



**University of Victoria
Department of Geography**

Regional Studies: The Caribbean

GEOG 388, A01

Spring 2020

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Dr. CindyAnn Rose-Redwood

Office: David Turpin Building, Room B206

Phone: 250-853-3274

Fax: 250-721-6216

Email: cindyann@uvic.ca

Class Location: Clearihue Building, Room C110

Class Time: Tuesdays, Wednesdays & Fridays, 9:30am-10:20am

Office Hours: Tuesdays and Wednesdays, 10:30am-11:20am

COURSE DESCRIPTION

The Caribbean is a diverse region with a long colonial history of slavery, sugar plantations, and economic exploitation. The aim of this course is to introduce students to the social, cultural, political, economic, and environmental geographies of the Caribbean region. Throughout the semester, we will explore the Caribbean by studying topics such as carnival, gender roles, folklore, the coral reefs, and the impact of natural disasters in the region. In the course, we shall examine this region from a historical and contemporary standpoint in order to understand the legacy of colonialism and the role it plays in shaping the lives of Caribbean islanders today.

COURSE OBJECTIVES

- Introduce students to the physical, cultural, social, economic, and political geographies of the Caribbean.
- Introduce students to themes that highlight the diversity of the Caribbean region.
- Examine various case studies, which will allow us to gain a better understanding of the region as a whole.

- Explore concepts, ideas, and processes that make the Caribbean distinct from other regions of the world.
- Develop an understanding of the similarities and differences across the various countries that compose this region.

LEARNING OUTCOMES

- Ability to identify the distinct physical, cultural, social, economic, and political geographies of the Caribbean.
- Describe themes and patterns that make the Caribbean similar to and different from other regions of the world.
- Utilize concepts, ideas, and themes that characterize the uniqueness of the region.
- Develop critical thinking skills in terms of understanding how the Caribbean region functions within the global economy.
- Develop an appreciation and cultural awareness of the diversity of the peoples that make up the Caribbean region.

REQUIRED COURSE TEXT AND READINGS

- Brown, Stewart & John Wickham. (2002). *The Oxford Book of Caribbean Short Stories*. Oxford University.
 - Kincaid, Jamaica. (2000). *A Small Place*. Farrar, Straus & Giroux.
 - Required journal articles for the course (all available on the CourseSpaces page for this class).
1. Jan 8th—Marie-Laurence Flahaux and Simona Vezzoli. (2018). "Examining the Role of Border Closure and Post-colonial ties in Caribbean Migration," *Migration Studies* 6(2): 165-186.
 2. Jan 17th—Sue Ann Barratt and Aleah Ranjitsingh. (2018). "Recognising Selves in Others: Situating *Douglas* Manoeuvrability as Shared Mixed-Race Ontology," *Journal of Intercultural Studies*, 39(4): 481-493.
 3. Jan 22nd—Levi Gahman and Tivia Collins. (2019). "Recognizing and *undisciplining* Feminist Geography in the Caribbean," *Gender, Place & Culture*, 1-13.
 4. Jan 29th—Philip W. Scher. (2015). "Carnival," *International Encyclopedia of the Social & Behavioral Sciences*, 145-149.
 5. Feb 5th—Danielle N. Boaz. (2017). "Obeah, Vagrancy, and the Boundaries of Religious Freedom: Analyzing the Proscription of 'Pretending to Possess Supernatural Powers' in the Anglophone Caribbean," *Journal of Law and Religion*, 32(3): 423-448.
 6. Mar 6th—Anne-Marie Mohammed and Sandra Sookram. (2015). "The Impact of Crime on Tourist Arrivals—A Comparative Analysis of Jamaica and Trinidad and Tobago," *Social and Economic Studies* 64(2): 153-176.
 7. Mar 11th—David Roy Bellwood and Christopher Harry Robert Goatley. (2017). "Can Biological Invasions Save Caribbean Coral Reefs," *Current Biology*, 27(1): R12-R14.

8. Mar 18th—Janelle Joseph. (2014). “Culture, Community, Consciousness: The Caribbean Sporting Diaspora,” *International Review for the Sociology of Sport*, 49(6): 669-687.

ASSIGNMENTS AND GRADING SCHEME

Your final grade will be based on the following calculation:

| | |
|------------------------------|-----|
| Attendance | 10% |
| Group-Led Class Discussion | 10% |
| Midterm Exam | 25% |
| Final Exam | 30% |
| Critical Analysis Term Paper | 25% |

Grading Scale:

| | | | | | | | | | |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|-------------|
| A+ | A | A- | B+ | B | B- | C+ | C | D | F |
| 90-100% | 85-89% | 80-84% | 77-79% | 73-76% | 70-72% | 65-69% | 60-64% | 50-59% | 49% or Less |

Undergraduate Grading**As per stated in the 2019-2020 Calendar

DETAILS ABOUT ASSIGNMENTS:

I. Attendance (10%)

Attendance will be taken each day class meets. It is your responsibility to find the attendance sheet circulated during each class meeting and make sure you sign it. Prompt attendance is a professional responsibility and courtesy (see Academic Regulations in the UVic calendar).

II. Group-Led Class Discussion (10%)

Each student will have an opportunity to lead a class discussion within a group assigned by the instructor. The instructor will assign students into groups towards the end of the second week of classes. Each group will consist of 3-4 students (depending on the number of students registered in the course) and will be assigned a date to lead the class in a discussion over the course of the semester. Beginning in Week 3, the first group will be expected to present and discuss the short stories assigned for that day (see course schedule for group discussion/presentation dates). Each group should follow these instructions in order to effectively present the short stories readings and lead a class discussion:

- Provide a handout to the instructor, which covers the main points and other information you feel are relevant. The handout should be one page in length and include a single-spaced, well-written 1-2 paragraph summary of the readings you are assigned. It should also consist of bullet points of information or questions you will be using in your discussion of the readings that you are assigned. This will be evaluated as part of your overall group presentation grade.

- Using a critical approach, discuss the main points from your group's assigned set of short stories. **You should not simply present a summary of the reading as your discussion.** You are expected to come up with thoughtful questions to discuss with the class based on the readings.
- You should **add some creativity to your class discussion.** Since your discussion will be based on Caribbean short stories that are centered on specific themes such as migration, race, gender, natural disasters etc., you should consider using visual aids such as **posters, short power-point presentation, short video clips or in-class activities (debate, class draw a concept map or diagram)** to get your classmates to think critically about the issues you are discussing. Keep in mind that you will have the entire class period to discuss the short stories and to help your classmates to think critically about the readings.
- It is strongly encouraged that each group speak with the instructor at least one week prior to your group discussion in order to go over your ideas, plans, and the structure of your presentation. I am here to help guide you to do well on this part of your class assignment, so make sure you speak with me about how you plan to discuss/present the assigned short stories for that day. I can help you brainstorm ideas for class activities.
- Your grade for this assignment will be evaluated based on the following rubric:
 - a. Ability to carry out the instructions provided in the syllabus
 - b. Quality of discussion of content from the assigned short stories including key themes/concepts/ideas/theories/arguments
 - c. Organization and structure of presentation
 - d. Creativity of presentation
 - e. Ability to engage the class in critical thinking about the material in relation to global migration

III. Midterm Exam (25%) and Final Exam (30%)

There will be two exams over the course of the semester (see schedule below for dates). The exams will consist of short-answer essay questions, and they will cover material from the lectures, readings, and films. The midterm exam will only include material covered from the beginning to the middle of the semester. However, there will also be a cumulative final exam at the end of the semester. For the final exam, you will be responsible for all material covered in the course from the beginning of the semester to the end. The final exam date/time/location will be announced during the semester. All class lectures will be posted by midnight the night before each class meeting on the UVic CourseSpaces website (<http://coursespaces.uvic.ca>). The lectures posted on CourseSpaces do not include everything. You are expected to attend lectures and take notes because some information (concepts, ideas, themes) will be discussed in the class that may not be on the lecture slides. It is important to take notes in order to engage with the content presented in the course. Taking notes is a really important learning tool for studying as well. I highly recommend taking notes, and I also recommend coming to see me during office hours if you want to discuss any aspect of the course content even further to improve your learning. I am always here to assist in your learning of the course material.

IV. Critical Analysis Term Paper (25%)

You are required to write a critical analysis term paper for this course on the following required text:

Kincaid, Jamaica. (2000). *A Small Place*.

During Week 8, we will discuss the arguments and content of the text in class (see schedule below for class discussion date). You should follow these instructions as you write your paper:

- This paper should be a total of 8-10 pages doubled-spaced, 12 pt font size, 2.54 cm margins with proper in-text citations. You should also include a separate reference page for external sources cited in the paper (APA style is required).
- This paper is not a summary of the text. Your term paper is a critical analysis of the content of the book. Explain what are the main claims or arguments of the text. Discuss specific agreements or disagreements with the content of what you read and why. You should use any external resources you feel are necessary to support your statements in the paper. In your paper, you should also link ideas and concepts discussed during lectures and from the assigned reading in the course this semester to your discussion. Please do not only cite the lectures in your paper. You should draw upon a fair balance of lectures, the course reading and external sources as you write the paper. Please do not use Wikipedia as a source (points will be deducted for this citation, as it is not a scholarly reference).
- **Students may choose to write this critical analysis term paper as a group of two students** or individually, but you **MUST** consult the instructor if you decide you want to write it with another classmate. Be aware that if you choose to write the paper with a partner, you will both receive the same grade for this portion of your final grade.
- The term paper will be due in-class as a printed hard copy (no electronic submission) on **Friday March 13th**. No late papers will be accepted after this date.
- Your essay will be evaluated based upon the following rubric:
 - a. Quality of content in terms of strong critiques and analysis of resources you review for the research paper
 - b. Quality of content and linkages to lectures and the course reading
 - c. Structure and organization of paper
 - d. Grammar and spelling
 - e. Proper in-text citations and references

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of the term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you

nearer the time to complete the survey online and I will give you some time in class to complete it as well.

UVIC'S ACADEMIC INTEGRITY POLICY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion. See website (<http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcl.html>).

PLAGIARISM

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: <http://www.uvic.ca/library/research/citation/plagiarism/index.php>.

UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<https://www.uvic.ca/services/cal>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus,

including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

Class Schedule

| Day | Date | Topic | Reading Assignment |
|---------------|----------|---|---|
| WEEK 1 | | | |
| Tues | Jan 7th | Introduction | Review syllabus and course requirements |
| Wed | Jan 8th | Globalization & Caribbean Migration I | Read Article by Marie-Laurence Flahaux and Simona Vezzoli |
| Fri | Jan 10th | Globalization & Caribbean Migration II | *No Assigned Reading |
| WEEK 2 | | | |
| Tues | Jan 14th | Urbanization & Informal Settlements I | *No Assigned Reading |
| Wed | Jan 15th | Urbanization & Informal Settlements II | *No Assigned Reading |
| Fri | Jan 17th | Race & Identity in the Caribbean TODAY INSTRUCTOR WILL ASSIGN STUDENTS INTO GROUPS FOR GROUP-LED CLASS DISCUSSION | Read Article by Sue Ann Barratt and Aleah Ranjitsingh |
| WEEK 3 | | | |
| Tues | Jan 21st | Film: Cuba: The Next Revolution | *No Assigned Reading |
| Wed | Jan 22nd | Gender Roles & Sexual Identity | Read Article by Levi Gahman & Tivia Collins |
| Fri | Jan 24th | Group 1 Lead Class Discussion--- Short Stories | Read "Caribbean Chameleon" and "The Waiting Room" (Brown & Wickham) |
| WEEK 4 | | | |
| Tues | Jan 28th | Film: Coming Out In Jamaica | *No Assigned Reading |
| Wed | Jan 29th | Carnival, Music & Cuisine I | Read Article by Philip W. Scher |

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| Fri | Jan 31 st | Group 2 Lead Class Discussion— Short Stories Discussion | Read “Pablo’s Fandango” and “Encarnación Mendoza’s Christmas Eve” (Brown & Wickham) |
| WEEK 5 | | | |
| Tues | Feb 4 th | Carnival, Music & Cuisine II | *No Assigned Reading |
| Wed | Feb 5 th | Folklore, Art & Religion I | Read Article by Danielle N. Boaz |
| Fri | Feb 7 th | Group 3 Lead Class Discussion— Short Stories Discussion | Read “Trotters” and “Morris Bhaiya” (Brown & Wickham) |
| WEEK 6 | | | |
| Tues | Feb 11 th | Folklore, Art & Religion II | *No Assigned Reading |
| Wed | Feb 12 th | REVIEW FOR MIDTERM EXAM & Film: Life & Debt | *No Assigned Reading |
| Fri | Feb 14 th | Group 4 Lead Class Discussion— Short Stories Discussion | Read “Triumph” and “Red Dirt Don’t Wash” (Brown & Wickham) |
| WEEK 7 | | | |
| Tues | Feb 18 th | <i>Reading Break</i> | *No Class |
| Wed | Feb 19 th | <i>Reading Break</i> | *No Class |
| Fri | Feb 21 st | <i>Reading Break</i> | *No Class |
| WEEK 8 | | | |
| Tues | Feb 25 th | MIDTERM EXAM | Jamaica Kincaid(1-96) |
| Wed | Feb 26 th | Film: Life & Debt (con’t) | *No Assigned Reading |
| Fri | Feb 28 th | CLASS DISCUSSION: A Small Place | *No Assigned Reading |
| WEEK 9 | | | |
| Tues | Mar 3 rd | Caribbean Tourism | *No Assigned Reading |
| Wed | Mar 4 th | Crime, Drugs & Corruption | Read Article by Annie-Marie Mohammed and Sandra Sookram |
| Fri | Mar 6 th | Group 5 Lead Class Discussion--- Short Stories Discussion | Read “Pioneers, Oh, Pioneers” and “Shadows Move in the Britannia Bar” (Brown & Wickham) |
| WEEK 10 | | | |
| Tues | Mar 10 th | Natural Disasters & Devastation | *No Assigned Reading |

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| Wed | Mar 11 th | Caribbean Beaches, Coral Reefs & Fishing | Read Article by David Roy Bellwood and Christopher Harry Robert Goatley |
| Fri | Mar 13 th | Group 6 Lead Class Discussion--- Short Stories Discussion CRITICAL ANALYSIS TERM PAPER DUE | Read "After the Hurricane" and "Drought" (Brown & Wickham) |
| WEEK 11 | | | |
| Tues | Mar 17 th | Film: Caribbean Fish Sanctuaries | *No Assigned Reading |
| Wed | Mar 18 th | Sports in the Caribbean & Short Video Clips of Local Sports | Read Article by Janelle Joseph |
| Fri | Mar 20 th | Group 7 Lead Class Discussion— Short Stories Discussion | Read "The Cricket Match" and "Sunday Cricket" (Brown & Wickham) |
| WEEK 12 | | | |
| Tues | Mar 24 th | We Play Cricket! | *No Assigned Reading |
| Wed | Mar 25 th | Offshore Services | *No Assigned Reading |
| Fri | Mar 27 th | Group 8 Lead Class Discussion— Short Stories Discussion | Read "Leaving this Island Place" and "The Light of the Sea" (Brown & Wickham) |
| WEEK 13 | | | |
| Tues | Mar 31 st | China & the Caribbean | *No Assigned Reading |
| Wed | April 1 st | REVIEW FOR FINAL EXAM ***Reminder: Complete CES Evaluation | *No Assigned Reading |
| Fri | April 3 rd | TBA | *No Assigned Reading |
| Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester. | | | |

***Note: January 22, 2020: Last day for adding courses that begin in the second term.

February 29, 2020: Last day for withdrawing from first term courses without penalty of failure.