

Hostos Community College (CUNY)

Syllabus Checklist for Writing Intensive (WI) Courses

Course Name History of the Caribbean

Course Number LACS 108/_____ **Credit Value** 3_____

Department Humanities_____

Prepared by Carlos Sanabria_____

1. Indicate which of the following **informal “writing-to-learn” activities** you plan to utilize in your WI course. After each item you check, indicate the frequency with which you plan to utilize each activity. Please provide examples of some **“writing-to-learn” assignments** or activities.

	once/month	twice/month	once/week	twice/week
Summary/writing <u>X</u>	_____	_____	<u>X</u>	_____
Journal/log writing <u>X</u>	_____	_____	<u>X</u>	_____
Letter writing <u> </u>	_____	_____	_____	_____
E-mail discussion/forum <u> </u>	_____	_____	_____	_____
Responding to prepared questions <u>X</u>	_____	_____	<u>X</u>	_____
Defining key terms or concepts <u>X</u>	_____	_____	<u>X</u>	_____
Personal response writing <u> </u>	_____	_____	_____	_____
Free writing <u> </u>	_____	_____	_____	_____
Other (please specify) <u> </u>	_____	_____	_____	_____

2. The WI guidelines require a minimum of 10-12 pages of formal writing in all WI courses. Indicate which of the following **formal writing assignments** you plan to use in your WI course. Indicate also the number of pages of writing you require for each type of assignment.

Number of pages

Personal response essay <u> </u>	_____
Summary essay <u>1</u>	<u>2-3</u>
Expository essay <u>1</u>	<u>2-3</u>
Compare/contrast essay <u>1</u>	<u>2-3</u>
Research paper <u>1</u>	<u>6-7</u>
Book report <u> </u>	_____
Lab report <u> </u>	_____
Poster presentation <u> </u>	_____
Other (please specify) <u> </u>	_____

Total number of pages of formal writing **12-16**

3. Of the total number formal writing assignments you plan to give in your WI course, indicate the percentage of assignments in which students will have the **opportunity to revise** and resubmit their work for evaluation.

10-25% 26-50% 51-75% 76-100%

4. Indicate the **total number of exams** you plan to give in your WI course. Then indicate what percentage of these exams requires writing by students. (Note: Exams do not need to contain writing.)

Both the midterm and the final exams will be based on essay questions.

5. WI guidelines stipulate that **grades** in WI courses “**should be based in substantial part on students’ “written work.”** In determining the **final grade** for your WI course, indicate what percentage of the grade involves written work by students. Circle one.

10-25% 26-50% 51-75% 76-100%

6. Does the **syllabus** for your WI course clearly indicate the type of written work to be completed at particular times in the semester?

Yes, due dates are included next to the description of all formal and informal writing assignments.

7. Please identify or explain any **terms** you use in your WI syllabus for types of writing assignments that correspond to other commonly used labels (e.g., writing exercise for composition or reaction paper for personal response essay).

See samples attached.

8. Along with your WI course syllabus, please provide **examples of written assignments** which comprise the formal writing assignments for this course.

See samples attached.

**Eugenio María de Hostos Community College
of the City University of New York
500 Grand Concourse, Bronx, New York 10451**

Spring 2008

Writing Intensive Section

**History of the Caribbean
Mon. and Wed. 12:30-1:45 PM**

**LAC 108/41511
Carlos Sanabria**

Course Description: This is a survey course that focuses on the history of the Caribbean from the pre-Columbian era to the present. Reading assignments and class lectures and discussions are organized by nations and themes. The topics to be considered include political history, economic and social developments, and labor migrations. All reading assignments not in the required text will be posted on the Hostos Community College Library's E-reserve system and may be accessed anywhere by computer via the Internet. A bibliography of recommended Caribbean studies anthologies is included at the end of this course outline.

Course Requirements Class participation and regular attendance, including proper classroom decorum, are essential and count for 20% of the final grade. Written homework assignments, the midterm examination, the final examination, and the library research paper will each also count towards 20 % of the student's final grade. All of the readings listed in the schedule of assignments are required.

Course Objectives

The objective of this course is to provide students with a basic understanding of the history of the Caribbean, especially from the late nineteenth century to the present. In particular, students will have an opportunity to compare and contrast the various Caribbean societies so as to appreciate the many aspects of the history, society and culture that they share, as well as the ways in which these territories differ from each other.

Writing Intensive Course Requirements

This course has been designated "Writing Intensive (WI)" by Hostos Community College. The requirements include both formal (graded) and informal (non-graded) writing assignments. Both kinds of writing must be done in order to satisfactorily complete the course. Students will engage in informal writing on a weekly basis. Informal writing tasks will include journal writing, responding to prepared questions based on the assigned readings, writing summaries of some of the readings, and defining key terms or concepts. The formal writing assignments will include a summary essay of an article, an expository piece of writing and a comparison/contrast essay. In addition, the students in the class will complete a library research paper of 6 to 7 pages. Details of all these assignments are provided below. Each writing task is intended to aid the students' thinking and understanding of the course material. Integrating writing into the work of the course will increase and enrich the students' learning experience while also improving their analysis and writing skills.

General Class Policies

Students are expected to come to class on time, complete their work in a timely fashion, and participate in class discussions. In addition, students are expected to attend all class sessions. More than four absences will lower a student's grade for the semester. Cell phones and pagers must be turned off in class.

Grading Policies

First Formal Writing Assignment	10%
Second Formal Writing Assignment	10%
Third Formal Writing Assignment	10%
Fourth Formal Writing Assignment	20%
Midterm exam	20%
Final exam	20 %
Informal Writing Assignments	<u>10%</u>
	100%

Required Textbook

Knight, Franklin W. and Colin A. Palmer. The Modern Caribbean.
Chapel Hill: The University of North Carolina Press, 1989.

Schedule of Assignments

Class Meeting Number:

1	Introduction to the Course
2	Chapter 1 "The Caribbean, a Regional Overview"
3	"Introduction" and Chapter 6 "The Second Repeopling" in <u>The Tainos, Rise and Decline of the People Who Greeted Columbus</u> First Formal Assignment Due
4	Chapter 2 "Slavery and the Afro-American World" in <u>Caribbean Transformations</u>
5	Chapter 2 "The Haitian Revolution"
6	Chapter 10 "The Case of Haiti" in <u>Caribbean Transformations</u>
7	Chapter 4 "The eighteenth and Nineteenth Centuries:

- The Antislavery Ideology” in Main Currents in Caribbean Thought, the Historical Evolution of Caribbean Society in Its Ideological Aspects, 1492-1900
- 8 Chapter 3 “Plantations and their Peoples to 1900” in The Caribbean in the Wider World, 1492-1992, a Regional Geography
Proposal for Term Paper Due
- 9 Chapter 3 “Labor and Society in the Nineteenth Century”
- 10 Chapter 9 “Politics and Society in the Spanish Caribbean during the Nineteenth Century”
Second Formal Assignment Due
- 11 Chapter 4 “Society and Culture in the Caribbean, the British and French West Indies, 1870-1980”
- 12 Chapter 11 “British Caribbean Economic History, an Interpretation” **Bibliography for Term Paper Due**
- 13 Chapter 4 “The American Century” in The Caribbean in the Wider World, 1492-1992, a Regional Geography
- 14 **Midterm Exam**
- 15 Chapter 5 “Economic Dependency” in The Caribbean in the Wider World, 1492-1992, a Regional Geography
- 16 Chapter 8 “Cuba” **Revised Second Formal Assignment Due**
- 17 Chapter 9 “The Odyssey of Revolution in Cuba” in Modern Caribbean Politics
- 18 Chapter 3 “The Duvalier Dictatorship and Its Legacy of Crisis in Haiti” in Modern Caribbean Politics
Outline for Term Paper Due
- 19 Chapter 17 “The Dominican Republic and Haiti” in A Brief History of the Caribbean
- 20 Chapter 2 “Democracy and Disillusionment in the Dominican Republic” in Modern Caribbean Politics
- 21 Chapter 7 “Contemporary Puerto Rico”
Third Formal Assignment Due

- 22 Chapter 8 “Political Economy and Foreign Policy in Puerto Rico” in Modern Caribbean Politics
- 23 Chapter 10 “Caribbean Migrations, 1838-1985”
Draft of Term Paper Due
- 24 Chapter 12 “The Caribbean Diaspora” in Understanding the Contemporary Caribbean
- 25 Chapter 5 “The Economies of the Caribbean” in Understanding the Contemporary Caribbean
Revised Third Formal Assignment Due
- 26 Chapter 11 “Tourism, Environment and Development” in The Contemporary Caribbean
- 27 Chapter 2 “Challenges to Caribbean Economies in the Era of Globalization” in Contemporary Caribbean Cultures and Societies in a Global Context
- 28 **Term Paper Due**
Student Presentations

Caribbean Studies Anthologies

- Arciniegas, German I. Caribbean, Sea of the New World. Princeton: Marcus Wiener, 2003.
- Beckles, Hilory, and Verene Shepherd. Caribbean Freedom, Economy and Society, From Emancipation to the Present. Pinceton: Marcus Wiener, 1996.
- Benítez-Rojo, Antonio. The Repeating Island. Durham: Duke UP, 1996.
- De Barros, Juanita, Audra Diptee, and David V. Trotman, eds. Beyond Fragmentation, Perspectives on Caribbean History. Princeton: Markus Wiener, 2006.
- Domínguez, Jorge I., Robert A. Pastor, and R D. Worrell. Democracy in the Caribbean, Political, Economic, and Social Perspectives. Baltimore: John Hopkins UP, 1993.
- Hillman, Richard S., and Thomas J. D'Agostino. Understanding the Contemporary Caribbean. Boulder: Lynne Rienner, 2003.
- Knight, Franklin W. The Caribbean, the Genesis of a Fragmented Nationalism. New York: Oxford UP, 1990.
- Knight, Franklin W., and Colin A. Palmer, eds. The Modern Caribbean. Chapel Hill: The University of North Carolina P, 1989.

- Knight, Franklin W., and Teresita Martinez-Vergne, eds. Contemporary Caribbean Cultures and Societies in a Global Context. Chapel Hill: The University of North Carolina P, 2005.
- Lewis, Gordon K. Main Currents in Caribbean Thought, the Historical Evolution of Caribbean Society in Its Ideological Aspects, 1492-1900. Lincoln: University of Nebraska P, 2004.
- Mintz, Sidney W., and Sally Price, eds. Caribbean Contours. Baltimore: John Hopkins UP, 1985.
- Mintz, Sidney W. Caribbean Transformations. New York: Columbia UP, 1989.
- Momsen, Janet, ed. Women and Change in the Caribbean. Bloomington: Indiana UP, 1993.
- Payne, Anthony, and Paul Sutton, eds. Modern Caribbean Politics. Baltimore: John Hopkins UP, 1993.
- Potter, Robert B., David Barker, Dennis Conway, and Thomas Klak. The Contemporary Caribbean. New York: Pearson, 2004.
- Richardson, Bonham C. The Caribbean in the Wider World, 1492-1992, a Regional Geography. New York: Cambridge UP, 1992.
- Rogozinski, Jan. A Brief History of the Caribbean, From the Arawak and Carib to the Present. New York: Plume, 2000.
- Safa, Helen I. The Myth of the Male Breadwinner, Women and Industrialization in the Caribbean. Boulder: Westview, 1995.
- Torres-Saillant, Silvio. An Intellectual History of the Caribbean. New York: Palgrave, 2006.
- Williams, Eric. From Columbus to Castro, the History of the Caribbean. New York: Random House, 1970.
- Wilson, Samuel M., ed. The Indigenous People of the Caribbean. Miami: University of Florida P, 1997.

Informal Writing Assignments

Informal writing assignments will consist of journal writing. In their journals, students will either be asked to write a summary of an assigned reading, respond to prepared questions based on a reading, or define key terms and concepts. All of these informal writing assignments are designed to help the students grasp the content of the readings and prepare them for the class discussions. In addition, through these writing assignments student will practice identifying the thesis, main ideas, supporting details, and specific historical information contained in the readings. These informal writing tasks will be completed once a week. In their journals the students should also keep notes on the class discussions and write down any questions they may have about the reading assignments or class presentations. Samples of the type of prepared questions students will be asked to respond to and key terms and concepts they will be asked to define in their journals are presented below:

Sample questions based on chapter 4 “Society and Culture in the Caribbean, the British and French West Indies, 1870-1980” in The Modern Caribbean, by Franklin W. Knight and Colin A. Palmer,

1. Did the emancipation of the slave population in the British and French Caribbean in the 1830s and 1840s fundamentally alter the socio-economic structures established during slavery?
2. What was the nature of the so called “Great Experiment” that immediately followed emancipation?
3. Why are the years between the 1870s and the 1930s and 40s are considered “quiet times” in the British and French Caribbean?
4. What changes were taking place beneath a placid surface?
5. What socio-economic changes developed and accelerated during the 1930s and 40s and after the Second World War?
6. What was the composition of the three-tier social structure of the British and French Caribbean in the aftermath of slavery?
7. How might the black Creole population of the bottom of the social structure move into the middle stratum?
8. What was the fourth tier that was added to the Caribbean social structure after the mid-nineteenth century?
9. What separated this tier from the rest of the societies into which they moved?
10. What variations existed in the position of whites in the different Caribbean societies?

11. What was the nature of race relations in the British and French Caribbean?
12. How did the large-scale importation of foreign labor impact Caribbean societies?
13. What were the economic and political reasons for the importation of Indian, Chinese, and other foreign workers in the Caribbean?

Sample key terms and concepts from chapter 3 “Labor and Society in the Nineteenth Century” in The Modern Caribbean, by Franklin W. Knight and Colin A. Palmer,

Free labor

International division of labor

Commercial capitalism

Subsistence agriculture

Plantation system

Imperialism

Free trade

Debt peonage

Plantation store

Proletarian

Formal Writing Assignments

These writing assignments are designed to help students develop their formal writing skills. Over the course of the semester, members of the class will be required to write three formal essays of between two and three pages each and one library research paper of between six and seven pages. The three shorter essays will be returned to the students with some corrections, comments, and a grade. Students may rewrite two of these assignments for a better grade. A draft of the research paper will also be returned to the students with corrections, comments, and a grade. Students will then have a chance to rewrite this paper for a better grade.

First Formal Writing Assignment

In the “Introduction” to The Tainos, Rise and Decline of the People Who Greeted Columbus, Irving Rouse presents a detailed discussion of Taino Indian society at the time of its encounter with the Spanish colonizers. Write a two to three page summary of his description of the Tainos’ civilization in regard to their economy, political organization, and spiritual beliefs and practices. **Due Third Class Meeting**

Second Formal Writing Assignment

The Haitian Revolution was a complex and drawn out affair that represented the only successful slave rebellion in the Americas and that culminated in the abolition of slavery in the French colony of Saint Domingue and the establishment of the second republic in the Western Hemisphere and the first black nation in the world. The Haitian Revolution lasted over ten years and involved all social classes and racial groups that made up the French colony. It also drew into the fight three European states: France, Spain, and England. On the basis of chapter two, “The Haitian Revolution,” in our textbook, The Modern Caribbean, write a two to three page expository essay in which you explain the role and objectives of the different social classes, racial groups, and nations that participated in the war. **Due Tenth Class Meeting**

Third Formal Writing Assignment

Puerto Rico’s ultimate political status has been the subject of a heated and ongoing debate ever since the United States took over control of the island from Spain in 1898. Today, the Puerto Rican people are divided between advocates of independence, U.S. statehood, and a modified version of the current Commonwealth status. On the basis of the assigned reading and our class discussions of this topic, write a two to three page essay in which you compare and contrast the arguments that are made for and against each of these status options. Conclude your paper by indicating which arguments you find most convincing and why. **Due Twenty First Class Meeting**

Fourth Formal Writing Assignment

In addition to the above informal and formal writing assignments, students in the class will write a six to seven page library research paper on one of the topics covered in the course. Students will decide on the specific topic of their library paper in consultation with the instructor. The purpose of this assignment is to give students an opportunity to explore in greater depth one of the topics covered in the course and to familiarize them with the steps involved in developing and writing a library research paper. The term paper will be produced in five stages as follows: 1) on the **eighth class** meeting, students will submit a **proposal** for their term paper, consisting of a one page statement (no more than two hundred and fifty words) in which students identify the topic of their paper, the reason why they have selected this topic, and some indication of the kinds of materials they will rely on for the paper; 2) on the **twelfth class** meeting, students will hand in a preliminary **bibliography**, in standard bibliographic form, of the sources they will use for the term paper; 3) on the **eighteenth class** meeting, using correct outline form, students will submit an **outline** of their term paper; on the **twenty third** class meeting students will hand in a **draft** of the term paper; and on the **last class** meeting students will submit the **final version** of their library research paper. The due dates for these assignments listed here are also indicated in the schedule of reading and writing assignments. These due dates will also be announced in class. Details on how to prepare the various assignments related to the term paper will be discussed in class. In developing this paper students should make use of the Caribbean studies bibliography included at the end of the course outline.