



**University of Victoria
Department of Geography**

**REGIONAL STUDIES: THE CARIBBEAN
GEOG 388, A01
SPRING 2022**

I acknowledge and respect the ləkʷəŋən 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.

*Dem is one race (the Caribbean man)
From de same place (the Caribbean man)
Dat make de same trip (the Caribbean man)
On de same ship (the Caribbean man)
So we must push one common intention
For a better life in the region
For we woman
An' we children*

Dat must be the ambition of the Caribbean man, the Caribbean man
(Caribbean Calypsonian---Black Stalin, 1979 "Caribbean Man")

Source: <https://lyrnnow.com/349131>

(Note: Consider the racialized, gendered, and political tones of the lyrics)

Instructor: Dr. CindyAnn Rose-Redwood

Office: David Turpin Building, Room B358

Phone: 250-853-3274

Email: cindyann@uvic.ca

Class Location: Clearihue Building, Room A208

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

Course Zoom Link:

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

Cindy's Office Hours Zoom Link:

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*****Note:** I will ONLY be holding office hours via ZOOM this semester. There will be NO in-person office hours meetings. If you wish to chat with me about anything, please click on my office hours zoom link on Tues and Wed from 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 that 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. **Note: As the course instructor, I will assign students into groups and you will use this book with assigned short stories to do a group-led class presentation and discussion on Fridays.**
- Kincaid, Jamaica. (2000). *A Small Place*. Farrar, Straus & Giroux. **Note: You will use this very short text to write your critical analysis term paper for the course.**
- These are the required journal articles for the course. **Note: These are all accessible on Brightspace at <https://bright.uvic.ca>:**
 1. Jan. 12th—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. 21st—Sue Ann Barratt and Aleah Ranjitsingh. (2018). “Recognising Selves in Others: Situating *Dougl*a Manoeuvrability as Shared Mixed-Race Ontology,” *Journal of Intercultural Studies*, 39(4): 481-493.
3. Jan. 26th—Levi Gahman and Tivia Collins. (2019). “Recognizing and *undisciplining* Feminist Geography in the Caribbean,” *Gender, Place & Culture*, 1-13.
4. Feb. 2nd—Philip W. Scher. (2015). “Carnival,” *International Encyclopedia of the Social & Behavioral Sciences*, 145-149.
5. Mar. 1st—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. 15th—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. 22nd—David Roy Bellwood and Christopher Harry Robert Goatley. (2017). “Can Biological Invasions Save Caribbean Coral Reefs,” *Current Biology*, 27(1): R12-R14.
8. Mar. 29th—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:

Group-Led Class Presentation & Discussion	20%
Midterm Exam	25%
Final Exam	25%
Critical Analysis Term Paper	30%

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 2021-2022 Calendar

DETAILS ABOUT ASSIGNMENTS

I. Group-Led Class Discussion (20%)

Each student will have an opportunity to lead a class presentation and discussion within a group assigned by the instructor. By the **second week of class**, each student will be assigned into a group by the instructor to work on this assignment. Each group will consist of 4-5 students (depending on the number of students registered in the course) and will be assigned a date to lead the class 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 a particular Friday (see Course Schedule for Group-Led Presentation and Discussion dates). Each group should follow these instructions in order to effectively present the short story readings and engage in a discussion with the class on Fridays.

1. **Please submit a written handout on the UVic Brightspace website in the assignment folder titled “Submit Group Presentation & Discussion Handout Here” the day before your assigned date to present by Midnight Pacific Standard Time (PST). PLEASE MAKE SURE TO SUBMIT IT AS A WORD DOCUMENT (.docx file).** The handout should be one page in length and include a single-spaced, well-written 1-2 paragraph summary and critique of the readings you are assigned. You should try to find and discuss geographic themes and ideas from the short stories for your one-page write-up. It should also consist of a few bullet points of any questions your group plans to use to engage in discussion with the class. **Please include the names of all group members on the handout.** This will be evaluated as part of your overall group presentation grade for your Group-Led Class Presentation and Discussion.
2. Using a critical approach, discuss the main points from your group’s assigned short story reading(s). **You should not simply present a summary of the short story reading as your discussion.** You are expected to come up with thoughtful questions to discuss with the class to get them to think about different geographic themes relating to the short stories.
3. You should ***add some creativity to your class presentation and discussion*** as well. 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 powerpoint 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 (50 minutes) to present and discuss the short stories and to help your classmates to think critically about the readings. Your goal is **to facilitate and stimulate respectful and thoughtful discussion with your classmates.** Just make it fun!
4. Each group **must speak with the instructor at least one week prior to your group presentation** in order to go over your ideas, plans, and the structure of your presentation. You should **touch base with me through a zoom meeting during office hours.** 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 creative and fun class activities.
5. Your grade for this assignment will be evaluated based on the following rubric:
 - a. Quality of the written handout
 - b. Quality of content and critical analysis in the presentation in relation to the short stories assigned including key concepts, ideas, and geographic themes from the short stories
 - c. Organization and structure of presentation
 - d. Creativity of presentation and discussion
 - e. Ability to engage and stimulate discussion with your classmates

II. Midterm Exam (25%) and Final Exam (25%)

There will be two exams over the course of the semester (see Course Schedule below for dates). **The exams will consist of a few short-answer questions to be taken on Brightspace**, and they will cover material from the lectures, readings, and videos/films. The midterm exam will only include material covered from the beginning to the middle of the semester (**MIDTERM EXAM ON WEDNESDAY, FEBRUARY 16th TO BE TAKEN ON BRIGHTSPACE**). There will also be a cumulative final exam at the end of the semester. For the final exam (to be announced), 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 will be announced during the semester AND it will also be taken on Brightspace.**

Please note that a PDF file of the full class lectures will be posted by midnight the night before each class meeting on the UVic Brightspace website (<https://bright.uvic.ca>). You are still expected to attend all lectures and take notes. Taking notes is a really important learning tool for studying as well. I highly recommend taking notes, and I also recommend visiting me during my zoom 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.

III. Critical Analysis Term Paper (30%)

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 Course Schedule below for class discussion date). You should follow these instructions as you write your paper:

1. This paper should be a total of 5-7 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).
2. 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 some of 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 readings and external sources as you write the paper. Please do not use Wikipedia as a source, as it is not a scholarly reference and points will be deducted if you use it.
3. **Students may choose to write this research paper as a group of 2-3 students or individually, but you MUST inform the instructor if you decide you want to write it with another classmate(s).** Be aware that if you choose to write the research paper with a partner(s), you will all receive the same grade for this portion of your final grade.

4. The research paper will be due on **TUESDAY, MARCH 15th by Midnight (PST)**. No late papers will be accepted after this date. **Please submit it in the assignment folder on UVic's Brightspace website titled "Submit Critical Analysis Term Paper Here."** **PLEASE MAKE SURE TO SUBMIT IT AS A WORD DOCUMENT (.docx file) ON BRIGHTSPACE.** If you write it as a group, **please include the names of all group members on the file you submit.**
5. Your paper will be evaluated based upon the following rubric:
 - a. Quality of content in terms of strong critiques of the text and analysis of resources you use in relation to your critiques
 - b. Quality of content and linkages to lectures and the course readings
 - 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. The survey is accessed online and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

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 web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html. If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

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 for more information: <https://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 (<http://www.uvic.ca/services/cal/>). The sooner you let me know your needs the quicker I 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.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: uvic.ca/svp

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.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>.

Health Services - University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>. Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>.

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

COURSE SCHEDULE

Day	Date	Topic	Reading Assignment
Week 1			
Tues	Jan 11 th	Introduction: Welcome (Zoom)	Review syllabus and course requirements
Wed	Jan 12 th	Globalization & Caribbean Migration I (Zoom)	Read Article by Marie-Laurence Flahaux and Simona Vezzoli
Fri	Jan 14 th	Globalization & Caribbean Migration II (Zoom)	*No Assigned Reading
Week 2			
Tues	Jan 18 th	Urbanization & Informal Settlements I (Zoom)	*No Assigned Reading
Wed	Jan 19 th	Urbanization & Informal Settlements II (Zoom)	*No Assigned Reading
Fri	Jan 21 st	Race & Identity in the Caribbean (Zoom) & TODAY INSTRUCTOR WILL ASSIGN STUDENTS INTO GROUPS FOR GROUP PRESENTATION & DISCUSSION	Read Article by Sue Ann Barratt and Aleah Ranjitsingh

Week 3			
Tues	Jan 25 th	Film #1: "Cuba: The Next Revolution"	Note: Some of the themes discussed in this film are intense. I encourage students to please contact me to discuss the content further after the class if needed.
Wed	Jan 26 th	Gender Roles & Sexual Identity	Read Article by Levi Gahman & Tivia Collins
Fri	Jan 28 th	Group #1: Class Presentation & Discussion on Short Stories	Read "Caribbean Chameleon" and "The Waiting Room" (Brown & Wickham)
Week 4			
Tue	Feb 1 st	Film/Radio News #2: "Coming Out In Jamaica"	*Note: This radio news clip is a bit intense to listen to. I encourage students to please contact me to discuss the content further after the class if needed.
Wed	Feb 2 nd	Carnival, Music, & Cuisine I	Read Article by Philip W. Scher
Fri	Feb 4 th	Group #2: Class Presentation & Discussion on Short Stories	Read "Pablo's Fandango" and "Encarnación Mendoza's Christmas Eve" (Brown & Wickham)
Week 5			
Tues	Feb 8 th	Carnival, Music, & Cuisine II & REVIEW FOR MIDTERM EXAM	*No Assigned Reading
Wed	Feb 9 th	Film #3: "Life and Debt" Part 1	*No Assigned Reading
Fri	Feb 11 th	Group #3: Class Presentation & Discussion on Short Stories	Read "Trotters" and "They Better Don't Stop the Carnival" (Brown & Wickham)
Week 6			
Tues	Feb 15 th	Film #3: "Life & Debt" Part 2	*No Assigned Reading
Wed	Feb 16 th	MIDTERM EXAM TAKEN ON BRIGHTSPACE	*No Assigned Reading

Fri	Feb 18 th	Group #4: Class Presentation & Discussion on Short Stories	Read "Triumph" and "Red Dirt Don't Wash" (Brown & Wickham)
Week 7			
Tues	Feb 22 nd	<i>Reading Break</i>	*No Class
Wed	Feb 23 rd	<i>Reading Break</i>	*No Class
Fri	Feb 25 th	<i>Reading Break</i>	*No Class
Week 8			
Tues	Mar 1 st	CLASS DISCUSSION: A Small Place	Read Article by Danielle N. Boaz
Wed	Mar 2 nd	Folklore, Art, & Religion I	*No Assigned Reading
Fri	Mar 4 th	Group #5: Class Presentation & Discussion on Short Stories	Read "Pioneers, Oh, Pioneers" and "Shadows Move in the Britannia Bar" (Brown & Wickham)
Week 9			
Tues	Mar 8 th	Folklore, Art, & Religion II	*No Assigned Reading
Wed	Mar 9 th	Caribbean Tourism	*No Assigned Reading
Fri	Mar 11 th	Group #6: Class Presentation & Discussion on Short Stories	Read "After the Hurricane" and "Drought" (Brown & Wickham)
Week 10			
Tues	Mar 15 th	Crime, Drugs, & Corruption & CRITICAL ANALYSIS TERM PAPER DUE BY MIDNIGHT ON BRIGHTSPACE	Read Article by Annie-Marie Mohammed and Sandra Sookram
Wed	Mar 16 th	Natural Disasters & Devastation	*No Assigned Reading
Fri	Mar 18 th	Group #7: Class Presentation & Discussion on Short Stories	Read "The Cricket Match" and "Sunday Cricket" (Brown & Wickham)

Week 11			
Tues	Mar 22 nd	Caribbean Beaches, Coral Reefs, & Fishing	Read Article by David Roy Bellwood and Christopher Harry Robert Goatley
Wed	Mar 23 rd	Film #4: "Caribbean Fish Sanctuaries"	*No Assigned Reading
Fri	Mar 25 th	Group #8: Class Presentation & Discussion on Short Stories	Read "Leaving this Island Place" and "The Light of the Sea" (Brown & Wickham)
Week 12			
Tues	Mar 29 th	Sports in the Caribbean & Short Video Clips of Local Sports	Read Article by Janelle Joseph
Wed	Mar 30 th	Offshore Services	*No Assigned Reading
Fri	April 1 st	We Play Cricket!	*No Assigned Reading
Week 13			
Tues	April 5 th	China & the Caribbean	*No Assigned Reading
Wed	April 6 th	REVIEW FOR FINAL EXAM & ***Reminder to Complete CES Survey	*No Assigned Reading
Fri	April 8 th	No Class Today	*No Assigned Reading
Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.			

***Note: January 26, 2022: Last day for adding courses that begin in the first term.

February 28, 2022: Last day for withdrawing from first term courses without penalty of failure