1685), full text in Dubois and Garrigou (eds.), *Slave Revolution*, 49-54.

\* Richard Hall, *Acts, Passed in the Island of Barbados, from 1643, to 1762, inclusive* (London: Richard Hall, 1764), pp. 112-121, text of Act no. 82, "An Act for the governing of Negroes," passed 8 August 1688.

\* Vincent Brown, "Spiritual Terror and Sacred Authority in Jamaican Slave Society," *Slavery and Abolition*, vol. 24, no. 1 (April 2003), 24-53.

NOVEMBER BREAK: NOVEMBER 12-15 2009

November 17 2009 ☒

10. Culture, Survival and Community in Caribbean Colonial Societies

**Question: Did the slave trade and slavery ‘strip’ Africans of their culture? Did Europeans ‘preserve’ their culture? What role did cultural memory and cultural change play in Caribbean slave societies?**

\* Jerome Handler, ‘Slave Medicine and Obeah in Barbados, circa 1650 to 1834,’ *Nieuwe West-Indische Gids/ New West Indian Guide*, 74 (2000), no. 1 and 2, 57-90.

\* Natalie Zemon Davis. ‘Creole Languages and their Uses: The Example of Colonial Suriname,’ *Historical Research*, vol. 82, issue 216, 268-284.

November 24 2009 ☒

11. Beyond the Plantations: Urban Life, Small Farming, and Free People of Colour

**Question: How did life beyond the plantations shape the experience of slavery?**

\* Sidney Mintz and Douglas Hall, ‘The Origins of the Jamaican Internal Marketing System,’ in Verene Shepherd and Hilary McD. Beckles (eds.), *Caribbean Slavery in the Atlantic World, A Student Reader* (Kingston: Ian Randle Publishers, 2000), 758-773.

\* N.A.T. Hall, ‘Slavery in Three West Indian Towns: Christiansted, Fredericksted and Charlotte Amalie in the Late Eighteenth and Early Nineteenth Century,’ in B.W. Higman (ed.), *Trade, Government, and Society in Caribbean History, 1700-1920: Essays Presented to Douglas Hall*, 1983, 17-38.

\* Melanie Newton, ‘Defining Freedom in the Interstices of Slave Society’, chapter 1 in *The Children of Africa in the Colonies: Free People of Color in Barbados in the Age of Emancipation* (Baton Rouge: Louisiana State University Press, 2008), 23-56.

December 1 2009 ☼

12. Gender, Sexuality and Slavery

**Question: How did gender, sex and sexuality shape men’s and women’s experiences of colonization and slavery? How did race shape the experiences of white women, indigenous women and women of African descent?**

\* Guillaume Aubert, ‘The Blood of France’: Race and Purity of Blood in the French Atlantic World,’ *The William and Mary Quarterly*, Third Series, vol. 61, no. 3 (July 2004), 439-478.

\* Barbados Bush-Slimani, ‘Hard Labour: Women, Childbirth and Resistance in British Caribbean Slave Societies,’ in David Barry Gaspar and Darlene Clark Hine (eds.), *More Than Chattel: Black Women and Slavery in the Americas* (Bloomington and Indianapolis: Indiana University Press, 1996), 193-217.

\* Hilary Beckles, ‘White Women and Slavery in the Caribbean,’ *History Workshop Journal*, 36 (1993), 66-82.

**END OF FALL SEMESTER**

## WINTER SEMESTER

January 5 2010

### 1. Contesting Slavery: Violence, Rebellions and Marronage

***Questions: What factors led to the rebellions discussed in the readings, lectures and the film?***

**Film screening in class: *La Ultima Cena/ The Last Supper* (Tomás Gutierrez Alea dir., Cuba 1976, 120 mins). PLEASE ARRIVE PROMPTLY AT 3PM.**

\* Text of advertisements for runaways from the *Barbadian* and *The Barbados Mercury and Bridgetown Gazette*.

\* David Barry Gaspar. "The Antigua Slave Conspiracy of 1736: A Case Study of the Origins of Collective Resistance." *The William and Mary Quarterly*, Third Series, Vol. 35, no. 2, (April 1978), 308-323.

\* Matt D. Childs, *The 1812 Aponte Rebellion in Cuba and the Struggle Against Atlantic Slavery*, (University of North Carolina Press, 2006), 78-109.

January 12 2009 ☼

### 2. Maroon Communities of the Caribbean

***Question: Why did successful long-term maroon settlements emerge in some areas of the Caribbean but not others? Were maroons part of colonial society or were they by and large autonomous communities?***

Bryan Edwards, "Observations on... the Maroon Negroes of the Island of Jamaica," chapter 14 in Richard Price (ed.), *Maroon Societies: Rebel Slave Communities in the Americas* (Baltimore and London: The Johns Hopkins University Press, 1996 [Third Edition]), 230-245.

\* Silvia W. de Groot, Catherine A. Christen and Franklin W. Knight, "Maroon Communities in the Circum-Caribbean," in Knight (ed.), *General History of the Caribbean, Vol. III*, 169-193.

January 19 2010 ☒

### 3. The Pearl of the Antilles: Colonial Saint Domingue (TUTORIAL SESSIONS BEGIN THIS WEEK)

***Question: How important was Saint Domingue to the 18<sup>th</sup> century French Empire?***

Médéric Louis-Élie Moreau de Saint-Méry, excerpt from *Description... of the French Part of the Island of Saint Domingue*, in Laurent Dubois and John D. Garrigus (eds.), *Slave Revolution in the Caribbean: A Brief History with Documents* (New York: Palgrave MacMillan, 2006), 57-62.

\* Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Harvard University Press), 8-35.

\* Michel-Rolph Trouillot. "From Planters' Journals to Academia: The Haitian Revolution as Unthinkable History," *Journal of Caribbean History*, vol. 25. Nos. 1 & 2, 1999, 81-99.

January 26 2010 ☒

#### 4. The Haitian Revolution

**Question: What were the connections between events in France and Saint Domingue in the revolutionary era? Was the Haitian Revolution merely an extension of the French Revolution?**

Légér Félicité Sonthonax, "Decree of Liberty, August 29, 1793," in Dubois and Garrigus (eds.), *Slave Revolution*, 120-125.

"The Haitian Constitution, 1805," in *ibid*, 191-196.

Dubois and Garrigus, Introduction, *ibid*, 7-42.

February 2 2010 ☒

#### 5. Revolutionary and Independent Haiti in Transnational Context, 1804-1844

**Question: Do you think the history of the Haitian Revolution is as well known as it should be? Why or why not?**

\* David Patrick Geggus, "Slavery, War, and Revolution in the Greater Caribbean," David Barry Gaspar and David Patrick Geggus (eds.), *A Turbulent Time: The French Revolution and the Greater Caribbean* (Bloomington and Indianapolis: Indiana University Press, 1997), 1-50.

February 9 2010 ☒

#### 6. Slave Trade Abolition and Emancipation in the 19<sup>th</sup> century British, French and Danish Caribbean

**Question: What led to the abolition of the slave trade? How does slave emancipation in the 1830s and 1840s described in this week's readings compare with the French Caribbean emancipation of the 1790s?**

**Film screening in class: *A Son of Africa: The Slave Narrative of Olaudah Equiano* (London, United Kingdom, 26 minutes).**

\* Robin Blackburn, *The Overthrow of Colonial Slavery, 1776-1848* (London and New York: Verso, 1988), 419-472.

\* Seymour Drescher, "British Way, French Way: Opinion Building and Revolution in the Second French Slave Emancipation," *The American Historical Review*, vol. 96, no. 3 (June 1991), 709-734.

\* N.A.T. Hall (B.W. Higman [ed.]), "The Victor Vanquished: Emancipation and its Aftermath," chapter 12 in *Slave Society in the Danish West Indies: St. Thomas, St John & St. Croix*, 208-227.

## READING WEEK BREAK, FEBRUARY 13-21 2010

February 23 2010

7. Asian Indentureship ☼

**Question: Was Asian indentureship simply slavery in disguise? What brought indentured migrants from Asia to the Caribbean?**

\* Madhavi Kale, "Capitalists in the Neighborhood," chapter 2 in *Fragments of Empire: Capital, Slavery, and Indian Indentured Labor Migration in the British Caribbean* (Philadelphia: University of Pennsylvania Press, 1998), 38-65.

\* Joseph C. Dorsey, "Identity, Rebellion and Social Justice among Chinese Contract Workers in Nineteenth-Century Cuba," *Latin American Perspectives*, vol. 31, no. 3, *East Asian Migration to Latin America*, May 2004, 18-47.

\* Rosemarijn Hoefte, "Social, Religious, and Cultural Life of the Asian Immigrants," chapter 9 in *In Place of Slavery: A Social History of British Indian and Javanese Laborers in Suriname* (University Press of Florida, 1998), 158-185.

March 2 2010

8. Defining the Meaning of Freedom: Land, Labour and Community after Slavery in the British Caribbean

**Question: What circumstances shaped ex-slaves' hopes for life after slavery? How and why did their visions of freedom differ from those of the imperial government and former slave owners?**

\* Bridget Brereton, "Family Strategies, Gender and the Shift to Wage Labour in the British Caribbean", in Pamela Scully and Diana Paton (eds.), *Gender and Slave Emancipation in the Atlantic World* (Durham and London: Duke University Press, 2005), 143-161.

\* Jean Besson, "Freedom and Community: The British West Indies," in Frank McGlynn and Seymour Drescher (eds.), *The Meaning of Freedom: Economics, Politics and Culture after Slavery* (Pittsburgh and London: Pittsburgh University Press, 1992), 183-219.

2<sup>ND</sup> BOOK REPORT DUE, MARCH 2 2010 NO LATER THAN 5PM.

March 9 2010 ☒

9. Popular Politics and Revolt after Emancipation: Jamaica and Haiti

**What led to the Liberal and Piquet Rebellions in Haiti and the Morant Bay Rebellion in Jamaica? Are these events at all reflective of wider realities after emancipation in the Caribbean?**

\* Woodville Marshall, "We be wise to many more tings': Blacks' Hopes and Expectations of Emancipation," in Hilary Beckles and Verene Shepherd (eds.), *Caribbean Freedom: Economy and Society from Emancipation to the Present* (Princeton, London UK, Kingston, Ja: Markus Wiener Publishers, James Currey Publishers and Ian Randle Publishers, 1933), 12-20.

\* Gad Heuman, *The Killing Time: The Morant Bay Rebellion in Jamaica* (London and Basingstoke: MacMillan Caribbean, 1994), 1-30.

\* Mimi Sheller, "The army of sufferers: Peasant Democracy in the Early Republic of Haiti," *NWIG*, 74 (2000), no. 1 and 2, 33-55.

March 16 2010 ☒

10. Slavery, Race and Empire in the Hispanic Caribbean, 1740s-1860s

***Question: Why did the Hispanic Caribbean's 'sugar boom' occur at the end of the 18th century and in the early 19th century, almost a century after a similar phenomenon in the French, British and Dutch Caribbean?***

\* Francisco Scarano, "Congregate and Control: The Peasantry and Labor Coercion in Puerto Rico before the Age of Sugar, 1750-1820," *Nieuwe West-Indische Gids/New West Indian Guide* (Special Issue on Changing Sugar Technology and the Labour Nexus), 63, 1 and 2 (1989), 23-40.

\* Dale Tomich, "World Slavery and Caribbean Capitalism: The Cuban Sugar Industry, 1760-1868," *Theory and Society*, vol. 20, no. 3, Special Issue on Slavery in the New World, June 1991, pp. 297-319.

\* Luís Martínez-Fernández, "The Sword and the Crucifix: Church-State Relations and Nationality in the Nineteenth-Century Dominican Republic," *Latin American Research Review*, vol. 30, no. 1, 1995, 69-93.

March 23 2010 ☼

11. Slave Emancipation and Nationalist Revolution in the Spanish Caribbean

***Questions: What led to the 1868, 1879 and 1895 wars in Cuba? What were the connections between nationalism and abolitionism in Puerto Rico and Cuba?***

\* Christopher Schmidt-Nowara, "The End of Slavery and the End of Empire: Slave Emancipation in Cuba and Puerto Rico", in Howard Temperley (ed.), *After Slavery: Emancipation and its Discontents* (London: Frank Cass, 2000), pp. 188-208.

\* Rebecca Scott, "Reclaiming Gregoria's Mule: The Meaning of Freedom in the Arimao and Caunao Valleys, Cienfuegos, Cuba, 1880-1899," *Past and Present*, no. 170 (February 2001), 181-216.

March 30 2010

12. Conclusions: The Many Meanings of Caribbean History

***What was the legacy of slavery and the plantation in the Caribbean? What do you think you will take away with you from this course?***

**12. Film screening in class: *Rue Cases-Nègres/Sugar Cane Alley* (Martinique, Vancouver and Paris, Euzhan Palcy dir. 1983, 103 mins).**

FINAL TERM PAPER DUE  
NO LATER THAN 5PM MARCH 30, 2010

