

AS100:239 Chronicling the Caribbean

(Writing Intensive Course)
W 12:00 Noon -1:15PM via Zoom

Dr. Sasha Turner
Office Hours: WF 1:30-2:30 By Appointment

Section 1: F12:00 Noon -1:15PM Halle-Mackenzie Ashby
Section 2: F1:30PM-2:45PM Ellie Palazzolo
Section 3: F12:00 Noon -1:15PM Elliot Root
Section 4: F1:30PM-2:45PM Joao Gabriel

TAs Office Hours: By Appointment

From myth riddled ethnographies to racist diatribes, Europeans wrote chronicles of the Caribbean and the populations they subjugated in service of conquest and colonization, enslavement and empire. This course is a critical inquiry into European knowledge production and the writing of the region's history as mere appendage to imperial history justifying European domination and exploitation of the region. It explores how innovations in Caribbean Archaeology, Caribbean History, and the Digital Humanities challenge Eurocentric knowledge claims extending the decolonization struggle beyond politics and economy to include the academy. As a critical inquiry into power in the production of historical knowledge the course also explores what such alternative approaches to history as Archaeology and the Digital (re)produce in their own moments of creation.

Required Books

Basil Reid, *Myths and Realities of Caribbean History*, Tuscaloosa: University of Alabama Press, 2 v009 (**available for bookstore purchase**)

Peter Hulme and Neil L. Whitehead, *Wild Majesty: Encounters with Caribs from Columbus to the Present Day*, Oxford: Clarendon Press, 1992, (**e-book Sheridan Library**)

Evaluation and Assessment

Class Participation

Class participation grade will be based on your contributions to breakout sessions **AND** seminar meetings with TAs. Please note from the weekly schedule when your TA section will be the discussant for the breakout sessions. Breakout sessions, divided by TA section, (there are four TA sections of this course with up to 20 students enrolled in each) provide students ample opportunity to share their ideas and thoughts in the larger group (up to 60 students in the course as a whole). All students, regardless of whether your TA section leads the break-out section must complete weekly readings. Your ability to follow the breakout sessions and successfully complete the WTLs depend on your close reading of the assigned text. You are welcome to join in the breakout conversation and may be called upon even if your TA section is not up as discussant. Participation grade will be determined based on the quality of your comments, demonstrating your critical reading of the text. At first glance some of the readings will overlap. Your critical engagement with the texts requires teasing out nuances and subtle differences across scholars.

Keyword

This assignment will be submitted in three drafts. In your first draft, due at the end of your first seminar with TAs, you will provide your understanding of a list of keywords. Your second draft will revise historical definitions of the key terms we have covered up to that point in the semester, shifts in your understanding of the keyword, and revisions based on feedback given on your first draft. Your third draft functions the same way as your second draft.

As best as possible, keywords reflections consider (where possible) when, where and by whom the word originated. How has the keyword's meaning changed in different historical times? How are these words understood in general discussions? Do they have specialized meanings in different disciplines? What are those meanings and points of overlap and departure? From the first through the third draft, reflect on how your own understanding of the keywords change and what accounts for revisions in your definitions. How have the readings shaped your changing understanding? How have the meanings of the keywords themselves changed? How have their uses/misuses shaped how we understand the Caribbean and its peoples?

This is not meant to be a glossary or mini dictionary of meaning. The goal of this assignment is to inquire into words as more than a question of definition: keywords, like the discipline of history, produce knowledge and reveals and obscures, silences and amplifies, changes and continues.

MAX 500 words per keyword.

Writing To Learn (WTL's)

WTLs are critical, creative pieces designed to extend classroom discussions and extend learning. They are impromptu, in that they emerge organically from conversations in the class. Your critical engagement with the weekly readings and close attention will be critical for working through these writing assignments.

Pay close attention to blackboard announcements to know when new WTLs are posted.

Assessment Weights and Deadline

Class Participation	20%	Weekly
Keyword First Draft	0%	Jan. 29 by end of class time
Keyword Second Draft	0%	March 5
Keyword Final draft	20%	April 28
WTL 1	15%	Feb, 26
WTL 2	15%	March 26
WTL 3	15%	April 21
WTL 4	15%	May 5

Weekly Schedule*

(*subject to change)

Unit I: Inventions and Discoveries

Week 1

W Jan. 27 Welcome

Raymond Williams, *Keywords: A Vocabulary of Culture and Society*, Oxford: Oxford University Press, 1976, introduction, pp. xxiii-xxxvii. Sheridan Library e-book https://catalyst.library.jhu.edu/catalog/bib_1363265

F Jan. 29 Seminar with TAs

Williams, *Keywords*, *civilization*, *culture*, *imperialism*, *native*, *nature*, *positivist racial*, *sex* Sheridan Library e-book

https://catalyst.library.jhu.edu/catalog/bib_1363265

First Draft of Keywords due at the end of class time

Week 2

W Feb. 3 Lecture & breakout session with Halle-Mackenzie Ashby Section

Reniel Rodriguez Ramos, "What is the Caribbean? An Archaeological Perspective," *Journal of Caribbean Archaeology* 3, (2010) 19-51.

<https://www.floridamuseum.ufl.edu/wp-content/uploads/sites/44/2017/04/Ramos.pdf>

A Keyword: TBA

F Feb. 5 Seminar with TAs

David Scott; On the Question of Caribbean Studies. *Small Axe* 1 July 2013; 17 (2 (41)): 1–7. doi: <https://doi-org.proxy1.library.jhu.edu/10.1215/07990537-2323283>

Benítez Rojo, Antonio, and James E. Maraniss. "Introduction" in *The Repeating Island: The Caribbean and the Postmodern Perspective*. 2nd ed. Durham, N.C.: Duke University Press, 1996. https://catalyst.library.jhu.edu/catalog/bib_914028

Week 3

W. Feb. 10 Lecture & breakout session with Joao Gabriel Section

Peter Hulme, "Making Sense of the Native Caribbean," *New West India Guide* 67, 3-4 (1993): 189-220. https://www-jstor-org.proxy1.library.jhu.edu/stable/41849536?seq=1#metadata_info_tab_contents

A Keyword: TBA

F Feb. 12 Seminar with TAs

Silvia M. Vidal and Kuwé Duwákalumi “The Arawak Sacred Routes of Migration, Trade, and Resistance.” *Ethnohistory* 1 October 2000; 47 (3-4): 635–667.

<http://web.b.ebscohost.com.proxy1.library.jhu.edu/ehost/detail/detail?vid=0&sid=1c16b019-fc60-4997-a14e-df7ccce1fccd%40pdc-v-sessmgr02&bdata=JkF1dGhUeXBIPWlwLHNNoaWlmc2l0ZT1laG9zdC1saXZlJnNjb3BIPXNpdGU%3d#db=asn&AN=3940106>

Week 4

W. Feb. 17 Lecture & breakout session with Ellie Palazzolo Section

Melanie Newton, “Returns to a Native Land: Indigeneity and Decolonization in the Anglophone Caribbean,” *Small Axe* 17, no. 2 (2012): 108-122.

A Keyword: TBA

[https://read-dukeupress-edu.proxy1.library.jhu.edu/small-axe/article/17/2%20\(41\)/108/98928/Returns-to-a-Native-Land-Indigeneity-and](https://read-dukeupress-edu.proxy1.library.jhu.edu/small-axe/article/17/2%20(41)/108/98928/Returns-to-a-Native-Land-Indigeneity-and)

F Feb. 19 Seminar with TAs

Shona N. Jackson, “Introduction.” In *Creole Indigeneity: Between Myth and in the Caribbean*, 1–39. Minneapolis, MN: University of Minnesota Press, 2012. [e-reserves](#)

Week 5

W. Feb. 2 Lecture & breakout session with Elliot Root Section

Hilary Beckles, *Britain’s Black Debt: Reparations for Caribbean Slavery and Native Genocide*, Kingston: University of the West Indies, Mona, 2013, chapters 1&2. [e-reserves](#)

A Keyword: TBA

F Feb. 26 Seminar with TAs

Melanie J. Newton, “The Race Leapt at Sauteurs’: Genocide, Narrative, and Indigenous Exile from the Caribbean Archipelago,” *Caribbean Quarterly* 60.2 (2014): 5-28. <https://www.tandfonline-com.proxy1.library.jhu.edu/doi/pdf/10.1080/00086495.2014.11671886?needAccess=true&>

WTL1 Due

Unit II: Archaeology

Week 6

W. March 3 Lecture & breakout session Halle-Mackenzie Ashby Section

Peter Heehs, "Myth, History, and Theory" *History and Theory* 33, no. 1 (Feb. 1994):1-19. https://www-jstor-org.proxy1.library.jhu.edu/stable/pdf/2505649.pdf?ab_segments=0%252Fbasic_SYC-5187_SYC-5188%252F5187&refreqid=excelsior%3A6c4c0824044e73b6d1506b7e5df792d8

A Keyword: TBA

F. March 5 Seminar with TAs

Morgan, Jennifer L. "Some Could Suckle over Their Shoulder": Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770, *The William and Mary Quarterly*, Vol. 54, No. 1, Constructing Race (Jan1997), pp.167-192
https://www-jstor-org.proxy1.library.jhu.edu/stable/2953316?origin=crossref&seq=1#metadata_info_tab_contents

Second draft of Keyword due

Week 7

W. March 10 Lecture & breakout session with Joao Gabriel Section

Reid, *Myths & Realities*, Introduction & Myths 1-3

F. March 12 Seminar with TAs

Valcárcel Rojas, R., Laffoon, J.E., Weston, D.A. *et al.* Slavery of Indigenous People in the Caribbean: An Archaeological Perspective. *International Journal History Archaeology* 24, 517–545 (2020). <https://link-springer-com.proxy1.library.jhu.edu/article/10.1007/s10761-019-00522-x>

Week 8

W. March 17 Lecture & breakout session with Ellie Palazzolo Section

Reid, *Myths and Realities*, Myths 4-7

F. March 19 Seminar with TAs

Kelly L. Watson, "Chapter 2. Discovering Cannibals: Europeans, Caribs, and Arawaks in the Caribbean." In *Insatiable Appetites: Imperial Encounters with Cannibals in the North Atlantic World*, 49–86. New York: New York University Press, 2015. [e-reserves](#)

Week 9

W. March 24 Lecture & breakout session with Elliot Root Section

Reid, *Myths and Realities* Myths 8-11 & conclusion

F. March 26 Seminar with TAs

Kris Lane, "Punishing the Sea Wolf: Corsairs and Cannibals in the Early Modern Caribbean," *New West Indian Guide* 77.3/4 (2003): 201-20. https://www-jstor-org.proxy1.library.jhu.edu/stable/41850261?seq=1#metadata_info_tab_contents

WTL 2 Due

Unit III: Archive

Week 10

W. March 31 Lecture & breakout session with Halle-Mackenzie Ashby & Elliot Root Sections

Ann Laura Stoler, "Colonial Archives and the Arts of Governance: On the Content in the Form," in *Refiguring the Archive*, edited by Carolyn Hamilton, Verne Harris, Jane Taylor, Michele Picover, Graeme Reid and Razia Saleh, Berlin: Kluwer Academic Publishers, 2002, p. 83-102. [e-reserves](#)

A Keyword: TBA

F. April 2 Seminar with TAs

Hulme & Whitehead, *Wild Majesty*, Part I Documents 1-3

Week 11

W. April 7 Lecture & breakout session with Joao Gabriel Section

Hulme & Whitehead, *Wild Majesty*, Part I Documents 4-6

F. April 9 Seminar with TAs

Hulme & Whitehead, *Wild Majesty*, Part II Documents 7-10

Week 12

W. April 14 & F. April 16 Break No Class

Week 13a

W. April 21 Lecture & breakout session with Ellie Palazzolo Section

Hulme & Whitehead, *Wild Majesty*, Part II Documents 11-13

WTL 3 Due

Unit IV: Digitization

Week 13b

F. April 23 Seminar with TA's

Daniela Agostinho, "Archival Encounters: Rethinking Access and Care in Digital Colonial Archives" *Archival Science*, 19 (May 2019): 141-165. <https://link-springer-com.proxy1.library.jhu.edu/article/10.1007/s10502-019-09312-0>

Digital Library of the Caribbean (dLOC): <https://dloc.com/>

A Keyword: TBA

Week 14

W. April 28 Seminar with TAs

Temi Odumosu, "The Crying Child: On Colonial Archives, Digitization, and Ethics of Care in the Cultural Commons," *Current Anthropology*, volume 61, no. 22 (October 2020): pp.289-302.

<https://www.journals.uchicago.edu/doi/10.1086/710062>

Keywords of Caribbean Studies <https://caribbeandigitalnyc.net/keywords/page2/>

Final Draft of keywords due

Week 15 **Exam Week**

W. May 5 WTL 4 Due
