

## **LAH4471: Caribbean History to 1800**

Dr. Fernanda Bretones Lane

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Class Meetings: MWF 1:55– 2:45 pm (Period 7) | Keene-Flint Hall 0101

Student Hours: M 3-5pm and Th 9-10am

### **Course Description**

Europeans entered the New World via the Caribbean, with Christopher Columbus's arrival in the Bahama Islands in 1492. In the three centuries following the first encounters, the region underwent major transformations, including the genocide and near extinction of the native populations, the rise of plantation slavery, the eruption of imperial warfare, and the first successful slave revolution that simultaneously abolished slavery and established an independent nation. In this sense, the Caribbean can serve as a case study to examine dynamics common to the Americas as a whole: colonization, imperial disputes, slavery, and revolution. This course introduces students to these topics, providing them with an understanding of the making of the Caribbean and the multiple factors that contributed to the region's development. The course begins with the Amerindian societies that inhabited the Caribbean islands prior to the arrival of the Europeans, and concludes with the abolition of slavery in the British West Indies and the continuation of slavery (and colonialism) in the Spanish Caribbean. Other topics include: trade and contraband; piracy; resistance to slavery; the Haitian Revolution and its impact in the region.

### **Course Goals**

1) to provide an understanding of the factors that contributed to the making of the Caribbean over the colonial period 2) to develop students' abilities to analyze historical documents and connect events 3) to help students improve their writing skills.

### **Required Texts**

Students in this class should ideally own a copy of the following texts (available at campus library):

1) Kris Lane, *Pillaging the Empire: Piracy in the Americas, 1500-1750* (New York: Routledge, 1998) \*Please make sure you purchase the correct edition. There is a newer edition, but the new chapters added do not fit with our course and we will not read them.

2) David Geggus, Ed., *The Haitian Revolution: A Documentary History* (Indianapolis: Hackett Publishing Co., 2014).

Both of these are on Course Reserve, and therefore will be available at Library Desk for consultation. We will also be reading a variety of other texts, which will be available on the course Canvas site or elsewhere online. You must print these readings so that you can write on them to take notes and you need to bring these printed readings to class on the relevant day(s) so that we can discuss them together. Additionally, you should purchase Bluebooks whenever indicated for the in-class assignments.

### Course Assignments

**Annotated Syllabus:** After the first class, you are expected to read this syllabus in its entirety, and annotate it electronically. This means: highlighting important information (I already highlighted due dates for you); inserting comments or questions, etc. This will be graded for Pass/Fail only, but the result can be used to either round-up, or round-down, your final grade at the end of the semester (for example, when between an A- and an A, this assignment can help you get the A!)

**Primary Source Analysis:** Students will write a total of three short essays analyzing a primary source document (or a collection of documents). Each essay should be around three pages in length (1.5 spacing, Times New Roman 12 or Calibri 11 font) and should address the following points: Who produced this document, and why? Under what circumstances? Who is the intended audience? What is this document about? What does it reveal, and what does it omit? How does this particular account illuminate the question at hand? Consider how the documents relate to the week's topic and readings. You should produce a cohesive, well-rounded text with a beginning, a middle, and an end. Documents for analysis and their due dates are listed in the course schedule.

**In-Class Essay:** On Friday, September 20. You must bring a Bluebook with you that day. You will choose one out of two questions to answer during the fifty minutes of the class period. This is will be an open-book exercise, so bring your notes and readings with you.

**Final Paper:** In lieu of an in-class, final exam, students will produce a final paper toward the end of the semester, based on a prompt that I will circulate in advance. A first draft is due after Thanksgiving, and we will do peer-reviewing in class. I will provide instructions on the peer-review process. The final draft is due by 12pm on Thursday, December 12, via Canvas.

### Grade Breakdown:

|                              |                |
|------------------------------|----------------|
| Annotated Syllabus           | P/F            |
| Primary Source Analysis (x3) | 30% (10% each) |
| Essay (in class)             | 10%            |
| Participation*               | 10%            |
| Peer Review                  | 10%            |
| Final Paper                  | 40%            |

\*Participation evaluation is based on two criteria: 1) whether or not you are bringing your own discussion question to designated discussion days, and 2) Whether or not you are actively participating in discussion. It is not just about how much you talk in class, is also about the quality of your contribution. If you just show up to discussion and do nothing/sit silent, that is considered insufficient participation. If you constantly interrupt your classmates/repeat what has already been said, you will likely *not* earn points for participation. Those who fail to follow class policies (i.e. use their phones/laptops without authorization/repeatedly show up late) or who disrupt the class in any way (i.e. talking loudly with others, constantly moving around, eating loudly) will also harm their participation grade.

### Attendance

Whether it is a lecture day or a discussion session, attendance is mandatory. Each student will automatically have two absences excused without question. Any further absence will earn you an “F” for that day, which will impact your participation and final grade (see grade breakdown below). Extended absences (beyond the two excused ones) resulting from acceptable reasons (such as illness, serious family emergencies, religious holiday, military obligations, jury duty) will also be excused if proper documentation is provided (such as medical documentation, jury letter, etc). In these cases, the instructor should be communicated as soon as possible to plan a special accommodation. Poor attendance is grounds for failing the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

A special note for students who participate in university-sponsored athletic or scholarly activities: According to the University’s policies, “Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. **The student or student’s advisor must notify the instructor as early as possible prior to the anticipated absence** to allow ample time for accommodations.”

### Participation

Students are expected to show up for class ready to engage with the material (answer questions that the instructor may raise/complete in-class assignments, etc), the professor (ask questions or offer insights during lectures), and with other students (during discussion). You are required to bring a copy of the assigned readings with you on relevant days. Unpreparedness (including failure to bring readings to class), unexcused absences, and uncourteous behavior will impact your grade negatively, while energetic and informed participation will raise final grades. Active and engaged participation starts on the very first day. Your first assignment is to annotated this syllabus, and in order to demonstrate that you are actually reading it closely as instructed, at this point please insert (as a comment on the doc. file) the name of your favorite color. I am serious.

### Deadlines

All deadlines are dully noted on this syllabus, so plan accordingly. If you anticipate not being able to meet a particular deadline for reasons beyond your control (for instance, medical/personal issues), contact the instructor right away to inquire about possibly turning in late work. However, please note that, unless you are dealing with a documented acceptable absence/reason for tardiness as described above, any late work that the instructor decides to accept will incur a penalty: Half a grade point will be deducted for each day the work is late, starting from the indicated deadline.

### Accommodations

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when

requesting accommodation. You are welcome to come bring the accommodation letter to my office if you prefer instead of doing it in class. Please act on this as soon as possible in the semester.

### **Classroom Etiquette**

Technology is wonderful! But it is also so pervasive in our contemporary lives, that we can all benefit from a break. During our fifty-minute meetings, let's all enjoy tech-free thinking. Laptops and cellphones must be turned off/silenced and stored away. You should bring a notebook to take notes from lecture and to jot down your thoughts.

We should all be on time for class. If you arrive late, please be as unobtrusive as possible. If you must leave early for a medical appointment or other university-sanctioned business, please notify me in advance and also try not to be too disruptive as you exit.

Each and everyone one of us must be respectful when discussing and disagreeing with the ideas and opinions of others. Argument is an important part of intellectual discussion, so I expect and encourage lively debates that will give you opportunities to work through problems, ask questions, and evaluate answers and interpretations together. I also expect you to show respect toward others and their views, even if they are very different from your own.

### **Communicating with the Instructor**

If you have questions that cannot be answered by consulting the syllabus or addressed in class, come see me during Student Hours. Those are specific times when my office is open to you, for any concerns you may have. If those hours conflict with your schedule, contact me to make an appointment at a time that works for both of us. Finally, if none of those are viable, or if you have pressing concerns, feel free to email me. Note, however, that emailing your professors is not the same as emailing (or texting) your friends. Some useful tips (not only for this class, but for all professional communication that happens online), see "How to Email Your Professor (Without Being Annoying AF)" at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16>. I generally check emails once daily, so please allow up to 24 hours for a response (I will try to answer as soon as possible). Weekends will likely disrupt this schedule.

### **Grading Criteria**

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a "good" student.

A- Very good work with most of the attributes of "A" work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as "A" work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

**B** Good competent work, which meets all standards/requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

**B-** Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Sometimes the result of truncate writing that could improve with more attention/work. Talk to instructor.

**C+** Below the specifiable standards for good work. Sometimes the result of poor writing that compromises quality of the work/clarity of ideas. Talk to instructor.

**C** Work showing serious misunderstanding or lack of effort or engagement. Talk to instructor

**C- or below:** Talk to instructor immediately.

Passing grades range from A to D-. Current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext-otp1>

*And finally...*

### **Schedule of Readings**

#### **Holidays:**

Sept. 2 Labor Day | Oct. 4-5 Homecoming | Nov. 11 Veterans Day | Nov. 27-29 Thanksgiving

#### **Week 1. Introduction**

Wed 8/21: Introduction and organizational meeting. Start working on assignment for Friday.

**Fri 8/23:** The Caribbean: What/Where is it, and why study it?

**Annotated syllabus due via CANVAS by 6pm today**

### **UNIT 1: BEGINNINGS**

#### **Week 2.**

Mon 8/26: Framing the Caribbean. In-class activity

Wed 8/28: Pre-Hispanic Caribbean

- Reading: Rogozinski, *Brief History*, Chapter 1

Fri 8/30: European Arrival

- Readings:
  - 1) Erin Stone, “Mission Impossible: Slave Raiders vs. Friars in Tierra Firme 1513-1522,” *The Americas*
  - 2) Bartolome de las Casas, *An account of the destruction of the Indies* Prologue, Preface, Hispaniola, The Kingdoms of Hispaniola, The Islands of Puerto Rico and Jamaica, Cuba (pp.5-27) ([online](#))

### **Week 3. Beginning of Colonial Society**

~~Mon 9/2~~ Labor Day – no class. Begin reading Kris Lane, *Pillaging the Empire*

Wed 9/4: The Early Spanish Caribbean

- Readings:
  - 1) David Wheat, *Atlantic Africa and the Spanish Caribbean, 1570-1640*. Introduction
  - 2) Kris Lane, *Pillaging the Empire*, Chap 1

Fri 9/6: Discussion

## **UNIT 2: CHALLENGING SPANISH HEGEMONY**

### **Week 4. Northern Europeans Come to the Caribbean**

Mon 9/9: “The Heretics:” Dutch and English Settlers

- Readings:
  - 1) Kris Lane, *Pillaging the Empire*, Chapters 2 & 3

Wed 9/11: “The Intruders:” The French and Danish Islands

- Readings:
  - 1) Kris Lane, *Pillaging the Empire*, Chap 4

Fri 9/13: Pirates, Privateers, and Buccaneers: Discussion on Lane’s *Pillaging the Empire*

### **Week 5. Entangled Empires in the Caribbean**

Mon 9/16: People, Goods, and Inter-Imperial Connections

Wed 9/18: Global Wars in the Caribbean

- Readings:
  - 1) Maria Alessandra Bollettino, “‘Of equal or of more service:’ Black Soldiers and the British Empire in the Mid-eighteenth-century Caribbean,” *Slavery & Abolition* 2017, Vol.38 (3), p.510-533
  - 2) David Wheat, “A Spanish Caribbean Captivity Narrative: African Sailors and Puritan Slavers, 1635,” in *Afro-Latino Voices*, pp.126-136

Fri 9/20: In-class assignment – Essay. Bring a Bluebook with you.

**UNIT 3: ENSLAVED LABOR, THE SLAVE TRADE, AND THE PLANTATION  
COMPLEX**

**Week 6. The World of the Enslavers**

**Mon 9/23:** Tropical Commodities

- Readings:
  - 1) E. Stols, “The Expansion of the Sugar Market in Western Europe,” 237-288
  - 2) Jesse Cromwell, *The Smugglers' World: Illicit Trade and Atlantic Communities in Eighteenth-Century Venezuela*, Prologue

**Primary Source Analysis of Wheat, “A Spanish Caribbean Captivity Narrative” due at start of class today, 9/23**

**Wed 9/25:** The Planter Class

- Reading:
  - 1) Richard Dunn, *Sugar and Slaves. The Rise of the Planter Class in the English West Indies, 1624-1713* Excerpts from Chap. 2

**Fri 9/27:** Discussion

**Week 7. The Trans-Atlantic Slave Trade**

**Mon 9/30:** The Middle Passage

- Reading:
  - 1) Sowande Mustakeem, *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage*, excerpts from Chap 3

**Wed 10/2:** The Auction Block

- Reading:
  - 1) Laird Bergard, María del Carmen Barcia, Fe Iglesias García. *Cuban Slave Market: 1790-1880*, excerpts from Chapter 5

~~Fri 10/4~~ Homecoming – no class

**Week 8. Black Life**

**Mon 10/7:** Free Blacks and Urban Slaves

**Wed 10/9:** Life on the Plantation

- Reading:
  - 1) *The Diary of Thomas Thistlewood*, Excerpts
  - 2) Verene Shepherd, Bridget Brereton, Barbara Bailey (Eds), *Engendering History: Caribbean Women in Historical Perspective*, selected chapter TBA

**Fri 10/11:** Discussion

## **Week 9. Empire, Ideology, and Slavery**

Mon 10/14: Slavery, Religion, and Law in the Spanish Empire

- Reading:
  - 1) Alejandro de la Fuente, "Slave Law and Claims-Making in Cuba: The Tannenbaum Debate Revisited" *Law and History Review*, Vol. 22, No. 2 (Summer, 2004), pp. 339-369

Wed 10/16: "Christian Slavery" in the Protestant Empires

Fri 10/18: Discussion

- Reading:
  - 1) Jane Landers, "Felipe Edimboro Sues for Manumission, Don Francisco Xavier Sánchez Contests (Florida, 1794" in: Richard Boyer and Geoffrey Spurling (Eds.), *Colonial Ives: Documents on Latin American History, 1550-1850*, pp.249-268

## **UNIT 4: RESISTING SLAVERY**

### **Week 10. Marronage**

**Mon 10/21:** Escaping Through Sea: Maritime Maroons

- Reading:
  - 1) Jorge I. China, "A Quest for Freedom: The Immigration of Maritime Maroons into Puerto Rico, 1656-1800." *The Journal of Caribbean History* 31 (1&2, 1997): 51-87

**Primary Source Analysis of Landers, "Felipe Edimboro Sues for Manumission due at start of class**

Wed 10/23: Escaping Through Land: Maroon Communities on the Islands

- Reading:
  - 1) Mavis Campbell, *The Maroons of Jamaica: A History of Resistance, Collaboration, and Betrayal* (Trenton: Africa World Press, 1990) Chap 7

Fri 10/25: Discussion

### **Week 11. Rebellion**

Mon 10/28: Slave Revolts in the circum-Caribbean

- Reading:
  - 1) John Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World*, Chap 1

Wed 10/30: Slave Revolts in the circum-Caribbean – continued

- Reading:
  - 1) Vincent Brown, *Slave Revolt in Jamaica, 1760-1761: A Cartographic Narrative*, Axis Map <http://revolt.axismaps.com/project.html>

Fri 11/1: Discussion

## **Week 12. Revolution (part 1)**

Mon 11/4: Saint-Domingue on the eve of the Slave Revolt

- Reading:
  - 1) David Geggus, *The Haitian Revolution: A Documentary History*, Introduction

Wed 11/6: Documentary Film: Equality for All

- Reading:
  - 1) David Geggus, *The Haitian Revolution: A Documentary History*

Fri 11/8: The Haitian Revolution – part 1

- Reading:
  - 1) Finish reading documents in: Geggus, *The Haitian Revolution*

## **Week 13. Revolution –continued**

~~Mon 11/11~~ Veterans Day

Wed 11/13: The Haitian Revolution—part 2

Primary Source Analysis from selected documents in Geggus, *The Haitian Revolution* due at start of class

Fri 11/15: Impacts of the Haitian Revolution

- Reading:
  - 1) Ada Ferrer, "Speaking of Haiti: Slavery and Freedom in Cuban Slave Testimony," in David Geggus and Norman Fiering, eds. *The World of the Haitian Revolution* (Bloomington: University of Indiana Press, 2009).

## UNIT 5: THE CARIBBEAN AT THE ONSET OF THE 19<sup>TH</sup> CENTURY

### **Week 14. Ruptures and Continuations**

Mon 11/18: The End of Slavery in the British West Indies

- Reading:
  - 1) Gelien Matthews, *Caribbean Slave Revolts and the British Abolitionist Movement* (Baton Rouge: Louisiana State University Press, 2004), excerpts TBA

Wed 11/20: The Spanish Caribbean into the Nineteenth Century

- Reading:
  - 2) Christopher Schmidt-Nowara, “A Second Slavery? The 19th- Century Sugar Revolutions in Cuba and Puerto Rico”

Fri 11/22: Discussion

### **Week 15. The Spanish Caribbean into the Nineteenth Century - continued**

Mon 11/25: Slavery and Capitalism: The Second Slavery Debate

~~Wed 11/27~~ Thanksgiving

~~Fri 11/29~~ Thanksgiving

### **Week 16. Students' Papers**

**Mon 12/2** First draft of final paper due today at beginning of class, hard-copies only. Peer-review

Wed 12/4 Peer-review of first draft of final paper - continued

~~Fri 12/6~~ Reading Day

**Final Paper due by 12pm on Thursday, December 12, via Canvas.** Canvas automatically records the uploading time of each document. Late penalties will begin at 12:10pm, with a ten-minute grace period.

*Last but not least...*

### **Academic Integrity**

UF students are bound by The Honor Pledge which 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 either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the paper. Intentional plagiarism results in an “F” for the course, or worse.

In order to avoid the (unintentional) appearance of plagiarism, make sure you are familiar with standard forms of citation (for example, using quotation marks when citing primary and secondary sources, and inserting footnotes or endnotes to refer your reader to the source).

### **Campus Resources**

UF is a big school—and there are lots of resources available to students. Here is a sample of some useful resources:

#### **Health and Wellness**

*U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:* <https://counseling.ufl.edu/> or call 392-1575

*Hitchcock Field And Fork Food Pantry:* For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

*The Molm Family Gator Career Closet:* An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

*Police Department:* 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

*Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.

#### **Academic Resources**

*E-learning technical support,* 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

*Career Connections Center,* Reitz Union, 392-1601. Career assistance and counseling.

<https://career.ufl.edu/>

*Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Writing Studio,* 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

*Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

*On-Line Students Complaints:* <http://distance.ufl.edu/student-complaint-process/>

### **Course Evaluations**

As mandated for all CLAS courses in Fall 2019, “Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://urldefense.proofpoint.com/v2/url?u=https-3A\\_ufl.bluera.com\\_ufl\\_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F\\_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E\\_HUO3wQ&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e=). Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu><<https://evaluations.ufl.edu>>. Thank you for serving as a partner in this important effort.”