

# LAH 3470: Introduction to Caribbean History

Instructor: Professor Oren Okhovat, PhD Candidate in History

Email: [ookho001@ufl.edu](mailto:ookho001@ufl.edu) or Canvas Inbox

**Office Hours/Method:** BY APPOINTMENT ONLY on Zoom using Calendly (see communication section):

<https://calendly.com/lah3470officehours/office-hours>

\*Summer A 2021: Due to the status of the ongoing Covid-19 Pandemic I will only be holding Zoom office hours.

Synchronous Class Meeting Days/Times: MTWTF @ 2:00 pm – 3:15 pm

\*This is a fully online course that will meet mostly synchronously with some asynchronous instruction.

## Course Description

This course introduces the Caribbean as a complex region whose history has impacted a broad range of global processes. We will cover major developments, from pre-Colombian regional networks to modern challenges facing Caribbean nations. The course will discuss the Caribbean as a focal point of European overseas settlement and colonization, as a major depot of the trans-Atlantic African slave trade, as an Atlantic center of nineteenth-century republican revolutions, and as a center of modern intellectual, artistic, and literary movements.

Covering all of this material is an ambitious task in a six-week summer course. As such, the short semester is designed as an introductory overview that will focus on major trends and events of significant consequence rather than a superficial survey of too much information. It is meant to be a foundation for other courses in the History Department offered in the Fall and Spring semesters, such as LAH 4471 Caribbean History to 1800 (Dr. Fernanda Bretones-Lane) or LAH 4472 The Caribbean, Nineteenth and Twentieth Centuries (Dr. Lillian Guerra). We will read and explore issues in sufficient depth to gain a sense of how Caribbean society, culture, and politics developed and the importance of the Caribbean to the history of the Americas and the world more broadly. The main goal of this class is for students to understand the complexity of Caribbean history and how current events result from a long chain of historical processes. The course will challenge students to think critically about the themes of the course, a skill that will prove useful in living educated and informed lives.

We will **respectfully** discuss influential lives, actions, and ideas and analyze how they have shaped Caribbean history. We will cover the destructive power of humans but also our creative capacity through the arts and sciences, which includes the consequences of human actions (or lack thereof). We will also study the complexity of religion and its positive and negative catalytic role in the creation of modern Caribbean societies. Finally, we will study the roots of the paradoxical idea that the Caribbean can be both a peripheral and central node of a globalized world. Much of the globalized world as we know it has its roots in the Caribbean, and its history is deeply rooted in global economic networks.

### \*Caution:

*This course will explore and present ideas and events that may be shocking, distressing, or offensive to some students. Images and accounts of atrocities caused by the conquest and colonization of the Americas and the subsequent transatlantic slave trade and the consequent violation of human rights are part of this curriculum. In exploring these matters, the instructor aims to foster students' ability to analyze, critique, and synthesize information in thorough and objective ways in the same way that professional historians do. If any of the class content triggers any adverse emotional reaction, please*

seek immediate help from a professional. Resources are available at the end of this syllabus and on the Canvas resource page.

## Outcomes

By the end of LAH 3470, students will be able to

- Understand the general historical narrative of Caribbean history from pre-Columbian times to the modern age.
- Critically analyze preconceived constructs of the Caribbean from an historical perspective and will be able to locate and properly utilize the primary and secondary source material needed to do so.
- Articulate their research findings and ideas in a proper academic writing style using active rhetorical and writing skills.
- Demonstrate critical thinking and listening skills through participation in groups activities and discussions.

## Required Texts

Gad Heuman, *The Caribbean: A Brief History* Third Edition (New York: Bloomsbury, 2019). This text will be referred to in the schedule as Heuman, *The Caribbean* – MAKE SURE TO OBTAIN THE CORRECT EDITION

**There might be some additional reading materials on Canvas throughout the semester.**

## Assignment Descriptions

**All Assignments will be due on Canvas before the class time where it is indicated unless otherwise noted. Full assignment descriptions and rubrics will be available on Canvas. Our course is designed around a sing capstone assignment, where each assignment will build up to the final paper. We will not have exams in this class so submitting your final paper will mark the end of the course.**

**\*Note on points:** the point values received on assignments only represent the percentage grade on that individual assignment. Your total grade will be calculated based on the total percentage value of each assignment. To discuss your grade at any point during the semester, you must make an office hours appointment. Do not rely on the Canvas gradebook because it will not accurately reflect your progress in the class until the very end. Rely on the grades and feedback you receive on individual assignments as we move through the course to accurately assess your progress. If you are struggling at any point during the semester, make an appointment for office hours immediately so that we can assess your situation together.

### **Course Capstone Assignment: Travel Itinerary (or True Guide) for the History Buff**

Each assignment over our six weeks together will contribute to your writing of a mock “travel itinerary” that a historian or casual fan of history would appreciate and enjoy. Students will choose one city in the Caribbean from a list provided by the instructor (first-come, first-serve). The assignment consists of two

parts. The first requires students to write a brief (4-5 page) history of the country where the city is located and its relevance to Caribbean history using secondary sources from the UF library. The second part will consist of a 7-10 day travel itinerary that includes visits to historical locations in the chosen city and its surrounding hinterland. This should not include a stay in a luxury resort or ten days of partying but should focus on offering a guide that goes beyond popular mass tourism found on casual travel websites by helping the reader locate genuine places of historical interest. You can choose to either write the guide from a first-person perspective as a personal travel itinerary, or you can choose to write it from the perspective of a tour guide offering true historical tours (rather than commercialized semi-historical ones designed for unwary tourists).

### **Assignment Components:**

#### **In-Class Group Activities**

You will engage in several small group activities over the course of the semester **(20%)**:

- Personal reflection on weekly group discussions on either a primary source analysis or on readings **(15%)**
  - o Each student will post a brief 1-paragraph summary of their thoughts or comments on the weekly discussion readings on a weekly Canvas discussion board. They must then comment on at least one other classmate's post in the discussion board. Time will be given to complete this in class, where more instruction will be given.
- Regional groups 1 – **5-min City Presentation** (week 2: **2%**)
  - o Internet-based (amateur) research on location you are interested in writing about, give brief overview of town/city to your group. What might a tourist do in this place and how does it connect to history of Caribbean? Post what you found to the designated Canvas discussion board after presenting it to your group and comment on at least two other posts. More information will be given in class.
- Regional groups 1.5 – **Map Scavenger Hunt** (week 2: **1.5%**)
  - o After completing "City Presentation" activity, complete the "Map Scavenger Hunt" worksheet together with your group in class. More information will be given in class.
- Regional groups 2 – prepare regional group presentation (week 3: **1.5%**)
  - o Work with your group to create a survey of your sub-region based on the research you have done using the studies annotated in your bibliography.

#### **Annotated Bibliography – week three**

You will create a proper Chicago-style bibliography that includes at least 5 works of **professional** history (books and articles) that can be found on the UF library website and its affiliated databases (such as JSTOR). The books and articles included here will be used to write your historical overview. You will be required to resubmit this assignment in week five after making adjustments based on instructor comments for full credit. **(10% for first submission)**

#### **Rough Draft of "Historical Overview" – week four**

This will be the first draft of your academic-style history of the country where your destination city is located, orienting it toward the history of the Caribbean that we covered in class and in your readings. Submit together with revised bibliography as one document **(Rough draft + revised bibliography: 20% of final grade)**

#### **Peer Review of Rough Draft – week five**

We will circulate our papers within our regional groups in class for peer review and comments. You will have a worksheet to complete and will make comments on your peers' drafts. Both the draft and the worksheet will be uploaded to canvas for points. You will be graded on completion of the worksheet and on the thoroughness of your comments based on the worksheet guidelines. **(2% of final grade)**

### **Group Presentation – week five**

Each regional group will organize a brief (5 minutes per person) presentation of their cities and their ties to the region, expanding your original post on the subject using the knowledge you gained from your library research. You will be graded individually on the thoroughness, accuracy, relating of your city to the others in your group, to the Caribbean, and on your presentation style/organization for your portion of the presentation. Each individual will upload a copy of the presentation but will only be graded on their contribution. **(10% of final grade)**

### **Final: Travel Itinerary for the History Buff – week six**

This is your final draft and should include three parts: the “historical overview,” the “itinerary/tour guide,” and the “bibliography.” Part one should be written in academic style using proper Chicago-style format. Part two can be written in a more informal style and designed with a general public audience in mind (although proper citations should be used when necessary). Part three is simply your annotated bibliography attached without the annotations, although it should be in proper Chicago format. You can choose to either write part two as a travel itinerary from a first-person perspective or from a tour guide’s perspective. More instruction will be given in class. **(30% of final grade)**

### **Participation**

Your participation grade will be calculated based on your attendance, participation in class discussions, and engagement with course materials and lectures. See attendance policy for free absences and exemptions. **(3% of final grade)**

### **Grade Value Breakdown:**

|                           |     |
|---------------------------|-----|
| In-Class Group Activities | 20% |
| Annotated Bibliography    | 10% |
| Rough Draft + Revised Bib | 20% |
| Peer Review               | 2%  |
| Group Presentation        | 10% |
| Final                     | 30% |
| Participation             | 3%  |

## **Grading & Course Credit Policies**

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts. **IF YOU ARE RECEIVING A C+ OR BELOW ON YOUR ASSIGNMENTS YOU MUST MAKE AN APPOINTMENT WITH THE INSTRUCTOR AS SOON AS POSSIBLE TO DISCUSS YOUR GRADE.**

### **Grading Scale**

|    |         |                  |    |         |                |
|----|---------|------------------|----|---------|----------------|
| A  | 100-94  | Exceptional      | C  | < 77-74 | Below average  |
| A- | < 94-90 | Very good        | C- | < 74-70 | Many errors    |
| B+ | < 90-87 | Better than good | D+ | < 70-67 | Serious errors |
| B  | < 87-84 | Good             | D  | < 67-64 | Problematic    |
| B- | < 84-80 | Above average    | D- | < 64-61 | Near failing   |
| C+ | < 80-77 | Average          | E  | < 61-0  | Failing        |

The course grading criteria is based on current UF grading policies. Passing grades range from A to D- but a grade of C- does not count as passing for any major, minor, Gen Ed, Gordon Rule, or basic distribution requirements at UF. Follow this link for more information:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

## Course Policies

### Format

This course follows the fully online synchronous format that has been offered at UF since Spring 2020 following the outbreak of the COVID-19 pandemic. While the course is designed to function synchronously via Zoom, some asynchronous discussion or research days may occur at the discretion of the instructor. Pay attention to the syllabus schedule and announcements in class for changes in the schedule, I will always update the syllabus if changes are made.

### Communication

All good relationships are based on good communication, including between instructor and student. This statement is even more true in a virtual format, which hinders interpersonal interactions as much as it allows us to continue exchanging information from afar.

As such, I have attempted to make communication between you and I as efficient as possible.

### Conversational Interlude

To start, we will have regular 15-minute breaks each class that will also serve as “conversational interludes” for students to ask about any range of topics related to the class (content clarification, assignment doubts, due dates, etc). This will be a public forum where we can discuss issues as a group, including topics not related to the course such as your general interests in the Caribbean and Latin American history, life after college, graduate school, study abroad opportunities, research opportunities, and the like. Participation is not necessary since this will also be a moment to take a break from the screen.

### Zoom Office Hours

For all other matters pertaining to your grade, participation, or assignments – or any other personal matter – you must make an appointment to see me during office hours. Due to the ongoing coronavirus pandemic, office hours will also be held completely online via Zoom. These operate on a first-come, first-serve basis and must be made by appointment. In order to access the office hours Zoom link you will need to schedule an appointment using my electronic calendar at:

<https://calendly.com/lah3470officehours/office-hours>

There are a limited number of slots each week so it is recommended to book in advance, I cannot promise that there will be an open time slot for last-minute meetings and will normally not make exceptions outside of the calendar for fairness. If the regular office hours completely conflict with your schedule, contact me via email at least 24 hours in advance to make an appointment at a time that works best for both of us.

### Email

All non-essential communication can be made via email using the Canvas message system or at [ookho001@ufl.edu](mailto:ookho001@ufl.edu). Please note that I will not respond to emails outside of working hours, which includes weekends and evenings. I will make an effort to answer all emails within 24 hours of receipt on weekdays. If you need a response via email and write on a Friday, you should not expect a response until Monday. Plan ahead if you need to reach me, writing five or even twenty minutes before class will not elicit a response. **Emails are not text messages, please write all emails professionally. Professional (or unprofessional) emails are a reflection of your character and academic/professional maturity.** For a guide on how to communicate professionally using electronic media, see this guide:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16l>

**\*NOTE:** I will send general announcements using the Canvas message system, which is connected to your UF email account, so check both regularly. These include reminders about deadlines, clarification for assignments, and schedule changes. It is the student's responsibility to regularly check messages on both Canvas and the UF email for important course-related information and to respond in a timely manner. Failure to do so can result in missed deadlines, schedule confusion, etc.

**Communication about Assignments and Grades:** Note that grades are only re-evaluated in case of mathematical error. **Students should wait for 24 hours after receiving their grades to contact the instructor about them. All comments should be read carefully before doing so.**

### Attendance

Attendance is required for all lectures and discussions. In the fast-paced format of a summer course, missing two to three classes is the equivalent of missing an entire week of a regular course. We will also have important group work tied directly to your final project throughout the six weeks of our semester. Therefore, missing a total of **fourteen class periods** will result in an automatic failure of the entire course. With that said, you will be **allowed up to two unexcused absences** with no questions asked to accommodate for unexpected personal issues. This means that you can miss two class periods without notifying the instructor. Note, however, that missing graded groupwork during class time on an unexcused absence will not result in being excused from the assignment and will result in lost points.

**Excused absences** will be accommodated accordingly and all assignments missed during an excused absence can be made up. A student **MUST** notify the instructor for an excused absence (ahead of time if possible). You do not need to provide me with medical documents for a sick absence, if you will be absent for an extended period due to the current coronavirus pandemic (whether you are sick or are caring for a sick relative), you should contact the instructor as soon as possible to make arrangements for the course. All religious holidays and other excused absences will be accommodated, but it is the

students' responsibility to follow the university guidelines for excused absences. All course attendance and absence policies are based on the UF policy found in the online catalogue:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

**Please note:** If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning in assignments on time.

**Tardiness:** If students enter the Zoom call after roll has been taken, they are late, which disrupts the entire class. This applies to the synchronous classes. Make sure you join the class early enough to correct any technological issues you encounter. It is the student's responsibility to inform the instructor after class that they were late, failing to do so will result in a marked absence for the day. Missing more than half of class will result in an absence for the day.

### Classroom Etiquette via Zoom

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

When attending class via Zoom, there are a few guidelines students are expected to follow.

- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your instructor know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to class? Would you show that poster in class? Would you bring that pile of dirty clothes to class?
- **You will be graded on participation, which is calculated based on your attendance and participation in class activities. The pedagogical approach of this class requires you to at least participate in class activities through the audio function of Zoom. Your video presence is extremely encouraged and will create a friendlier class culture but is not required to fulfill the participation grade requirement.**

### Policy regarding electronic devices and course recording

- Electronic devices should only be used in this course to connect to class via Zoom or for text-referencing purposes. Please refrain from using your devices to complete other activities during class meetings, silence cell phones and all other devices not being used for class
- **Any unauthorized recording of any portion of this course (including screenshots) and unauthorized sharing of recorded materials is strictly prohibited.**

### Assignment Submission and Extensions

Papers and drafts are due on Canvas at the beginning of class the assigned deadline (refer to the syllabus for the correct submission dates). The window to submit on Canvas will remain open but late

assignments will be marked as such after the submission deadline. Failure of technology is not an excuse, leave yourself plenty of time to submit the paper ahead of the deadline.

All papers will be submitted as MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner using Chicago Style formatting. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up.

In general, students are expected to contribute constructively to each class session.

**Students can ask for ONE extension for any ONE assignment over the course of the semester, EXCEPT the group presentation and final WITHOUT incurring any grade deduction.** To use the free extension, students must contact the instructor via email **up to 24 hours prior to the assignment deadline.** This policy can only be used ONCE during the semester. Students having trouble meeting deadlines should contact the instructor immediately to work out a plan to stay on track. In these cases, acceptance of late work will occur at the discretion of the instructor.

### Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### Plagiarism and Academic Honesty

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

**Important Tip:** You should never copy and paste something from the Internet without providing the exact location from which it came.

**There is zero tolerance for plagiarism in this class, which could be punished with academic discipline as severe as expulsion from the university and an "F" for the course. Unintentional plagiarism could result in an "F" for the assignment.**



All UF students are bound by the Honor Pledge of the University of Florida, which all students sign upon acceptance to the University. It states:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

## Resources

### Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. They are currently offering online appointments. See <https://writing.ufl.edu/writing-studio/> to learn more.

### Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE)  
 Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261  
 Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575  
 Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208  
 Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161

## Schedule of Classes and Assignments

*This schedule is only a guide and is subject to change. If you are absent, it is your responsibility to make yourself aware of any changes in the syllabus.*

### Unit 1: Indigenous Caribbean Society and the Contact Period

|                          | Schedule                                     | Readings & Assignments Due  |
|--------------------------|--|---|
|                          | <b>Week One</b>                              |   |
| <b>Tuesday</b><br>5/11   | Introduction to Class Objectives and Subject | <b>Read Syllabus Thoroughly;</b><br><b>Acquire class book</b><br><br><b>Post Introduction in Canvas Discussion Board by Friday</b>                        |
| <b>Wednesday</b><br>5/12 | Indigenous Societies Before Columbus         | <b>Heuman, <i>The Caribbean</i>, pp. 1-11</b>   |
| <b>Thursday</b><br>5/13  | Encounter and European Settlement            | <b>Heuman, <i>The Caribbean</i>, pp. 11-15</b>  |
| <b>Friday 5/14</b>       | Group Discussion: Conquest and Resistance    | <b>Read: Columbus's voyages – selected excerpts (material in Canvas files)</b><br><br><b>Post Personal Response to Discussion Board (By end of class)</b> |

### Unit 2: Empire, Wealth, and Slavery in the Caribbean

|                        | Schedule  | Readings & Assignments Due                     |
|------------------------|---|--|
|                        | <b>Week Two</b>                                 |  |
| <b>Monday</b><br>5/17  | <b>No Class: Major Jewish Holiday (Shavuot)</b> |  |
| <b>Tuesday</b><br>5/18 | Empire, Genocide, and Competition               | <b>Heuman, <i>The Caribbean</i>, pp. 17-27</b> |

|                           |   |  |
|---------------------------|---|--|
| <b>Wednesday<br/>5/19</b> | Sugar, Slavery, and the making of a New World   | <b>Heuman, <i>The Caribbean</i>, pp. 29-43</b>   |
| <b>Thursday<br/>5/20</b>  | Group Discussion: Empire, Destruction, and Slavery  | <b>Last day to sign up for travel destination (will be automatically assigned afterwards)</b><br><br><b>Post Personal Response to Discussion Board (By end of class)</b> |
| <b>Friday<br/>5/21</b>    | Regional Group Discussion: 5-min presentation of destination to group<br><br>Map Scavenger Hunt in Groups | <b>Submit Map Worksheet by end of class</b>  |

### Unit 3: Colonial Caribbean Societies

|                           | Schedule   | Readings & Assignments Due  |
|---------------------------|--|---|
|                           | <b>Week Three</b>  |   |
| <b>Monday<br/>5/24</b>    | <b>Workshop: Library Research, Creating an Annotated Bibliography, and Avoiding Plagiarism</b> | <b>Begin searching the library catalogue for academic scholarship on your chosen travel destination</b>                   |
| <b>Tuesday<br/>5/25</b>   | White Colonists, Free People of Color, and New Cultures  | <b>Heuman, <i>The Caribbean</i>, pp. 45-54</b>  |
| <b>Wednesday<br/>5/26</b> | Challenges and Resistance to Colonial Structures   | <b>Heuman, <i>The Caribbean</i>, pp. 55-64</b>  |
| <b>Thursday<br/>5/27</b>  | Group Discussion: Slave Societies vs. Societies with Slaves                                    | <b>Heuman, <i>The Caribbean</i>, pp. 65-75</b><br><br><b>Post Personal Response to Discussion Board (By end of class)</b> |
| <b>Friday<br/>5/28</b>    | Group Workshop: Begin preparing group regional presentation                                    | <b>Annotated Bibliography (first submission) Due</b>  |

### Unit 4: The Caribbean during the Age of Revolutions

|                         | Schedule                                 | Readings & Assignments Due   |
|-------------------------|--|--|
|                         | <b>Week Four</b>                         |  |
| <b>Monday</b><br>5/31   | <b>No Class: Memorial Day</b>            |  |
| <b>Tuesday</b><br>6/1   | The Haitian Revolution and its Aftermath | Heuman, <i>The Caribbean</i> , pp. 77-87   |
| <b>Wednesday</b><br>6/2 | Abolition and Revolution                 | Heuman, <i>The Caribbean</i> , pp. 89-107  |
| <b>Thursday</b><br>6/3  | Emancipation and its Aftermath           | Heuman, <i>The Caribbean</i> , pp. 109-119   |
| <b>Friday</b><br>6/4    | Group Discussion: Whose Revolutions?     | <b>Revised Bibliography +<br/>Destination Historical<br/>Overview Rough Draft Due</b><br><br><b>Post Personal Response to<br/>Discussion Board (By end of<br/>class)</b> |

### Unit 5: Emerging Caribbean Nations

|                       | Schedule  | Readings & Assignments Due  |
|-----------------------|---|---|
|                       | <b>Week Five</b>                                  |   |
| <b>Monday</b><br>6/7  | Race and Nation                                   | Heuman, <i>The Caribbean</i> , pp. 121-133<br><br>Submit peer review worksheet + reviewed paper on Canvas |
| <b>Tuesday</b><br>6/8 | Black Nationalism in the 20 <sup>th</sup> century | Heuman, <i>The Caribbean</i> , pp. 135-144  |

|                          |  |  |
|--------------------------|--|--|
| <b>Wednesday<br/>6/9</b> | Neo-Colonialism and Revolution   | Heuman, <i>The Caribbean</i> , pp. 145-153   |
| <b>Thursday<br/>6/10</b> | Group Discussion: Haiti & Dominican Republic as National Narratives (Discussion questions on Canvas) | Heuman, <i>The Caribbean</i> , pp. 155-165<br><br>Documentary: "Haiti & Dominican Republic" (PBS Series "Black in Latin America," produced by Henry Louis Gates, Jr.) (link in Canvas)<br><br>Post Personal Response to Discussion Board (By end of class) |
| <b>Friday<br/>6/11</b>   | Group Regional Presentation (10 min per group)   | Submit Group Presentation on Canvas  |

### Unit 6: The Cuban Revolution and Modern Caribbean Societies

|                           | Schedule  | Readings & Assignments Due                                   |
|---------------------------|---|--|
|                           | <b>Week Six</b>   |  |
| <b>Monday<br/>6/14</b>    | Hurricanes, Pandemics, and Earthquakes: Challenges to life in the Caribbean | Heuman, <i>The Caribbean</i> , pp. 178-187                   |
| <b>Tuesday<br/>6/15</b>   | Migration, Labor, and Revolution  | Heuman, <i>The Caribbean</i> , pp. 189-200                   |
| <b>Wednesday<br/>6/16</b> | Guest Lecture: Professor Daniel Fernández – the Cuban Revolution            | Heuman, <i>The Caribbean</i> , pp. 201-212                   |
| <b>Thursday<br/>6/17</b>  | <b>Course Overview and Final Discussion</b>                                 | Post Personal Response to Discussion Board (By end of class) |
| <b>Friday<br/>6/18</b>    | <b>Writing Day</b>  | Final Project Due by end of regular class time               |