

**Interdepartmental 296/History 369A (6 credits)  
Slavery, Race Relations, and Society in the Caribbean**

**Spring Institute 2008**

Professors Mark Carey, Ted DeLaney, Tyler Dickovick, and Jonathan Eastwood

**Course Overview**

This course examines slavery and its legacies in the Caribbean, with some comparative analysis of South America and the United States. Students and faculty members will be in residence in the Caribbean for four weeks, with approximately three weeks in Barbados and approximately one week in St. Vincent. The goal of this course is to understand how slavery and race relations have affected -- and continue to affect -- diverse aspects of Caribbean society, including social relations, economies, politics, national identity, and access to natural resources. Students will learn about these issues first hand in classes, on field trips, through individual research projects, and during interactions with local scholars and residents.

The course will be divided into four main segments (plus a general introductory section, called below "section 1"), with one faculty member exercising primary responsibility for each segment. These segments are detailed below.

**Learning Objectives**

In addition to exposing students to the Caribbean and its people, geography, political systems, and social issues—while, at the same time, teaching them multi-disciplinary scholarly debates about race and its legacies—this course strives to fulfill several learning objectives. Students will complete the course with improved skills in their ability to do the following: (1) to read and analyze both primary and secondary sources critically—including doing primary source research in a foreign country; (2) to write papers clearly, concisely, and critically; (3) to speak thoughtfully about issues in front of peers, the professors, and the general public both here and in the Caribbean; (4) to identify and employ specific evidence to support their written and spoken assertions; and (5) to convey information and scholarly arguments through student-produced final research projects. To evaluate students' ability to perform these skills and thus fulfill the course's learning objectives, students will write papers, participate in class discussions, give presentations to the class, and read a series of books and essays.

**Course Requirements (with grade breakdown in parentheses):**

- Completion of travel, with the group, to St. Vincent and Barbados for those portions of the course held there (Sine qua non).
- Regular attendance, completion of mandatory readings, and active participation in class discussions (40%)

- Completion of research and presentation as the main course project (40%).
- Completion of preliminary assignments on papers (short proposal, annotated bibliography, and outline) – (20%)

### **Research Project:**

All students will be required, in addition to completing course readings and participating in discussions, to conduct structured, supervised research on some aspect of Caribbean culture that bears on one or more of the course's overarching themes. The project will involve both a written final paper (15 pages in length) and a public presentation on the Washington and Lee campus at the end of the spring term.

Students must meet with course faculty during the first week of the term to refine their project ideas and then prepare (a) for the third week of the course (the first week in Barbados), a one page proposal for the project; (b) for the fourth week of the course, an annotated bibliography with at least 10 sources in addition to course readings listed; and (c) by the fifth week of the course, an outline of the paper's anticipated argument, to be discussed and subjected to peer and faculty review in afternoon workshops during the course's fifth week. Specific assignment sheets for these components will be provided separately.

### **COURSE SECTIONS:**

#### **Week 1: Introduction (Professors Carey, DeLaney, Dickovick, and Eastwood)**

The objectives of this section of the course are (1) to provide a general overview of the structure and character of contemporary Caribbean societies; (2) to outline the course's structure and expectations; (3) to provide the general framework of the emergence of the plantation system in the Americas; (4) to introduce students to a variety of theories of "race."

#### **Week 2: Dependency, Development, and Underdevelopment (Coordinator: Prof Dickovick)**

The objective of this section of the course is to introduce students to a range of theories about the space and role the Caribbean and Latin America occupy in the global economy. The approach will emphasize the intellectual history of notions of development, underdevelopment, poverty, and global inequality, with reference to contemporary economic, social, and political realities. This section highlights several questions that will recur throughout the course: How do historical legacies impact theorizing about and within the region? Do individuals in Barbados, St. Vincent, and other "developing countries" view the world through very different lenses than most in the U.S., and if so, how and why? To gain traction on questions of development and underdevelopment, we will examine social change through a variety of readings, including work by the novelist Jamaica Kincaid and former Jamaican Prime Minister Michael Manley. The section also includes an overview of the contemporary political economy of the Caribbean Basin. Readings will be complemented with class visits to local sites of interest.

Jamaica Kincaid. 2000. *A Small Place*. New York: Farrar, Strauss, & Giroux.

Lawrence Grossman, "The Political Ecology of Banana Exports and Local Food Production in St. Vincent, Eastern Caribbean," *Annals of the Association of American Geographers* 83:2 (1993), 347-367.

Michael Manley, *The Politics of Change* (Washington: Howard U. Press, 1990), pp. 15-23, 202-217

Michael Manley, *Up the Down Escalator* (Washington: Howard U. Press, 1987), pp. 218-238, 263-271

Thomas Klak, ed, *Globalization and Neoliberalism: The Caribbean Context* (Lanham, MD: Rowman & Littlefield, 1998), pp. 3-23, 29-63, 257-275

### **Week 3: Colonialism and Slavery (Coordinator: Prof. DeLaney)**

The objective in this section is to survey and analyze the colonial encounters between European, African, and indigenous American peoples in the Caribbean region, with a strong focus on the development of plantation economies, the variety of labor-regimes found in these economies, and the gradual institutionalization of chattel slavery as the fundamental labor regime underlying the cultivation of sugar and other primary products. This section of the course essentially describes the emergence of the various "paths" that will be explored later in the course: that is, one of the overall course objectives – to explore the long-run consequences of the plantation economy developed during the colonial period in areas like resource access and contemporary identities – is grounded in the analysis provided in this section of the course.

Reading:

Richard Dunn: *Sugar and Slaves: The Rise of the Planter Class in The English West Indies, 1624-1713*. The Omohundro Institute for Early American Culture, Williamsburg Virginia. Chapel Hill and London: University of North Carolina Press, 2000.

### **Week 4. Race, Environment, and Natural Resources (Coordinator: Prof. Carey)**

The objective in this section is to study the historical intersection of race and environment, looking at how environmental forces such as climate or natural disasters, among others, affected different people of different races differently. Additionally, and to avoid any hint of environmental determinism, this portion of the course will examine how people constructed their surrounding environments, both mentally and physically. In short, we examine how people of different races perceived, interacted with, and shaped their environments.

## Readings:

- Judith A. Carney, "African Rice in the Columbian Exchange," *Journal of African History* 42 (2001): pp. 377-396.
- Karen Ordahl Kupperman, "Fear of Hot Climates in the Anglo-American Colonial Experience," *William and Mary Quarterly* 41, no. 2 (1984): pp. 213-240.
- Londa Schiebinger, "Prospecting for Drugs: European Naturalists in the West Indies," in *Colonial Botany: Science, Commerce, and Politics in the Early Modern World*, eds., Londa Schiebinger and Claudia Swan (Philadelphia: University of Pennsylvania Press, 2005), pp. 119-133.
- David Watts, *The West Indies: Patterns of Development, Culture and Environmental Change Since 1492* (New York: Cambridge University Press, 1987), pp. 393-405 and 423-447.
- Lawrence S. Grossman, "Soil Conservation, Political Ecology, and Technological Change on Saint Vincent," *The Geographical Review* 87, no. 3 (1997): pp. 353-374.
- Janet Henshall Momsen, "Caribbean Peasantry Revisited: Barbadian Farmers over Four Decades," *Southeastern Geographer* 45, no. 2 (2005): pp. 206-221.
- Matthew Mulcahy, "'A Tempestuous Spirit Called Hurri Cano': Hurricanes and Colonial Society in the British Greater Caribbean," in *American Disasters*, ed. Steven Biel (New York : New York University Press, 2001), pp. 11-38.
- Bonham C. Richardson, "Catastrophes and Change on St. Vincent," *National Geographic Research* 5, no. 1 (1989): pp. 111-125.
- Mimi Sheller, *Consuming the Caribbean: From Arawaks to Zombies* (New York: Routledge, 2003), pp. 36-70.
- Ramachandra Guha, "The Authoritarian Biologist and the Arrogance of Anti-Humanism: Wildlife Conservation in the Third World," *The Ecologist* 27, no. 1 (1997): pp. 14-20.
- Colmore S. Christian, et. al., "Parrot Conservation and Ecotourism in the Windward Islands," *Journal of Biogeography* 23 (1996): pp. 387-393.

## **Week 5: Nationalism and Independence (Coordinator: Prof. Eastwood)**

The fundamental objective of this section of the course is to analyze the variety of collective identities found in the contemporary Caribbean, with a central focus on the historical development and contemporary implications of the emergence of both particularistic and pan-Caribbean *nationalist* identities (that is, identities that define "the nation," understood as the sovereign and fundamentally equal "people," as the most important object of loyalty and as lying at the basis of state legitimacy). To this end, we will focus on (a) the general theory of nationalism, (b) in general terms, the comparative timing and causes of the emergence of national identity in Spanish South America, English North America, and the Caribbean, (c) the major social-structural antecedents to the development of national consciousness in the English-speaking Caribbean, with special attention to tensions in the late-colonial stratification system, (d) the chronologies of the major nationalist movements, and (e), most centrally, how Caribbean

nationalisms have dealt with the question of the intersections between national and ethnic boundaries.

#### Readings:

- Benedict Anderson, "Imagined Communities," in Anthony Smith and John Hutchinson, eds., *Nationalism* (New York: Oxford University Press, 1994), pp. 89-96.
- Eric Hobsbawm, "The Nation as Invented Tradition," in Smith and Hutchinson, eds., *Nationalism* (New York: Oxford University Press, 1994), pp. 76-82.
- Liah Greenfeld, "Types of European Nationalism," in Smith and Hutchinson, eds., *Nationalism* (New York: Oxford University Press, 1994), pp. 165-171.
- Franklin Knight, *The Caribbean: The Genesis of a Fragmented Nationalism* (New York: Oxford University Press, 1978), pp. 146-188.
- Oliver Benoit, "Ressentiment and the Gairy Social Revolution," *Small Axe* 22, February, 2007, pp. 95-111.
- Curwen Best, "Popular/Folk/Creative Arts and the Nation," in Glenford D. Howe and Don D. Marshall, eds., *The Empowering Impulse: The Nationalist Tradition of Barbados* (Barbados: Canoe Press, 2001), pp. 232-255.
- Don D. Marshall, "Gathering Forces: Barbados and the Viability of the National Option," in Glenford D. Howe and Don D. Marshall, eds., *The Empowering Impulse: The Nationalist Tradition of Barbados* (Barbados: Canoe Press, 2001), pp. 269-300.

#### **Week 6:**

The goal upon returning to Lexington is to reflect on our experiences in the Caribbean in a sophisticated, scholarly way; to engage in lively discussion about these issues; to finalize the research project; and to present research publicly to the W&L university community.

#### **Course Schedule**

##### **Mon. 4/21 to Thurs. 4/24: Class meets FGH hours**

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| Mon. 4/21, 3pm  | Guest lecture on Barbados: Jerome Handler<br>Read and Discuss: George Gmelch, <i>Behind the Smile: The Working Lives of Caribbean Tourism</i> (Indiana, 2003).                                                                                                                                                                                                                                                                                                                                                                                              |
| Tues. 4/22, 3pm | Guest lecture on St. Vincent: Lawrence Grossmann                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Wed., 4/23      | Lunch at Sweet Treats (Caribbean Buffet)<br>Class to follow.<br>Read and discuss the American Anthropological Association's online "Race: Are We So Different?" project.<br><a href="http://www.understandingrace.org/about/index.html">http://www.understandingrace.org/about/index.html</a><br>You should spend approximately 2 hours going over this material, and are responsible for the following sections: (a) History: Race in the U.S.A.; (b) Human Variation (subsections "The Human Spectrum", "Only Skin Deep", "Race and Human Variation", and |

“Human Variation Quiz”); and (c) Lived Experience (subsections “Game of Life Experience”; “Global Census”; and “Who is White?”

Thurs., 4/24	Class: “The Development of the Plantation System in the Americas”
Fri., 4/25	Depart for Charlotte, NC
Sat., 4/26	Depart for St. Vincent. Arrive LIAT flight 737 at 5:40 p.m. Transportation to Skyblue Beach Apts.

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**Sun Apr 27**

Morning:	Excursion to Bequia Island
Lunch:	on excursion
Afternoon:	Excursion to Bequia Island

**Mon Apr 28**

Morning:	Class at SkyBlue (including logistics)
Lunch:	SkyBlue
Afternoon:	“Colonialism and Slavery in St. Vincent” (DeLaney)

**Tues Apr 29**

Morning:	Class at SkyBlue
Lunch:	on excursion
Afternoon:	Excursion to banana plantation, with possible guest speakers

**Wed Apr 30**

Morning:	Class at SkyBlue
Lunch:	SkyBlue
Afternoon:	Open/free time. Optional visit to local school.

**Thurs May 1**

Morning:	Excursion to Volcano, with possible guest speakers
Lunch:	on excursion
Afternoon:	Excursion to Volcano, with possible guest speakers

**Fri May 2**

Morning:	Class at Skyblue
Lunch:	SkyBlue
Afternoon:	Visit to Prime Minister

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**May 03 Saturday**

9.30 a.m.	Depart SkyBlue
12.35 a.m.	LIAT flight 332 departs for Barbados
1.15 p.m.	Group arrives from St. Vincent
5.00 p.m.	Orientation
6.30 p.m.	Welcome Dinner

**May 05 Monday**

10:30 Lecture: Dr. Karl Watson - History of Barbados  
12-1 Lunch at Bellairs  
1:30 - Field Trip: (walking) City Tour - Dr. Watson

**May 06 Tuesday**

10.00 a.m. Lecture: Dr. Curwin Best/Dr. Marcia Burrowes –  
Overview of Barbadian Culture  
1-4 p.m. Classroom

**May 07 Wednesday**

9-12 a.m. Classroom: Read and discuss *Sugar and Slaves*.  
2-5 p.m. Field Trip: Sunbury Plantation House and/or Bayleys

**May 08 Thursday**

10.00 a.m. Lecture: Dr. Pedro Welch – The Transition to  
Enslavement of Africans and the emergence of  
Rural-urban dichotomies  
2-3:30 Research time/Library time

**May 09 Friday**

Classroom Day:  
9-10 a.m. Comparative discussion of colonial slavery in St. Vincent and Barbados  
10:15-11:15 Focus on projects and writing  
12:15-1:15 p.m. The effects of colonial slavery in Barbados on the colony of South  
Carolina  
1:45-2:45 Ending slavery in British Caribbean

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**May 12 Monday**

9-12 a.m. Classroom: Race, Environment, and British Colonialism  
Read: Carney, Kupperman  
2-5 p.m. Field Trip: George Washington House and  
Barbados Museum

**May 13 Tuesday**

Classroom: Science, Nature, and Empire in the Caribbean  
Read: Schiebinger, Watts

**May 14 Wednesday**

9-12 a.m. Classroom: Land Use After Slavery in St. Vincent and Barbados  
Read: Grossman, Momsen

1:30-5 p.m. Field Trip: Morgan Lewis Mill, East Coast,  
Andrews Sugar Factory

**May 15 Thursday**

10.00 a.m. Lecture: Director, CEDERA , or representative  
Classroom: Natural Disasters in St. Vincent and the Caribbean  
Read: Mulcahy, Richardson

**May 16 Friday**

10.00 a.m. Lecture: Dr. Lorna Inniss - Conservation and Ecotourism  
Classroom: Conservation and Ecotourism in Barbados  
Read: Sheller, Guha, Christian

2-5 p.m. Field Trip: Tour of conservation project

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**May 19 Monday**

Classroom Day  
9:00-12:00 – An overview of major social-scientific theories of  
nationalism  
Readings: Anderson, Hobsbawm, Greenfeld  
Afternoon: Individual meetings with faculty to go over paper  
outlines and student research time.

**May 20 Tuesday**

Classroom Day  
9:00-12:00 – Nationalism and Proto-Nationalism in the Wider  
Caribbean  
Readings: Knight  
Afternoon: Individual meetings with faculty to go over paper  
outlines and student research time.

**May 21 Wednesday**

Guest Lecture: Dr. Oliver Benoit – “A Comparative Perspective on Post-Colonial Anglo-Caribbean Nationalisms”

Readings: Benoit

Afternoon: Outline workshop groups and student research time

**May 22 Thursday**

10.00 a.m.

Lecture: Dr. Don Marshall - “Barbadian Nationalism Today”

Readings: Marshall

Afternoon: Outline workshop groups and student research time

**May 23 Friday**

Classroom Day

9:00-12:00 – Nationalisms, Independence, Race, and Contemporary Culture in Barbados

Readings: Best

**May 24 Saturday**

Return to Lexington

**Mon. 5/26 to Fri 5/30: Class meets FGH hours**