

COURSE SPECIFICATION DOCUMENT

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| Academic School/Department: | CASS/Social Sciences |
| Programme: | American Studies |
| FHEQ Level: | 6 |
| Course Title: | The Caribbean: Creoles, Conflicts and Complexity |
| Course Code: | AMS 6210 |
| Course Leader: | Dr Michael F. Keating |
| Student Engagement Hours: 120 | |
| Lectures: | 22.5 |
| Seminar / Tutorials: | 22.5 |
| Independent / Guided Learning: | 75 |
| Semester: | FALL and/or SPRING and/or SUMMER |
| Credits: | 12 UK CATS credits 6 ECTS credits 3 US credits |

Course Description:

This multidisciplinary and comparative course examines the development of Caribbean economies, politics and societies from 1492 up until the present day. It pays particular attention to how colonisation made the region dependent on other parts of the world, a dependency that outlasted the transatlantic slave trade and endures in a post-colonial world, as well as exploring the attempts that have been made to resist and transcend this. Key themes include slavery and plantation economies; colonialism and imperialism; independence and sovereignty; labour and migration; race, gender and the characteristics of creole society; revolution and resistance; capitalism and neo-liberalism; dependency and development; corruption and inequality; as well as the international relations between the region and various colonial and neo-colonial powers, most importantly the United States.

Prerequisites: HST 4100 or HST 4105 or INR 4100 or COM 5100

Aims and Objectives

- To foster the acquisition, development and consolidation of a variety of historical and transferable skills through the study of key themes and debates relevant to Caribbean history and politics from 1492 up until the present day

- To encourage the development of historiographical skills, including research skills, formulating and presenting coherent arguments in seminars and assessments, and in critical thinking around variety of primary and secondary sources.

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

6A(i); 6A(iv); 6B(iii); 6B(iv); 6C(i); 6C(iii); 6D(iv)

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the Departmental page of the portal.

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrate a detailed understanding of the history of the Caribbean and the major theoretical and conceptual approaches related to understanding its development.
- Demonstrate a systematic understanding of the importance of the Caribbean in cultural, historical, political, social and international terms, particularly with regard to its significance for American Studies.
- Develop sophisticated historiographical skills including an effective grasp of methods for reading and interpreting both printed and visual primary source material, while critically evaluating secondary sources.
- Complete assigned work with a degree of clarity, technical competence and critical thinking and with a degree of independence and capacity for self-evaluation, appropriate for a 6000-level course.

Indicative Content:

- The history of the Caribbean and the consequences the transatlantic slave trade and plantation societies.
- Understanding the process of creolisation and critical approaches to that theory.
- Understanding political responses to colonialisation including resistance, revolution and post-colonial dependency.
- Debates around the relationship between race, gender, and labour
- Debates around development, migration and diaspora.
- The complexity of the region's relationships with various colonial and neo-colonial powers, most importantly the United States.

Assessment:

This course conforms to the Richmond University Standard Assessment Norms

Teaching Methodology:

The course will be taught through a combination of lectures and seminar classes. Lectures are primarily designed to give an overview of the issues and problems on a particular topic, and thereby provide guidance for seminar discussion. Seminars will be used for debates and group/sub-group discussion, and are intended to provide an interactive and participatory learning environment. Students are expected to do the set readings for each week, and to be prepared to contribute to class discussion and discussion sub-groups. The general approach to classes is informal, and discussion is viewed as an essential part of learning. Where possible the course will make use of class visits. Students are expected to use the class visits as an opportunity to apply concepts and ideas developed in lectures, as well as to collect further information and impressions to provide a basis for subsequent class discussion.

Bibliography:

- Beckles, Hilary and Verene Shepherd (eds), 1996, *Caribbean Freedom: Economy and Society from Emancipation to the Present*, Princeton, Markus Wiener
- Beckles, Hilary and Verene Shepherd (eds), 2004, *Caribbean Slavery in the Atlantic World: A Student Reader*, London, Ian Randle
- De Barros, Juanita, Audra Diptee and David V. Trotman, 2006, *Beyond Fragmentation: Perspectives on Caribbean History*, Princeton, Markus Wiener
- Foote, Nicola (ed.), 2013, *The Caribbean History Reader*, London, Routledge
- Higman, Barry W., 2011, *A Concise History of the Caribbean*, Cambridge, Cambridge University Press
- Knight, Franklin W., 2011 (3rd edition), *Caribbean: The Genesis of a Fragmented Nationalism*, Oxford, Oxford University Press
- Maingot, Anthony, 1994, *The United States and the Caribbean: synergies of a complex interdependence*, London, Routledge
- Martin, Tony, 2012, *Caribbean History: From Pre-colonial Origins to the Present*, Harlow, Pearson Education
- Mintz, Sidney W., 2012, *Three Ancient Colonies: Caribbean Themes and Variations* Cambridge, Harvard University Press
- Palmié, Stephan and Francisco A. Scarano (eds), 2011, *The Caribbean: A History of the Region and its Peoples*, Chicago, University of Chicago Press

Please Note: The core texts will be reviewed at the time of designing the semester syllabus
