

**University of Wisconsin–Madison  
Department of History &  
Department of Afro-American Studies**

**History/Afro-American Studies 347  
THE CARIBBEAN AND ITS DIASPORAS  
Semester II, 2013-2014**

**TTH 2:30-3:45 p.m.  
1651 Humanities**

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4134 Humanities  
263-3945/263-1800**

**Office hours:  
Fri . 10 a.m.-12 noon (Sign-up only)  
12 noon - 1 p.m. (Open hour)**

**Course description:**

As a gateway to the Americas, the Caribbean region has been at the center of power rivalries and long-distance mercantile exchanges since the European invasions began five centuries ago. Competition between Atlantic powers for the fertile soils, vital trade routes, and strategic location found there has been a constant factor in the archipelago's development. So, too, has the islands' pervasive orientation toward, and dependence on, overseas markets for sugar, coffee, tobacco, and other tropical staples.

These patterns have helped define the contemporary Caribbean in precise and powerful ways. They have led to, among other things, an entrenched colonial and neocolonial dependence on outside powers; to a plantation economy—and, more recently, an industrial and tourism economy—geared for the satisfaction of external demands, and to the widespread use of slavery and other forms of unfree labor.

All these forms of exploitation were (and are) predicated, to one degree or another, on racial and cultural distinctions. In the end, impositions required for labor control and colonial rule have had an ambiguous result. They have aggravated social problems and undercut opportunities for resolving them. But, at the same time, they've led to the creation and entrenchment of resourceful multiracial cultures, built upon a resilient African substratum that serves as a common denominator of the region's cultural formations. Thus, although the societies in question are quite varied in ethnic, racial, political, and linguistic terms, they are united by a common (though not geographically uniform) African-American heritage and by their status as the European world's oldest colonial sphere.

Since World War II, the Caribbean has emerged as one of the world's regions most affected by the emigration of its people to countries in the North. While there are precedents for these out-migrations going back to the 1800s, a fundamentally changed political economy of industrial labor spurred massive emigration to Europe, the United States, and Canada after 1945. Simultaneously, decolonization and globalization opened up new "Caribbeans"—coherent ethnic communities—in the former or current metropolises. The intimate connections existing between "inner" and "outer" communities are of great import if one is to fully understand the dynamics of Caribbean life today.

This course explores major topics in the history of Caribbean societies, with emphasis on how they became the multiracial and diasporic nations of today. Our main objective is to develop an understanding of the manner in which colonial rule, and the social institu-

tions on which it was built—in particular, slavery and other forms of forced labor—shaped regional societies, beginning in the early days of European expansion and continuing into our times. A secondary emphasis will be on the diaspora communities created by Caribbean peoples in the United States and Europe.

### **Requirements:**

#### **A) Midterm and Final Exams:**

There will be a midterm exam on Thursday, March 6 and a final (Sunday, May 11, 10:05 a.m. - 12:05 p.m., place TBA). Exams will consist of several I.D. items and two essay questions. I will identify the topics for these questions beforehand. I won't disclose the ID items. You will be able to choose five from a list of about ten. I ask that you devote a paragraph to each, thoughtfully identifying the "what, when, where, and why" of the item as it concerns Caribbean history.

In your essays, you are expected to be creative and original while integrating ideas and information gleaned from the pertinent core readings, as well as from lectures and class discussions. The midterm is worth 15% of the final grade and the final exam also 20%, for a total of 35%.

#### **B) Research paper:**

By 4 p.m. on Thursday, May 1 you will submit to our Learn@UW site a 20-25 page research paper. In it you will analyze and interpret a historical problem of your choosing, based on a sufficiently robust topic discussed in one of 40 essays (the Introduction and 39 chapters) of *The Caribbean: A History of the Region and its People*, our main sourcebook for the course. The instructor and TA will provide more detailed information in class and section on how to select the central research question, look for relevant primary and secondary information in the Library and online, organize these materials, formulate and structure your argument, and write it cogently and persuasively.

#### **C) Book critiques:**

You will write a book critique of each of these books: Smith, *Ship of Death* (due date: Tue., March 25 at 10 AM through the course website) and Paton, *Radical Moves* (due date: Thurs., April 17 at 10 AM through the course website). The format of these critiques is specific and everyone must observe it. I will distribute instructions and post them online at a later date.

#### **D) Participation:**

Discussion sections are where you analyze readings with classmates and the TA; discuss points brought up in lecture; talk at length about challenges and opportunities in writing the research paper; and gain knowledge of methods that historians use to carry out their research. Some of these methods you will employ in your research.

It is expected that you will attend sections regularly and will participate enthusiastically in them. The final grade for participation (20% of the semester grade) will reflect such enthusiasm and gauge your impact on the progress achieved by the discussion group.

**Grading**

The final grade will be calculated as follows:

Midterm and final exams.....	35 points
Book critiques.....	20 points (2 X 10 pts.)
Research paper.....	25 points
Class participation.....	20 points
Total.....	100 points

**Books and other materials**

The compendium on Caribbean history listed below (Palmié and Scarano) contains the course's principal common readings. The other two titles are for the book critiques, whose format is detailed at the end of this syllabus. The three titles are available for purchase at Rainbow Bookstore Cooperative, 426 W. Gilman St. (tel. 257-6050).

Stephan Palmié and Francisco A. Scarano, *The Caribbean: A History of the Region and its Peoples* (Chicago: University of Chicago Press, 2011).

Billy Smith, *Ship of Death: A Voyage that Changed the Atlantic World* (New Haven: Yale University Press, 2013).

Lara Putnam, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age* (Chapel Hill: University of North Carolina Press, 2013).

**Other required readings**

In addition to the course compendium, some required readings will be available for electronic viewing.

Please note that for the individual papers you will be asked to conduct original library and online research. Thus, the common readings constitute a bare minimum, with more to be added as you work on your papers. *While you may cite the compendium or lectures in your papers, you will still need to rely principally on sources obtained from your own research.*

**Laptop policy**

I encourage you to take notes on a laptop. However, reading email, going on Facebook or Twitter, or browsing the web *is not allowed*. Such misuse of a web-capable device distracts other students and diminishes your own ability to take quality lecture notes. If it is apparent to me (and believe me, it will be!) that you are still doing so, I will ask you to move to a corner of the lecture hall and sit there for the rest of the semester.

Please take a few minutes to reflect on what a former student has shared with me about the *impossibility of multi-tasking in the classroom*. It is the handout called "You only

*Think You Can Multitask,*” by Annie Trimberger. We will also discuss her insights in class during our Orientation Week.

### **Special needs**

I wish to fully include persons with disabilities in this course. It is in your best interest if you inform me as soon as possible regarding any special accommodations in the curriculum, instruction, or assessments of this course that may be necessary for you to fully participate in this course. Please be prepared to provide me with documentation from the McBurney Center (a copy of your VISA) by **January 31**. Special accommodations for individuals with obvious or documented disabilities require 2 weeks advance notice.

### **Plagiarism**

Plagiarism is:

- Using someone else’s words or ideas without proper documentation.
- Copying some portion of your text from another source without proper acknowledgement of indebtedness.
- Borrowing another person’s specific ideas without documenting their source.
- Having someone else correct or revise your work (not as in getting feedback from a writing group or individual, where you make the changes suggested by others).
- Turning in a paper written by someone else, an essay "service," or from a World Wide Web site (including reproductions of such essays or papers).

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in a bibliography at the end of the paper and by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking credit—deliberately or inadvertently—for someone else’s work or ideas.

The University of Wisconsin-Madison has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for a course, a failing grade for the assignment, or a reduced grade on a redone assignment.

If, after reading this, you are still not sure as to what constitutes academic misconduct, the following University websites and documents contain useful information and advice:

<http://students.wisc.edu/saja/misconduct/misconduct.html>

<http://students.wisc.edu/saja/pdf/UWS14.pdf>

## WEEKLY TOPICS AND READINGS

### Week 1: Orientation Week (1/21-23)

Tuesday: Course Introduction

Thursday: Caribbean Counterpoints at the Onset of Modernity

Palmié and Scarano, *The Caribbean*, "Introduction" and chs. 1-2 (hereafter *PSTC: Introduction, 1-2*).

### Week 2: Geographical, Ecological, and Aboriginal Contours (1/28-1/30)

Tuesday: Geographies of Opportunity and Restraint

Thursday: The Ancient People of the Caribbean

*PSTC: 3, 5-6.*

### Week 3: Clashes and Negotiations of Conquest (2/4-2/6)

Tuesday: The Tainos

Thursday: Aboriginal Resistance and Depopulation (film session)

*PSTC: 7-8.*

Samuel M. Wilson, "Columbus, My Enemy," *Natural History*, 99, 12 (December 1990), 44 ff.

### Week 4: The Competitive Empires (late 16th-17th. centuries) (2/11-13)

Tuesday: Becoming Backwaters of Empire

Thursday: Imperial Competition

*PSTC: 10-11.*

Alexandre Olivier Exquemelin, *The History of the Buccaneers of America* (Amsterdam, 1678; Boston: Benjamin B. Mussey and Co., 1851[3]), 48-50, 89-102 & 166-176.

Kathryn Joy McKnight, "Elder, Slave, and Soldier: Maroon Voices from the Palenque del Limón [Caribbean Colombia], 1634," in *Afro-Latino Voices: Narratives from the*

*Early Modern Ibero-Atlantic World, 1550-1812*, edited by McKnight and Leo J. Garofalo (Indianapolis: Hackett Publishing Co., 2009), 68-81.

### **Week 5: The Sugar Revolution: From Barbados to Saint Domingue (2/18-20)**

Tuesday: The Sugar Revolution: From Indentured Servants to Slaves

Thursday: Slave Societies Compared: Jamaica and Saint Domingue

***PSTC: 9, 12-15.***

Richard Ligon, *A true and exact history of the island of Barbados* (London: Humphrey Moseley, 1657), 40, 46-47, 53-55 & "Ingenio Index" (between 84 and 85).

Edward Long, *The history of Jamaica*, Volume 2 (London: T. Lowndes, 1774), 260-261 & 338-350.

### **Week 6: The Caribbean between Corsairs and Reformers (2/25-27)**

Tuesday: Peasant Societies in the Spanish Caribbean

Thursday: Daily Lives and Struggles of Enslaved People

***PSTC: 16.***

Michael Craton, *Searching for the Invisible Man: Slaves and Plantation Life in Jamaica* (Cambridge: Harvard University Press, 1978), selections ("Introduction," "Bunga-Men: Six Africans," "Conformists: Ten Ordinary Slaves," "Resisters: Five Slave Non-conformists").

George D. Flinter, "The Xivaros," in *The Puerto Ricans: A Documentary History*, eds. Kal Wagenheim and Olga Jiménez de Wagenheim (1994), pp. 38-44.

### **Week 7: Review and Midterm (3/4-6)**

### **Week 8: The Haitian Revolution (3/11-13)**

Tuesday: Revolution, Emancipation, and Citizenship

Thursday: From Saint-Domingue to Haiti (film session)

**PSTC:18-19.**

Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean: A Brief History with Documents, 1789-1804* (New York: Bedford/St. Martin's Press, 2006), 63-70, 89-93 116-118, 136-138 & 159-162.

**SPRING BREAK****Week 9: Unthinkable Nations (3/25-27)**

Tuesday: In-class discussion of Smith, *Ship of Death*.

Thursday: Haitian Underdevelopment Deciphered

**Week 10: The "Second Slavery" trumps British and French Emancipation (4/1-3)**

Tuesday: The Second Slavery: Cuba and Puerto Rico

Thursday: British and French Emancipation

**PSTC:20-22.**

Richard Henry Dana, *To Cuba and Back* (Carbondale, IL: Southern Illinois University Press, 1966), selections TBA.

Juan Francisco Manzano, *Poems by a slave in the island of Cuba, recently liberated*, translated by Richard Robert Madden (London: T. Ward and Co., 1840), 98-100, 106-111 & 156-169.

**Week 11: Emancipation, Race, and Nationhood (4/8-10)**

Tuesday: The Problem of Nationhood in the Nineteenth-Century Caribbean

Thursday: The Cuban War and the Making of a Third Empire

**PSTC: 23-24, 26-27.**

Lia Yun, *The Coolie Speaks: Chinese Indentured Laborers and African Slaves in Cuba* (Philadelphia: Temple University Press, 2009), 243-259.

## **Week 12: The Rise of the American Empire (4/15-17)**

Tuesday: The American Sugar Kingdom

Thursday: Labor Circulation, Race, and Caribbean Communities in the North/In-class discussion of Paton, *Radical Moves*.

***PSTC: 25, 28-30.***

Luis Martínez-Fernández, "The Birth of American Empire as Seen through Political Cartoons (1896-1905)," *OAH Magazine of History* 12, 3 (Spring 1998): 48-54

## **Week 13: Crisis and Response (4/22-24)**

Tuesday: Nationalisms of the Right and Left

Thursday: Decolonization by Any Name

***PSTC:31-32.***

Luis Muñoz Marín, "The Sad Case of Porto Rico," in Wagenheim and Wagenheim, eds., *The Puerto Ricans: A Documentary History*, 153-161.

## **Week 14: Revolution and Cold War (4/29-5/1)**

Tuesday: Caribbean Dictators, Populists, and Revolutionaries

Thursday: Castro's Cuba, Cuba's Fidel

***PSTC:33-37.***

Fidel Castro, "History Will Absolve Me," in *The Cuba Reader: History, Culture, and Politics*, edited by Aviva Chomsky, Barry Carr, and Pamela M. Smorkaloff (Durham: Duke University Press, 2003), 306-314.

## **Week 15: The Globalized Caribbean (5/6-8)**

Tuesday: The Emigration Dialectic

Thursday: Globalization's Winners and Discontents

***PSTC: 38-39.***

Denise Brennan, *What's Love Got to Do with It? Transnational Desires and Sex Tourism in the Dominican Republic* (Durham: Duke University Press, 2004), 185-206.

Mark Padilla, *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic* (Chicago: University of Chicago Press, 2007), 217-226.