

# Introduction to Caribbean Studies Spring 2016

BST-206- --- (CRN #65617)  
**Fully Online Course**

## All Coursework and Materials on D2L Syllabus

**Instructor:** C.J. Washington

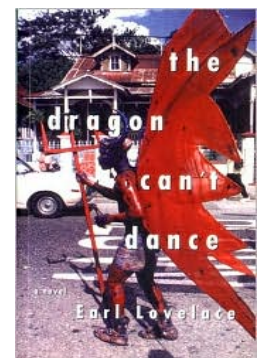
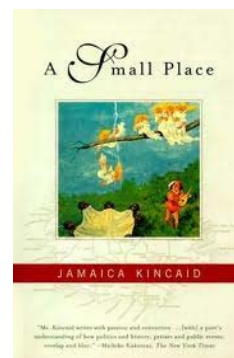
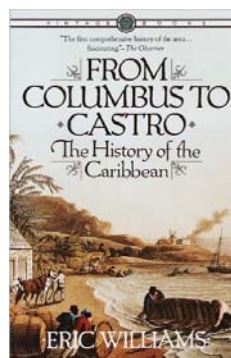
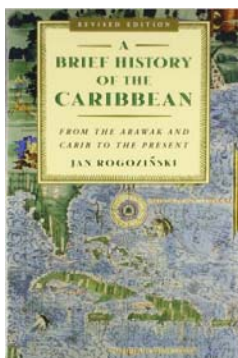
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**Course Description:** : This course introduces the Caribbean region of the New World using archeological, historical and ethnographic sources. Discussions include: the Caribbean as a cultural entity, sources of evidence in Caribbean Studies, the main features and the evolution of Caribbean cultures, societies and institutions, transformations using video clippings, overhead transparencies, slides of selected areas, islands or countries and activities of the region, documentaries, student group discussions, and PowerPoint presentations. Other topics of interest include religion, resistance history, artistic expressions and transformations. Students will undertake projects on selected individual islands/countries of the Caribbean discuss general contemporary issues on Caribbean heritage, politics and international and cultural relations.

### **Required Texts:**

- 1). Rogonzinski, Jan, *A Brief History of the Caribbean: From the Arawak and Carib to the Present*
- 2). Williams, Eric, *From Columbus to Castro: The History of the Caribbean 1492-1969.*
- 3). Kincaid, Jamaica, *A Small Place*
- 4). Lovelace, Earl, *The Dragon Can't Dance*



This course will be conducted **FULLY ON-LINE**, via D2L, so ready access to the Internet is required.

This online course runs ten (10) weeks, from **March 28th through June 5th, 2016.**

**Final Exams Week: June 6 - 11**

Final Exam Essays received **after 11:59 p.m.** on **Wednesday, June 8th,** will be “late”, and will result in a reduced grade (**3% each day that the FINAL EXAM ESSAY is late-- including weekend days**).

**NOTE:** ESSAYS **aren't accepted when they are 1 week late;** and automatically receive a grade of zero.

**Course Objectives:**

- 1) Discuss how colonialism and neo-colonialism impacted- and in some cases continues to impact- Caribbean populations.
- 2) Describe the political and economic structures that constitute the contemporary Caribbean.
- 3) Explain how migration has shaped the diverse cultures of the Caribbean.
- 4) Critically analyze primary and secondary sources related to the study of the Caribbean.
- 5) Develop an understanding of the factors which influence the evolution of Caribbean society and culture
- 6) Develop a respect for other cultures and for their contribution to the region's development

One purpose of this course is to provide students with a basic understanding of the cultures and peoples of the Caribbean. The other goal of the course is to encourage critical reading, thinking, and writing skills. They are also meant to encourage students to consider the Caribbean and Caribbean experiences from a variety of perspectives. At the end of this course students should be able to think in a more critical fashion about the Caribbean. We will use not only the required texts for the course, but also other readings from articles, documentaries, and PowerPoint slides.

Other goals in this course are to gain a basic understanding of the following themes:

- The Caribbean as a geographical, cultural, and political region--an example of the complexity of the "local" within the "global"
- The long history of global interconnectedness and the terms under which it has occurred (exploration, conquest, slavery, colonization; labor, resources, and markets; "othering")
- The shaping of identities (race, class, gender, nation) through this history
- How different forms of knowledge can either justify or question the domination of one group over another; particularly interdisciplinary study as a way of challenging dominant viewpoints

**HOW TO SUCCEED IN THIS COURSE:**

*\*Participate in ALL online class discussions.*

*\*Keep up with the readings.*

*\*If something is not clear, ask a question.*

*\*Clarify expectations with the Instructor.*

**IMPORTANT NOTES:**

- a). **Schedule of Lecture and class meetings -- WEB COURSE --- FULLY-ONLINE COURSE.**
- b). In order to be prepared for the class, students should complete the assigned reading before the class noted.
- c). You may also wish to search websites for relevant readings. Your website research should include only articles from scholarly journals, chapters from books, etc.
- d). **The Instructor reserves the right to add or subtract readings and assignments from the syllabus.**

**Course Requirements**

*Student Responsibilities:*

**1). Attendance / Class Participation -- 40%**

-- via **RESPONSE PAPERS** due on: **Every Other Wednesday at 5:00 p.m.**

**2). Written Response/Reflection Papers — (See Attendance / Class Participation above)**

--Length: One page, typewritten, double-spaced (**DO NOT SUBMIT MORE THAN ONE PAGE**).

Each student is required to submit a one page reading response paper **every other week**. These papers reflect your engagement with the assigned readings. Although these papers will not be letter-graded, they will be read, recorded, and will figure largely in your final grade. **The first paper is due on Wednesday, April 6th -- 5:00 p.m.. NO LATE PAPERS ACCEPTED!**

**3). Discussions (Online) - Participation in online discussions is MANDATORY. – 30%**

**Discussion Topics (comment/responses) deadline: Sunday at 12:00 p.m. (A new Discussion Thread begins at 12:01 p.m. on Sunday afternoon)**

**4). MIDTERM -- 10%**

**Due in the D2L DropBox by 11:59 p.m. on Thursday, April 28th.**

**5). Final Exam – 20%**

**DUE: via D2L DropBox -- Wednesday, June 8th; 11:59 p.m.**

**Grade Distribution:**

Type of Task	Percentage of Grade
Attendance/Participation via Response/Reflection Papers	40% (or 40 points) -- 5 @ 8% each (8 points each = 40 points)
Online Discussions/Postings	30% (or 30 points) -- 3 points per week/10 weeks
<b>Midterm</b>	10% (or 10 points)
<b>Final Exam</b>	20% (or 20 points)
<b>(Total – 100 points)</b>	<b>100%</b>

Grade/Point Scale

<b>A</b> = 100-94 points	<b>A-</b> = 93-90 points
<b>B+</b> = 89-87 points	<b>B</b> = 86-84 points
<b>B-</b> = 83-80 points	<b>C+</b> = 79-77points
<b>C</b> = 76-74 points	<b>C-</b> = 73-70 points
<b>D+</b> = 69-67 points	<b>D</b> = 66-64 points
<b>D-</b> = 63-60 points	<b>F</b> = 59 points (or below)

### Tentative Reading Schedule

(Subject to Change by Instructor)

**Week One (Mar. 28- Apr. 3)**

**Theme(s): What is the Caribbean?**

**Defining the Caribbean I: Geography and Landscape**

- Reading(s):** 1). *The Caribbean: Geography and Geographical Features* (2 pages)  
 2). *The Caribbean: Basic Geography* (8 pages)

**Reading from Text(s):**

**BEGIN** reading *Rogonizinski*, Preface and Chap. 1 (pp. xi - 1)

**Week Two (Apr. 4 - 10)**

**Theme(s) – Defining the Caribbean II: History and Identity**

- Reading(s):** 1). “*Condé: The Politics of Gender and Identity*” (6 pages)  
 2). “*The Caribbean’s Creative Diversity*”—  
 Lecture by Prof. Rex Nettleford (5 pages)

- Reading from Text(s):** 1). *Rogonizinski*, Chaps. 2 & 3 (pp. 22 -44)  
 2). **BEGIN & FINISH** --- Jamaica Kincaid, “*A Small Place*”

**(First Response/Reflection Paper Due**

**DUE: D2L DROP BOX on Wed., April 6th; 5:00 p.m.**

**Tentative Reading Schedule Cont'd.**

(Subject to Change by Instructor)

**Week Three (Apr. 11 - 17)****Theme(s): Caribbean History, 1492-1898 / The Columbian Encounter****Reading(s):** 1). Thief, Slave Trader, Murderer: Christopher Columbus and Caribbean Population Decline (**19 pages**)**Documentary Film:** *Columbus' Lost Ships: A Wreck Investigation***Week Four (Apr. 18 – 24)****Theme(s): War and Piracy; Sugar and Slavery  
Colonial Legacy and the Plantation System****Reading(s):** Chaps. 7, 8 and 9 from : Rogonizinski, *A Brief History of the Caribbean*1). Chap. 7: “*Buccaneers of Jamaica, St. Dom., Bahamas*”2). Chap. 8: “*War and Piracy, 1665 – 1720*”3). Chap. 9: “*Sugar Rules the Islands*”**Documentary Film:** *The Sugar Babies*

( Second Reading Response/Reflection Paper)

**DUE: In D2L DROP BOX on Wed., April 20th; 5:00 p.m.****RESPONSE PAPERS SHOULD COVER SOMETHING FROM THE Film: *The Sugar Babies*.****Week Five (Apr. 25 – May 1)****Theme(s) - I: Caribbean Cultures: Historical, Personality Histories,  
Local Traditions****Reading(s):** Article - 1). “*Culture of the Caribbean*” (**8 pages**)Article - 2). “*The Mixture of Caribbean Cultures*” (**4 page**)**FINISH** Rogonizinski, *A Brief History of the Caribbean***MIDTERM EXAM -- Papers Due: D2L DROP BOX on Thursday, Apr. 28th, 11:59 pm****Week Six (May 2 - 8)****Theme(s) :** Remembering the Past**Reading(s):** 1). *The History of Mary Prince* (**ONLINE**)<http://docsouth.unc.edu/neh/prince/prince.html>**Reading from Text(s):** Begin *Williams*, *From Columbus to Castro: The History of the Caribbean 1492-1969*; Chaps. 1 -5**Documentary Film:** “*Egalite for All: Toussaint Louverture and the Haitian Revolution*”

( Third Reading Response/Reflection Paper)

**DUE: IN D2L DROPBOX on Wed., May 4th; 5:00 p.m.****Week Seven (May 9 - 15)****Theme(s): Introduction to Caribbean Religious Practices -- Traditional,  
Christianity, Islam, Voodoo, Hindu, Rastafari****Readings** Article – “*The Myth of “Voodoo”: A Caribbean American Response to Representations of Haiti*” by Dianne Diakité (**3 pages**)Article -- “*Move Afoot to Recognize Rastarianism as Bona Fide Religion*” by Wesley Gibbons (**3 pages**)**Reading from Text(s):** *Williams*, Chaps. 9 – 11; 17

## Tentative Reading Schedule Cont'd.

(Subject to Change by Instructor)

### Week Eight (May 16 –22)

**Theme(s): Caribbean Societies – Ethnic; Racial; the Encounter of Worlds and Cultures / African and East Indian Cultures in the Caribbean**

- Reading(s):** Article -- 1). “*Caribbean Immigration: - Ideological and Economic Motivations for Racial Discrimination; Relations with African Americans*” (3 pages)
- Article** - 2). “*Conflict between East-Indian and Blacks in Trinidad and Guyana: Socially, Economically and Politically*” by Gabrielle Hookumch and Professor Moses Seenarine (8 pages)
- BLOG** -- “*Inter-Racial Relationships: Blacks and Indians in Guyana, Trinidad and Suriname*” (3 pages)

( Fourth Reading Response/Reflection Paper)

**DUE:** In D2L DROP BOX on Wed., February 24th; 5:00 p.m.

### Week Nine (May 23 - 29)

**Theme(s): Intro. to Reggae & Ganja, Calypso, SOCA; Carnival & the Caribbean Heritage**

- Reading(s):** 1). BEGIN Lovelace, “*The Dragon Can’t Dance*” (pp. 9- 119)
- Readings** 1). Article -- “*R eggae, Rasta and Ganja*” (4 pages)
- 2). Artic -- “*The History of Calypso Music*” by Alana Tutwiler (2 pages)
- 3). Article -- “*Soca Music History - The History of Soca Music*” (1 page)

### Week Ten (May 30 – June 5)

**Theme(s): Carnival & the Caribbean Heritage (Continued)**

- Readings :** 1). **FINISH** Lovelace, “*The Dragon Can’t Dance*” (pp. 120- End)

Fifth and **FINAL** Reading Response/Reflection Paper

**DUE:** In D2L DROP BOX on Wed., June 1st; 5:00 p.m.

**Final Exams Week -- June 6 - 11**

**Final Exam Due: — Wednesday, June 8th at 11:59 p.m.**

To be submitted online via the **D2L Dropbox -- Wednesday, June 8th; 11:59 p.m.**

## Academic Honesty



By turning in a test or an assignment, you (the student) certify that you produced the work without plagiarism or other forms of academic dishonesty. You should carefully review the Portland State University Bulletin section on academic honesty, ignorance of these rules is not an acceptable excuse for misconduct in this course. Violations of academic honesty standards can result in a non-passing grade. **On plagiarism:** Students are expected to express themselves and to sustain an argument in their own prose. They should not submit written work that does not properly acknowledge transcription or that includes excessive quotation of the works of others. If you want to quote from a published work, you must put the passage in quotation marks and cite the references.