

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

**History/Afro-American Studies 347
THE CARIBBEAN AND ITS DIASPORAS
Semester II, 2012-2013**

**Tuesday 1-2:15 p.m.
1101 Humanities**

**Francisco A. Scarano
4134 Humanities
263-3945/263-1800**

**Office hours:
Tue. 11 a.m.-12 noon (Walk-in hours)
Tue. 2:30-4:30 (Sign-up only)**

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 institutions 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) Partial and Final Exams:

A midterm exam on Thursday, March 7 and a final (Wednesday, May 15, 2:45-4:45, place TBA). Both will consist of several identification items and two essay questions each. I will select these questions from a review list handed out several days before the exam date. While I won't disclose the ID items beforehand, 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 25% of the final grade and the final exam 30%, for a total of 55%.

B) Papers:

Two 5-7 pp. essays, due by in hard copy during lecture on Thursday, February 28, and Thursday, April 25. For the first of these papers, students will select a topic from those listed at the bottom of this section and will write a 5 to 7-page essay that cogently and concisely develops a thesis or argument about a well-defined problem related to the selected topic. Further details, including specific instructions on writing the papers, will be provided in class. The first paper will be worth 10% of the grade; the second, 15%.

Paper topics:

For paper # 1 you will select from the following list of general topics:

- 1) Consequences (social, economic, ecological, *or* cultural) of the European conquest of the Caribbean;
- 2) Caribbean plantation slavery as an economic and demographic system;
- 3) Slave women, the family, and culture-building in the Caribbean;
- 4) Capitalism, slavery, and anti-slavery (the so-called Williams Debate);
- 5) Resistance, rebellion, and the forging of autonomous and/or independent spaces and states;
- 6) Marronage and maroon societies;
- 7) Peasant groups of the Spanish Caribbean, or peasant-like ("proto-peasant") adaptations within slavery in the non-Hispanic Caribbean; or,

Paper # 2 will provide a critical review of two books or four films. You will decide during the second week of the course to either participate in the book or the film reviews (films will be screened on scheduled evenings). *Once you've made a choice, you absolutely cannot switch from one to the other.* More information on the nature of the review assigned to each group will be forthcoming in class.

C) Reaction paragraphs:

Several times during the semester, on an unannounced basis, students will be asked to write reaction paragraphs to the week's readings. These will be graded on a pass/fail basis and will count toward the 20% of the final grade assigned to the quality of work (including oral participation) in discussion sections. A separate syllabus for your work in discussion sections will provide details on these occasional assignments, as well as on your responsibilities *vis-à-vis* the weekly sections.

D) Class participation:

Because a part of each class hour will be devoted to discussion, it is essential that students participate actively in such exchanges. The final grade will, to a large degree, reflect the level of enthusiasm in and extent of participation by the student in her/his discussion section.

Grading

The final grade will be calculated as follows:

Midterm and final exams.....	55 points
Papers.....	25 points
Class participation.....	20 points
Total.....	100 points

Books and other materials

The compendium on Caribbean history listed below contains the course's principal common readings. It is 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).

Please do not ask at Rainbow bookstore for the titles chosen for the second assignment until I've announced in class that they are available.

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 (1/22-24)

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: The Geographical, Ecological, and Aboriginal Background (1/29-31)

Tuesday: Geographies of Opportunity and Restraint

Thursday: The Ancient People of the Caribbean

PSTC: 3, 5-6.

Ramón Pané, *An Account of the Antiquities of the Indians* (Durham, N.C.: Duke University Press, 1999), selections TBA.

Week 3: Clashes and Negotiations of Conquest (2/5-7)

Tuesday: Economy and Society of the Conquest Caribbean

Thursday: Aboriginal Resistance and the Challenges of Depopulation

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) (2/12-14)

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 (2/19-21)

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 (2/26-28)

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 (3/5-7)

Week 8: The Haitian Revolution (3/12-14)

Tuesday: Revolution, Emancipation, and Citizenship

Thursday: From Saint-Domingue to Haiti

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.

Week 9: Unthinkable Nations (3/19-21)

Tuesday: *Egalité for All: Touissant L'Ouverture and the Haitian Revolution* (film).

Thursday: Policing, Prisons, and Colonial States in the 19th-century Caribbean
(guest lecturer: Alberto Ortiz)

Fragments of 19th-century inmate files (to be determined).

SPRING BREAK**Week 10: The "Second Slavery" trumps British and French Emancipation (4/2-4)**

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 (4/9-11)

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 (4/16-18)

Tuesday: The American Sugar Kingdom

Thursday: Labor Circulation, Race, and Caribbean Communities in the North

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 (4/23-25)

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.

Puerto Rico Office of the Governor, Letters to officials about the consequences of political activism from the Bishop of Ponce (1941) and the United States Women's International League for Peace and Freedom (1948).

Week 14: Revolution and Cold War (4/30-5/2)

Tuesday: Caribbean Dictators, Populists, and Revolutionaries

Thursday: Castro's Cuba, Cuba's Fidel

PSTC:33-37.

Puerto Rico Department of Justice, Documents related to nationalist activities, Sample of inmate file cover sheets, 1940s and 1950s.

Rafael L. Trujillo, "Rehabilitation Program of the Dominican Republic," in *A Bulletin of the Dominican Embassy* 174 (16 August 1953): 1-6.

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 (5/7-9)

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.