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Welcome to a new academic year!

In joining the Department of History and Archaeology, you have chosen to be part of a department that, for nearly 70 years, has served students from all across the Caribbean region, providing top-quality teaching, and facilitating rigorous learning. As we start the 2018-2019 academic year, we wish to renew our commitment to excellence in education—our department’s trademark—because we believe this is the best way to prepare you for the challenges of the constantly changing and ever more competitive world in which we live. While benefiting from our department’s rich academic legacy, during this academic year you will also be part of the transformative efforts that we are undertaking to incorporate innovative teaching tools and provide the best learning experience for digital natives like you.

During this academic year, we will continue providing you with a unique window to our big, complex planet, helping you to understand it through a wide array of courses that examine the diverse and rich experiences of people from every corner of the world: Africa, Asia, Europe, North and Latin America, and, of course, the Caribbean. We aspire to pass on to you our passion for the past by showing you how it connects to our present, while providing the keys to your future. It is that conversation between past, present, and future that we wish you to be part of, in and out of the classroom, through the series of formal and informal educational activities that we will undertake over the next 10 months.

As we start this new academic year with fresh eyes, we wish to become a truly student-oriented department and develop a synergy between student and staff from which we can all benefit. To do so, we have put in place new communication channels that, among other things, will make it easier to incorporate your feedback to the functioning and transformation of the department. For the past seven decades, you, the student, have been an integral part of our success. We wish you to keep on playing such a central role by inspiring us to stay relevant, so, together, we break ground for the History and Archaeology Department of the future.

Dr Enrique Okenve
Head of Department (Acting)
The principal objective of the teaching programme of the Department of History and Archaeology is to provide a thorough understanding of Caribbean history, archaeology and heritage studies as well as the broader currents of world history which have helped to shape the region.

Accordingly, the Department’s courses focus not only on the Caribbean but also on Africa, Asia, Europe, Latin America and on North America, as well as courses in Archaeology and Heritage Studies. It also offers courses in methodology of history.

In fulfilling these objectives, the Department fosters knowledge and an understanding of History, Heritage Studies and Archaeology and in doing so, fosters the development of research and analytical skills. Faculty members conduct original scholarly research and pursue effective teaching and learning, and in so doing, address regional and international issues providing the framework for demonstrating the relevance of the past to the present.

The Department also promotes links with professional groups and institutions, as well as with the wider community, local and international.

About the Department of History & Archaeology

One of the oldest Departments of The UWI, the Department was established as the Department of History in 1948 and began a teaching programme in 1949. In 1986, with a benefaction from Mr. Edward Moulton-Barrett, a Lectureship in Archaeology was established. In February 2003 the Department was renamed the Department of History & Archaeology.

Some of the Department’s most notable faculty members include the University’s first female professor, Elsa Goveia, revolutionary political activist Dr Walter Rodney and acclaimed historians of the West Indies Professor Emeriti Sir Roy Augier, B.W. Higman, Douglas Hall, Carl Campbell and Patrick Bryan.
Your Degree from the Department of History & Archaeology

History and the related disciplines of Archaeology and Heritage Studies, provide oral and written skills, critical reading and thinking aimed at problem solving and global awareness. These skills in addition to being needed in a variety of career choices are important for an enlightened citizenry.

SKILLS LEARNED

Career Possibilities

<table>
<thead>
<tr>
<th>Research</th>
<th>• research methodology</th>
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<tr>
<td>Information Management</td>
<td>• knowledge of heritage and culture</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>• making logical connections among facts and ideas</td>
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<tr>
<td>Critical Analysis</td>
<td>• the ability to effectively analyze written, verbal, numerical and visual information</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>• oral and written communication skills</td>
</tr>
<tr>
<td>Past - Present Connection</td>
<td>• an understanding of the past that provides relevance with the present</td>
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</table>

Heritage Preservation


**Private Sector**
- Banking and the Commercial Sector, Financial Sector, Mining Companies & Public Relations
- *Examples of Hiring Organizations:* University of the West Indies, Teacher Colleges, Community Colleges, High Schools, Private Learning Academies and Research Institutes.

**Education**
- Academia, Lecturing at Tertiary Institutions, Research Post at Universities and Teaching in schools.
- *Examples of Hiring Organizations:* University of the West Indies, Teacher Colleges, Community Colleges, High Schools, Private Learning Academies and Research Institutes.

**Multimedia & Communications**
- Writing of commissioned histories, Journalism, Research and Documentaries.
- *Examples of Hiring Organizations:* Creative Production and Training Centre and Television stations.
Environmental Tourism

- Management of Flora & Fauna tours, Management of Farm Tours.

Examples of Hiring Organizations: National Environmental Agency, Museums of Natural History.

Heritage Tourism

- Managing Sites of Historical Interest, Creating Heritage Businesses, Operating Heritage Tours.


International Organisations and Agencies

Working in foreign service and in the international development sector.


Environmental Tourism

- Management of Flora & Fauna tours, Management of Farm Tours.

Examples of Hiring Organizations: National Environmental Agency, Museums of Natural History.
Students are strongly advised to consult with the Faculty of Humanities and Education Handbook for a detailed guide to the Faculty’s registration requirements and regulations for all courses. This Handbook is available online at https://www.mona.uwi.edu/humed.

In addition to course requirements for each major/minor, students are required to register for:

- Requisite Foundation Courses - FOUN1016 or FOUN1019 (Yearlong) and FOUN1002
- A three (3)–credit foreign language course (note grounds for exemption)
- Humanities based students are required to register for nine (9) non-major credits within the Faculty
- The Faculty’s requirement of a research-linked course at level 3, normally taken as a part of the Major
- Students without Grade 1 in CSEC English/ Grade I or II in CAPE Communication Studies are required to sit and pass the English Language Proficiency Test (ELPT)

CREDIT CHECKS

Credit check consultations are available in the Faculty Office upon request/booking. This consultation informs students of how far they are along in their degree programme. A request/booking for a credit check may be made at the Faculty Office via telephone, email or in person.

Please note that the consultation itself is a face-to-face interactive sitting with a representative of the Faculty Office. Checks are not conducted over the phone or via email.

ATTENDANCE REGULATIONS FOR LECTURES/TUTORIALS/CLASS ACTIVITIES

REGULATION 19

Regulation concerning absence from Lectures/Tutorials/Conversation and Laboratory Classes without Medical Certificate

(i) Students in the Departments of History and Archaeology, Language, Linguistics and Philosophy, Literatures in English, Library and Information Studies, and the Institute of Caribbean Studies, must attend no less than 75% of all tutorial classes associated with the courses in their various study programmes.

Students in breach of this regulation may be debarred from the final examination(s) associated with the course(s) at the end of the semester.

COURSE REPRESENTATIVES

The Department, as part of its overall agenda of promoting student-centered learning, meets with elected course representatives to discuss learning experiences in their courses each semester. For this reason, course representatives are elected before the end of teaching each semester. The names of these representatives are sent by the respective lecturers to the Department thereafter.
STUDENT NOTICES

Students should read the Department’s Notice Board, the Faculty’s Notice Board and the Examination Notice Board. They should also pay close attention to the notices sent by the University Administration to their UWI email accounts. It is the student’s responsibility to seek advice where necessary.
UPCOMING DEPARTMENTAL EVENTS

October 18-20, 2018
“Confrontations: UWI Students Protests and the Rodney Disturbance of 1968”

November 2018
CAPE History Workshop for Teachers

March 2019
The Annual Elsa Goveia Memorial Lecture

April 2019
The Annual CAPE Lecture Series

Staff/Graduate Seminars are held weekly (Fridays at 3:00 pm) in the Graduate Conference Room.

Stay connected and get details of these and other upcoming events via our website and social media sites.
### ADMINISTRATION & SECRETARIAT – MONA

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<tr>
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Facebook: www.facebook.com/pages/HistoryArchaeology-UWI-Mona |
| **SENIOR ADMINISTRATIVE ASSISTANT:**     | **Mrs. Camillia Clarke Brown**            | B.Sc., M.Sc. Clinical Psychology (UWI, Mona)  
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| **SENIOR SECRETARY:**                    | **Mrs. Claudine Walker Robinson**         | Cert. Supervisory Mgt., Computer Applications (UWI, SCS) ASc. (UWI Open Campus)  
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| **SECRETARY:**                            | **Mrs. Rudy-Ann Dennis Copeland**         | B.A. History, International Relations Minor (UWI, Mona)  
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| **ARCHAEOLOGY TECHNOLOGIST:**            | **Mr. Clive Grey**                        | B.A. History & Archaeology, Philosophy Minor (UWI, Mona)  
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Archaeology Laboratory  
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*On Research Fellowship for the 2018-2019 academic year

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<td></td>
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<tr>
<td><strong>TOUSSAINT, Michael</strong></td>
<td><strong><a href="mailto:Michael.Toussaint@sta.uwi.edu">Michael.Toussaint@sta.uwi.edu</a></strong></td>
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<tr>
<td>Lecturer</td>
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<tr>
<td>B.A., (UWI), Ph.D CETL (UWI)</td>
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</tbody>
</table>
COURSE OFFERINGS 2018/2018

SEMESTER I

LEVEL I

HIST1018: Origins and Growth of Modern Sport 1850-1945
HIST1601: The Atlantic World 1400-1600
HIST1703: Introduction to History

LEVEL II

HIST2006: Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of slavery
[Compulsory for all History Majors]
HIST2203: Peoples, Wars and Revolution: North America 1600 to 1812
HIST2405: War and Conflict in Europe, 1870-1945
HIST2408: Introduction to Modern Japan
HIST2804: A Survey of World Pre-History
HIST2901: Heritage Management and Tourism in the Caribbean

LEVEL III

*HIST3013: History of the Jamaican Landscape
*HIST3203: The Black Experience in the United States After 1865
HIST3614: The African Diaspora in the West
*HIST3801: Historical Archaeology
HIST3901: Urban Heritage of Jamaica

* Research Linked Courses
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<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>HIST1304</td>
<td>Africa in World Civilization to 1800</td>
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<td>HIST1407</td>
<td>Continuity and Change in Early Modern Europe, 1400-1789</td>
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<tr>
<td>HIST1601</td>
<td>The Atlantic World 1400-1600</td>
</tr>
<tr>
<td>HIST1801</td>
<td>Introduction to Archaeology</td>
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<td>HIST1901</td>
<td>Introduction to Heritage Studies</td>
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<td>HIST2007</td>
<td>Freedom, Decolonization and Independence in the Caribbean since 1804</td>
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<tr>
<td>HIST2204</td>
<td>From Developing to “Developed”: North America 1815-1980</td>
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<tr>
<td>HIST2406</td>
<td>Politics and Society in Europe since 1945</td>
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<td>HIST2503</td>
<td>History of Modern China</td>
</tr>
<tr>
<td>HIST2602</td>
<td>Imperialism since 1918</td>
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<tr>
<td>HIST2801</td>
<td>Research Methods and Techniques in Archaeology</td>
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<tr>
<td>HIST2807</td>
<td>Digital History</td>
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<td>HIST2902</td>
<td>Caribbean Historical Landscape and Development of Eco-tourism</td>
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<tr>
<td>HIST3003</td>
<td>Women and Gender in the History of the English Speaking Caribbean</td>
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<td>^HIST3025</td>
<td>Banking in the Commonwealth Caribbean 1836-1990</td>
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<tr>
<td>HIST3411</td>
<td>Britain Since 1945</td>
</tr>
<tr>
<td>HIST3502</td>
<td>History of the Middle East 1915-1973</td>
</tr>
<tr>
<td>HIST3802</td>
<td>Caribbean Archaeology</td>
</tr>
<tr>
<td>HIST3902</td>
<td>A Century of Politics in Free Jamaica, 1838-1938</td>
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* Research Linked Courses
## COURSE CONCENTRATIONS

### CARIBBEAN

<table>
<thead>
<tr>
<th>Level II</th>
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<tbody>
<tr>
<td>HIST2006</td>
<td>Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of Slavery (SEM I)</td>
</tr>
<tr>
<td>HIST2007</td>
<td>Freedom, Decolonization and Independence in the Caribbean since 1804 (SEM II)</td>
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<td>HIST2807</td>
<td>Digital History (SEM II)</td>
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<table>
<thead>
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<tbody>
<tr>
<td>HIST3003</td>
<td>Women &amp; Gender in the History of the English Speaking Caribbean (SEM II)</td>
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<tr>
<td>HIST3013*</td>
<td>History of the Jamaica Landscape (SEM I)</td>
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<tr>
<td>HIST3025*</td>
<td>Banking in the Commonwealth Caribbean since 1836-1990 (SEM II)</td>
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<tr>
<td>HIST3610</td>
<td>Emancipation in the Americas (SEM I)</td>
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<td>HIST3902</td>
<td>A Century of Politics in Free Jamaica, 1838 - 1938 (SEM II)</td>
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### EUROPE

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<tbody>
<tr>
<td>HIST1407</td>
<td>Continuity and Change in Early Modern Europe, 1400-1789 (SEM II)</td>
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<td>HIST2405</td>
<td>War and Conflict in Europe: 1870-1945 (SEM I)</td>
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<td>HIST2406</td>
<td>Politics and Society in Europe since 1945 (SEM II)</td>
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<td>HIST3411</td>
<td>Britain since 1945 (SEM II)</td>
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### AMERICAS

#### Level II

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<tr>
<td>HIST2203</td>
<td>Peoples, Wars and Revolution: North America, 1600-1812 (SEM I)</td>
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<td>HIST2204</td>
<td>From Developing to “Developed”. North America 1815-1980 (SEM II)</td>
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#### Level III

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<tr>
<td>HIST3203*</td>
<td>The Black Experience in the United States After 1865 (SEM I)</td>
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### ASIA AND THE MIDDLE EAST

#### Level II

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<th>Course</th>
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<tbody>
<tr>
<td>HIST2501</td>
<td>Introduction to Modern Japan (SEM I)</td>
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<tr>
<td>HIST2408</td>
<td>History of Modern China (SEM II)</td>
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#### Level III

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<tbody>
<tr>
<td>HIST3502</td>
<td>History of the Middle East 1915-1973 (SEM II)</td>
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### AFRICA

#### Level I

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<tbody>
<tr>
<td>HIST1304</td>
<td>Africa in World Civilization to 1800 (SEM II)</td>
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### HERITAGE STUDIES

#### Level I

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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIST1901</td>
<td>Introduction to Heritage Studies (SEM II)</td>
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</table>

#### Level II

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIST2901</td>
<td>Heritage Management and Tourism in the Caribbean (SEM I)</td>
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<tr>
<td>HIST2902</td>
<td>Caribbean Historical Landscape and Development of Eco-tourism(SEM II)</td>
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#### Level III

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<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST3901</td>
<td>Urban Heritage of Jamaica (SEM I)</td>
</tr>
</tbody>
</table>
## GLOBAL

### Level I
- **HIST1018** Origins and Growth of Modern Sport of Modern Sport 1850-1945
- **HIST1601** The Atlantic World, 1400-1600 (SEM I & II)

### Level II
- **HIST2602** Imperialism since 1918 (SEM I)

### Level III
- **HIST3614** The African Diaspora in the West (SEM I)

## ARCHAEOLOGY

### Level I
- **HIST1801** Introduction to Archaeology (SEM II)

### Level II
- **HIST2801** Research Methods and Techniques in Archaeology (SEM II)
- **HIST2804** A Survey of World Prehistory (SEM I)

### Level III
- **HIST3801** Historical Archaeology (I)
- **HIST3802** Caribbean Archaeology (SEM II)

*Research linked courses*
History Majors must have at least 39 credits in History courses (or 13 History courses) at the end of their programme of study. Each course is weighted 3 credits.

---

**LEVEL I**

All History Majors must take the following courses:-

HIST1601: The Atlantic World 1400-1600 and  
HIST1703: Introduction to History

And **at least one other Level I History course**. Students who wish to take more than one may do so. The courses offered are as follows:

HIST1018: Origins and Growth of Modern Sport, 1850-1945  
HIST1304: Africa in World Civilization to 1800  
HIST1407: Continuity and Change in Early Modern Europe, 1400-1789  
HIST1901: Introduction to Heritage Studies

---

**LEVEL II**

**The requirements at Level II are:**

All History Majors must take:

HIST2006: Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of slavery  
HIST2007: Freedom, Decolonization and Independence in the Caribbean since 1804  

**AND**

Any other **THREE History courses at Level II**

---

**LEVEL III**

History Majors must take:

**At least TWO Level III Caribbean History courses**  

**AND**
THREE other Level III History courses

HISTORY MINOR

A total of fifteen (15) credits are required to complete a minor. Minors are required to do FIVE History courses. HIST2006 and HIST2007 are compulsory. The other three courses are to be chosen from either Level II or Level III courses with at least one from level III.

HISTORY/ARCHAEOLOGY MAJOR

Each student will need 39 credits in History/Archaeology courses

LEVEL I

THREE courses, two of which must be:
HIST1703: Introduction to History
HIST1801: Introduction to Archaeology

And one other Level I History course from the following:
HIST1018: Origins and Growth of Modern Sport OF Modern Sport 1850-1945
HIST1304: Africa in World Civilization to 1800
HIST1407: Continuity and Change in Early Modern Europe, 1400-1789
HIST1601: The Atlantic World, 1400-1600
HIST1901: Introduction to Heritage Studies

LEVEL II

Level Two History/Archaeology Majors must take FIVE courses as follow:
HIST2006: Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of Slavery
HIST2007: Freedom, Decolonization and Independence in the Caribbean since 1804
HIST2801: Research Methods & Techniques in Archaeology (Prerequisite: Pass in HIST1801)
HIST2804: A Survey of World Prehistory (Prerequisite: Pass in HIST1801)

AND

ONE other Level II History course
FIVE courses as follows:

HIST3801: Historical Archaeology  *(Prerequisite: Pass in level II Archaeology Course)*
HIST3802: Caribbean Archaeology

**TWO Level III Caribbean History Courses**

**AND**

**ONE** other Level III History Course. A student can choose a third Caribbean History course.

**HISTORY AND HERITAGE STUDIES PROGRAMME**

Students are required to read at least **THIRTEEN 3 credit** courses for a total of **39 credits** in History & Heritage.

**LEVEL I**

HIST1703: Introduction to History
HIST1901: Introduction to Heritage Studies

*Any one of the following:*

HIST1018: Origins and Growth of Modern Sport OF Modern Sport 1850-1945
HIST1304: Africa in World Civilization to 1800
HIST1407: Continuity and Change in Early Modern Europe, 1400-1789
HIST1505: The Asian World Prior to 1600
HIST1601: The Atlantic World 1400-1600

**LEVEL II**

FIVE Courses (15 credits) including:

HIST2006: Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of Slavery
HIST2007: Freedom, Decolonization and Independence in the Caribbean since 1804
HIST2901: Heritage Management and Tourism in the Caribbean
HIST2902: Caribbean Historical Landscape and Development of Eco-tourism

*Any other ONE* History course (in either first or second semester)
LEVEL III

FIVE Courses (15 credits):

HIST3801: Historical Archaeology

(Pre-requisite: Pass in any Archaeology course OR a Level I, OR a Level II Heritage Studies course)

HIST3901: Urban Heritage of Jamaica
HIST3013: History of the Jamaican Landscape
And any other TWO history courses (in either the Semester I or Semester II)

MAJOR IN AFRICAN DIASPORA STUDIES

Majors in African Diaspora Studies (ADS) must have at least THIRTY-NINE (39) credits in ADS at the end of their programme of study.

LEVEL I

All majors in African Diaspora Studies MUST take the following course (6 credits)

HIST1601: The Atlantic World, 1400-1600
HIST1304: Africa in World Civilization

And ONE of the following courses in African Diaspora Studies (3 credits)

GOVT1000: Introduction to Political Institutions
CLTR1001: Introduction to the Study of Culture
FREN1304: Introduction to Caribbean & African Literatures in French
HUMN1101: Introduction to Comparative Caribbean Literature: Afro-Caribbean Poetry

Note: ADS majors should take careful note of pre-requisites when selecting Level III courses.

LEVEL II

All majors in African Diaspora Studies are required to have a minimum of FIFTEEN (15) credits at Level II.

All majors must take TWO of the following courses (6 credits):

EITHER HIST2006: Conquest, Colonization and Resistance in the Caribbean
1600 to the end of slavery
OR HIST2007: Freedom, Decolonization and Independence in the Caribbean since 1804

EITHER HIST2301: State and Development in Africa, 1800-1900

OR HIST2304: State and Development in Africa since 1900

Declare a concentration within the programme as soon as they begin to do Level II courses.

They must do TWO courses INSIDE their concentration at Level II (6 credits)

At least one ADS Level II course OUTSIDE their concentration in the programme.

Note: ADS Majors, should take careful note of pre-requisites from Level II courses when selecting Level III courses.

LEVEL III

All majors in African Diaspora Studies are required to have a minimum of FIFTEEN (15) credits in Level III.

All majors must take

HIST3614: The African Diaspora in the West

And any ONE of the following:

HIST3203: The Black Experience in the US after 1865

GOVT3022: Garveyism in the Americas

CLTR3518: Rastafari in the Global Context

They must do TWO courses IN their African Diaspora Studies concentration within the programme at Level III

At least one ADS Level III course OUTSIDE their ADS concentration in the programme.

AFRICAN DIASPORA STUDIES CONCENTRATIONS

All Level II majors in African Diaspora Studies must declare an ADS concentration within the programme. All students who are completing Level I, but are also taking Level II courses must also declare an ADS concentration. Majors should do 4 courses from the same ADS concentration across Levels II and III.

The ADS Concentrations are:

- History and Politics
- Cultural Studies and Philosophy
- Literature and Linguistics
<table>
<thead>
<tr>
<th>LEVEL II</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>LEVEL III</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<td>Freedom, Decolonization and Independence in the Caribbean since 1804</td>
<td>HIST3008</td>
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<td>Race and Ethnicity in the British Caribbean since 1838</td>
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<td>HIST2301</td>
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<td>State and Development in Africa, 1800-1900</td>
<td>HIST3011</td>
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<td>Origins and Development of Apartheid</td>
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<td>HIST3305</td>
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<td>Culture, Religion and Nation Building in West Africa since 1500</td>
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<td>Colonialism and Underdevelopment in West Africa since 1880</td>
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<td>GOVT2017</td>
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<td>Issues in Contemporary African Politics</td>
<td>HIST3601</td>
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# Cultural Studies and Philosophy

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<td>Caribbean Films and their Fictions</td>
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<td>Culture of Rastafari</td>
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<td>African Religious Retentions in the Caribbean</td>
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<td>PHIL2601</td>
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# Literature and Linguistics

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<td>LITS3113</td>
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<td>LITS2706</td>
<td>Reggae Poetry</td>
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<td>LITS2806</td>
<td>Reggae Films: Screening the Caribbean</td>
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<td>Philosophy in Literature</td>
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</table>
HISTORY MAJOR WITH A MINOR IN LAW

History majors are currently required to take a minimum of THIRTEEN History courses: 3 Level I, 5 Level II, and 5 Level III History courses for a minimum total of 39 credits. Students wishing to declare a Minor in Law must have a good B average. There is a quota restriction for this programme.

Note: Students are encouraged to check with the Faculty of Law for 2018/2019 course offerings.

LEVEL I

HIST1601: Atlantic World (compulsory) (3 credits)
HIST1703: Introduction to History (compulsory) (3 credits)

Students must take NINE credits in the following Level I Law courses:

LAW1010: Law and Legal Systems (SEM I) (3 credits)
LAW1230: Legal Methods, Research and Writing [Yearlong] (6 credits)
- Semester I
- Semester II

LEVEL II

Students must take FIVE Level II History courses, which must include:

HIST2006: Conquest, Colonization and Resistance in the Caribbean 3 credits
HIST2007: Freedom, Decolonization and Independence in the Caribbean 3 credits

And any THREE other Level II History courses: 9 credits

15 credits

Students must take any TWO of the following Level II Law courses: 6 credits

LAW2510: Jurisprudence
*LAW2310: Public International Law I
*LAW2320: Public International Law II
LAW3710: Commonwealth Caribbean Human Rights Law

*Public International Law I is a prerequisite for Public International Law II
Students must take FIVE Level III History courses, which must include any TWO Caribbean History courses 15 credits

And any TWO of the following Level III Law courses: 6 credits

- LAW3260: Gender and the Law in the Commonwealth Caribbean
- LAW3840: Alternative Dispute Resolution
- LAW3340: European Law
- LAW3450: Caribbean Environmental Law
- LAW3630: Caribbean Integration Law

HISTORY MAJOR WITH A MINOR IN INTERNATIONAL RELATIONS

For a Minor in International Relations, History Majors are required to take:

**Compulsory**

- GOVT1000 and GOVT1008 - pre-requisites for all Level II & Level III International Relations courses
- GOVT2046: International Relations: Theories & Approaches

**Any 4 of the following:**

- GOVT2047: Principles of Public International Law
- GOVT2048: International and Regional Organizations
- GOVT2049: International Political Economy
- GOVT3048: Contemporary International Relations of the Caribbean
- GOVT3050: Comparative Foreign Policy
- GOVT3016: Latin American Politics and Development
- GOVT3051: International Law & Development: Selected Issues
- GOVT3052: Contemporary Issues of International Relations

A student must have a GPA of 2.7 (B+ average) to be awarded a Minor in International Relations. 

*Note: Students are encouraged to check with the Department of Government for 2018/2019 course offerings.*

MAJOR IN INTERNATIONAL RELATIONS WITH A MINOR IN HISTORY

To have a History Minor declared, a student must have at least FIFTEEN credits in History courses at Levels II and III.
Students are encouraged to register for any of the listed courses below

26
HIST 2302: The State and Development in Africa 1800 - 1900
HIST 2405: War and Conflict in Europe, 1800-1945
HIST 2406: Politics and Society in Europe Since 1945
HIST 2602: Imperialism since 1918
HIST 3014: Haiti in the 20th Century HIST 3014 (Not offered 2018-19)
HIST 3022: Politics and Society in 20th Century Cuba (Not offered 2018-19)
HIST 3105: The Idea of Liberation in Latin America (Not offered 2018-19)
HIST 3303: Socialism and Development in 20th Century Africa (Not offered 2018-19)
HIST 3502: History of the Middle East 1915 – 1973

TOURISM MANAGEMENT SPECIAL WITH HERITAGE STUDIES COURSES

Students in the Tourism Management Special Programme offered by the Mona School of Business and Management are strongly encouraged to take the following FOUR courses:

HIST1901: Introduction to Heritage Studies
HIST2901: Heritage Management and Tourism
HIST2902: Caribbean Historical Landscapes and the Development of Eco-Tourism (Not offered 2018-19)
HIST3013: History of the Jamaican Landscape
HIST3901: Urban Heritage
HIST1304: Africa in World Civilization to 1800

The rationale of the course is to correct the inherited and manufactured episteme and pedagogy from the colonial period that Africa was a civilizational nullity and instead to demonstrate an awareness and understanding of the place of the continent and its peoples in world history from the origins of modern humanity through to and including 1800 C.E. It begins with an examination of the notion of culture and civilization in world history before concentrating on the following themes: the spread of settled societies and the growth of civilization in Africa; Africa’s interaction with Rome and Greece; Christianity in Africa; the advent of Islam in Africa; the evolution of iron technology in Africa’s regional trading networks; and Africa and the international trading networks, especially the slave trade.

HIST1407: Continuity and Change in Early Modern Europe, 1400-1789

This course examines how people in early modern Europe envisioned themselves and their changing culture. Running from the Late Middle Ages to the Revolution it introduces students to the social impact of the Black Death, the Renaissance, Reformation and Enlightenment, considering the wider cultural and social transformations that these movements provoked – which include Christian humanism, the witch craze and then the ending of the witch trials. The course also examines the Printing, Military and Scientific Revolutions as well as Proto-Industrialism and ends with an analysis of the conditions in France preceding the outbreak of the French Revolution. The course offers foundations for upper level European and trans-Atlantic courses.

HIST1601: The Atlantic World 1400-1600 [Compulsory for the History Major]

This course entails a study of the creation of one of the most significant regional systems in world history, a system unified by the Atlantic Ocean. The course focuses on how distinct and separate cultural and ecological areas that surrounded the Atlantic were integrated into a network of exchange rooted in the long-distance movement of peoples, plants, animals, commodities and ideas. Demographic, economic and cultural consequences are emphasized.
HIST1703: **Introduction to History** *(Compulsory for the History Major)*

The course is divided into **four sections**. The course introduces students to the concept of History, the methodology of History, the variants or branches of History, and the sources used for researching and writing History.

HIST1801: **Introduction to Archaeology** *(Compulsory for the History and Archaeology Major)*

This course provides an introduction to the discipline of Archaeology, and is a prerequisite for students wanting to take any further courses in Archaeology. The course deals with the theoretical and practical aspects of the discipline, including the goals and approaches employed by archaeologists. Important topics to be covered are the development of the discipline as a scientific endeavor, the multidisciplinary and specialized nature of modern Archaeology, the nature of archaeological fieldwork, types of archaeological sites, types of archaeological evidence, post-excavation procedures, the variety of careers open to archaeologists, and the nature of Jamaican Archaeology.

HIST1901: **Introduction to Heritage Studies**

This course looks at the value of heritage and heritage studies in understanding legacies of the past that are still with us today. The value placed on heritage by the individual, the family, the community and the nation is crucial in understanding contemporary society. The focus is primarily on heritage and heritage studies in Caribbean societies with reference to international developments. Emphasis is placed on the various approaches to understanding heritage and the various definitions, concepts, sources, topics and methodology used in heritage studies. This course will introduce the student to important topics such as Heritage Tourism and Heritage Management which are crucial to local development.

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HIST2006: **Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of slavery** *(Compulsory for the History Major/Minor)*

This course, which spans the period 1600-1886, examines the primary forces and characteristic features evident in the Caribbean between the European invasion and the ending of the various slave
regimes. It is concerned with the ways in which the conquest, colonization, revolution of the plantation system, slavery, and imperialism affected the course of Caribbean history and fostered a spirit of resistance in its indigenous and enslaved African peoples. It looks comparatively at the slave regimes in the Anglophone, Francophone and Hispanophone Caribbean and examines the degree to which the exploited and marginalized [male and female] were able to refashion their world and bring about the collapse of slavery and the plantation system. A significant objective of the course is to use the revisionist sources to interrogate the traditional and often racist/Eurocentric representations of Caribbean history and facilitate an engagement with counter-discourse. The course will pay attention to the diversity of Caribbean populations and take on broad issues of class, colour, gender and ethnicity.

N.B.  Can only be taken for Level II credit

HIST2007:  Freedom, Decolonization and Independence in the Caribbean since 1804
[Compulsory for the History Major/Minor]
This course examines the development of Caribbean societies following emancipation in the 19th century beginning with Haitian independence in 1804. The various topics will address the various social, economic, political and ideological forces which contributed to the development of Caribbean societies up until the beginning of the 21st century. The course is divided into two major periods: before and after 1914-the beginning of World War 1. This course looks at the introduction of the United States of America as an imperial power in the region and how it radically shaped the traditional relationship between the Caribbean and European powers. The various nationalist and revolutionary movements in the Caribbean will be assessed and will give the student a greater appreciation of their place in modern Caribbean societies and the larger global place.

N.B.  Can only be taken for Level II credit

HIST2203:  Peoples, Wars and Revolution: North America 1600-1812
This course surveys the history of the two countries which occupy North America, Canada and the United States, from Amerindian arrival through the aftermath of the War of 1812. It examines the processes of Imperial conquest, and follows the social, political and economic evolutions of both countries. Special attention is given to the social history of North America during this period, and how it was shaped by and impacted on, competition, war, trade, immigration, and broader global developments from the fifteenth to the nineteenth centuries.
**HIST2204: From Developing to “Developed”: North America 1815-1980**

This course examines the processes by which the fledgling United States and the British/French colonies of Canada became the two "developed" nations which occupy North America. It examines the meanings and processes of "development", and explores the relationship between the United States and Canada. It follows the social, political and economic evolutions in both nations, with particular emphasis placed on the United States, given its global prominence. Among the issues explored are slavery and the American Civil War; the 1837-38 Canadian rebellions and political reform; U.S. and Canadian Foreign Policy; the involvement in and impact of World Wars I and II; American Cold War politics; the Women's Movement; and Black Power and the Counterculture of the 1960s.

**HIST2301: The State and Development in Africa 1800-1900**

The course examines the nature of the indigenous state structures and economic development in the continent before going on to discuss the following themes: European occupation of Africa and the evolution of the colonial state; relations between the colonial state and the world religions - Islam and Christianity - as cultural forces of change; the colonial state and the economic re-orientation of African societies - the abolition of domestic slavery, cash cropping, monetisation, and evolution of the factor-market in Africa.

**HIST2302: The State and Development in Africa since 1900**

In the context of Africa’s integration into the global capitalist system before the twentieth century, the course is primarily concerned with the role of the state – that is the colonial and postcolonial state- in Africa’s socioeconomic and political development since 1900. It begins with the colonial state and its unbridled exploitation of Africa’s human, material and cultural resources before considering the postcolonial state and its capacity to initiate sustainable development in the continent within the framework of the present international division of labour, neocolonialism, and the forces of globalization dominated and championed by Africa’s erstwhile European colonizers and their ideological allies.

**HIST2405: War and Conflict in Europe, 1870 – 1945**

This course examines the history of Europe between the unification of Germany in 1870-71 and the end of the Second World War in 1945. We begin with an overview of late nineteenth-century Europe, discussing the legacy of industrialization, the development of parliamentary government, and the coming of World War One. The second section looks at the impact of the war on international
relations, on the economy and on European politics. There follows an examination of the
development of the Soviet Union between 1917 and 1939, and of the growing polarization between
Fascism and Communism in Western Europe in the 1930s. The course concludes with a consideration
of the origins, course, and consequences of the Second World War.

**HIST2406: Politics and Society in Europe since 1945**
This course examines the social and political history of Europe since the end of the Second World
War. It begins with the division of the continent into two as a consequence of the outbreak of the
Cold War in the late 1940s and with the early efforts to promote a ‘united’ Western Europe. It
continues with an exploration of the subsequent economic recovery, of decolonization, and of the
contrasting development of the Soviet bloc states and the western states between the 1950s and
the 1990s. The course concludes with an examination of the causes and consequences of the collapse
of the Soviet Union and the disintegration of the Soviet bloc to the early twenty-first century.

**HIST2501: Introduction to Modern Japan**
The course is a survey of modern Japanese history. The focus is on the politico-economic
transformations of the political regime since the seventh century although the emphasis is given to
the modern and contemporary periods (mid-nineteenth century to the present). The course offers
an in-depth and comprehensive analysis of political, economic and diplomatic issues that are
prominent in the contemporary world. Students will have an opportunity to explore the political and
economic modernisations, such as the development of democracy and constitutionalism and
industrialisation, and the transforming relationships between Japan and its neighbours in the
modern and contemporary periods.

**HIST2503: History of Modern China**
The course is a comprehensive examination of the evolution of China from the seventeenth century
to the present. Emphasis is placed on the broad patterns of economic, political, social and cultural
development; the importance of tradition; Western intrusion; modernization and industrialization;
the rise of nationalism and revolutionary movements leading to the communist victory in 1949.

**HIST2602: Imperialism since 1918**
This course explores the imperial states in the Western and the non-Western world and examines
the history of empires and imperialism from a comparative perspective. It examines both the older
forms of empires and imperialism and the emergence of new forms of imperial power in the 20th century. The course focuses in particular on the part played by British as well as Japanese imperial states and populations in the making of the world in which we now live.

**HIST2801: Research Methods and Techniques in Archaeology**

[Compulsory for the History and Archaeology Major]

**Prerequisite:** Pass in any Archaeology course

This is a practical course in archaeology, involving both work in the field and in the Archaeology Laboratory. It is compulsory for History/Archaeology majors. Students are required to undertake 10-12 days of fieldwork on a real archaeological site. The 10-12 days will be full working days of eight hours each, usually held immediately following the April-May during the semester break in early January prior to the start of second semester classes. Students must make themselves available for the first two weeks of January in order to complete this mandatory part of the course. A sizeable portion of the grade is assigned to this fieldwork component. Students will learn archaeological field techniques by doing survey work, excavation, and finds processing, all in a proper field setting. After the fieldwork, and during normal class time (mid-January to April), students will undertake lab projects in the Archaeology Laboratory as assigned by the instructor. These lab projects will be based largely on the archaeological material excavated by students in the field. Lectures will also be given in conjunction with the lab work. Emphasis in this part of the course will be on analytical approaches to archaeological evidence, and on interpreting the site from the archaeological evidence.

**HIST2804: A Survey of World Prehistory**

[Compulsory for all Archaeology Majors]

**Prerequisite:** Pass in any Archaeology course

Where do we come from? What does it mean to be human? HIST 2804 deals with fundamental issues of what it means to be human, including biological and cultural origins, evolution and adaptation, and the rise of complex societies. The course is useful for majors in humanities, social sciences and earth sciences. Students will finish the course with a clear understanding of the deep time and diversity of human experience along with an appreciation of the multiple sources of data available to understand the human past and its application in the present.
HIST2807: Digital History
This course is designed to expose the student of Caribbean history to the world of online resources and communication. The course examines the theoretical and practical elements of digital history (the expressions of history online) and the potential and shortcomings of such resources. In this assessment of the digital world’s continuous and ever-changing impact on the humanities, students will be introduced to the major themes, issues and developments surrounding the research, writing, assessment and presentation of history online.

HIST2901: Heritage Management and Tourism in the Caribbean
[Compulsory for all Heritage Studies Majors]
Why are certain places, objects, or areas valued, and by whom? How are these resources protected and promoted, and why do they need to be? What happens when these values are not shared by everyone or come into conflict? HIST 2901 introduces students to core concepts and challenges of heritage and tourism in the Caribbean. Students will be trained to understand and put into practice ideas, policies and procedures that help us manage tangible and intangible heritage.

HIST2902: Caribbean Historical Landscapes and the Development of Eco-Tourism
[Compulsory for all Heritage Studies Majors]
The course involves providing a definition of historic landscape, and identifying a variety of these locations throughout the English, French, Spanish and Dutch Caribbean, establishing the essential features of them which correspond with the official definition. It also involves an examination of the history of tourism and eco-tourism in the region, and an explanation for the links between historic landscapes, heritage and ecotourism. The course also involves an assessment of the value of ecotourism to preservation, conservation and management of eco-systems and historical [cultural] landscapes in the Caribbean, and the value of historic landscapes [as heritage] and ecotourism to sustainable development in the Caribbean. An examination of the marketing of a historical landscape site in the region for the ecotourism product is also addressed in this course.

LEVEL III COURSES

HIST3003: Women and Gender in the History of the English-Speaking Caribbean
Problems, issues, theoretical aspects of women, gender and history; gender and women's historical experience in the Caribbean during the era of slavery and colonization (1490-1830s); Afro-Caribbean
women after slavery; the historical experiences of Indo-Caribbean women and of ‘minority’ women in the period 1838-1918; women’s participation in Caribbean social, cultural and political life 1838-1918; women in labour and political struggles 1918-1960s; employment, demography, family structures, migration in the 20th century; biographical case studies e.g. Mary Seacole, Audrey Jeffers, Edna Manley, Elma Francois, Amy Bailey.

**HIST3013: History of the Jamaican Landscape**

[Compulsory for all Heritage Studies Majors]

The History of the Jamaican Landscape aims at engendering a greater understanding and appreciation of local history. The course examines the changing physical and cultural/vernacular landscape of the island, as an indicator of social, economic, political and ideological transformation with emphasis on the period since the seventeenth century. The history of attitudes towards the land and the means employed to subdue, divide, exploit and manage space will be discussed. Topics include the concept of landscape –designed and vernacular, and space –secular and sacred, place names and methods of representing and depicting landscapes.

*N.B.*  **Field trips form an integral part of the course; students are therefore required to participate in the scheduled trips.**

**HIST3025: Banking in the Commonwealth Caribbean 1836-1990**

This course examines the history of the banking sector in the Commonwealth Caribbean from 1837 to c1990. The course provides an understanding of the emergence and evolution of commercial banking within the wider socio-economic and political context of the region during the 19th and 20th centuries, focusing on the establishment of commercial banks, their products and services, organizational structures, and the regulatory environments in which they operated.

**HIST3203: The Black Experience in the United States After 1865** *(Not to be taken with HIST2204)*

This course examines the complex and important evolution of the experience of blacks in the United States since the immediate post-emancipation era, through to the conservative resurgence of the 1980s and up to the election of Barack Obama in 2008. From an historical perspective, it considers the political and social constraints that African-Americans faced during the late nineteenth and twentieth centuries, and the extraordinary contributions they made to U.S. culture and history.
**HIST3411: Britain since 1945**

The course investigates Britain’s experiences after Victory in Europe Day’s (8 May, 1945), celebrations, perhaps the high point of British domestic unity, through the subsequent roller-coaster ride of imperial and economic decline. Examining the adjustments within modern British society as it has made the transition from an imperial hub and victorious great power to a second-rank European state, allows students to evaluate its social and political transformations over periods shaped both by the Cold War and decolonization and by extensive immigration and emigration. Considering successive social, economic, political and cultural developments allows students to consider the ways these intermeshed. The class explores definitions of British identities across three generations. In the process it traces how the aspirations of 1945 worked out.

**HIST3502: History of the Middle East 1915-1973**

A comprehensive and critical study of contemporary political and diplomatic history of the Middle East. The focus will be on Iran, the Arab countries of the Fertile Crescent and around the Red Sea.

**HIST3614: The African Diaspora in the West**

This is a survey course which focuses on the African presence in the Western Hemisphere. It will carry out a comparative examination of the responses of Africans and their descendants to the experience of enslavement, racism, and colonialism from the fifteenth century to the present. It will also examine the impact of the African presence on Western civilization and explore the evolution of an African identity, particularly an identification with the destiny of the African continent among African descendants in the Western diaspora.

**HIST3801: Historical Archaeology**

**Prerequisite:** Pass in any Archaeology course

What does it mean to be modern? HIST 3801 introduces the discipline of historical archaeology and its focus on investigating the roots of our present age (AD1500 to present). Using archaeological case studies from across the globe, students will explore the material culture of European colonization, and responses by indigenous peoples within grand narratives of capitalism, social improvement, and consumerism. Students will finish the course with an appreciation of how archival and archaeological evidence can be combined to give voice to the voiceless, and how historical archaeology can be used in contemporary debates on race, class, gender, and poverty.
HIST3802: Caribbean Archaeology

Prerequisite: Pass in any Archaeology course

This course builds upon foundational ideas and methods learned in Level I and Level II archaeology courses through the in-depth study of Caribbean archaeology since the first human settlement of the region. Students will learn how archaeological data inform, and have been informed by, historical and contemporary interpretations of Caribbean peoples through the assessment of significant archaeological findings related to the region’s indigenous, African, Asian, and European inhabitants. Though content is organized more or less chronologically, several key themes will be traced throughout the course, including: theoretical approaches to the construction of chronologies, migration, and colonization; the ways in which archaeological data address issues of identity and culture change; the relationship between written and archaeological sources; and issues of intra and inter-island variation as these relate to recurring tensions between unity and fragmentation. These themes resonate among contemporary Caribbean peoples and demonstrate how archaeology offers a unique perspective toward the past.

HIST3901: Urban Heritage of Jamaica [Compulsory for all Heritage Studies Majors]

This course investigates how assumptions about towns developed in Jamaica; what roles towns fulfilled; how these roles changed and how townspeople thought about themselves. Investigating the development of the island’s urban network illuminates the island’s changing society, economy and cultures.

HIST3902: A Century of Politics in Free Jamaica, 1838-1938

This course covers two systems of government in Jamaica – the Old Representative system and Crown Colony government. It examines issues of governance and administrative policy and explores contests among the elites over social and political control since Emancipation. The course also looks at more popular forms of political expression.
### THE DEPARTMENT OF HISTORY AND ARCHAEOLOGY'S

#### GRADE DESCRIPTOR SCHEME

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<th>Grade</th>
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<td>A+</td>
<td>90 -100</td>
<td>4.3</td>
<td>Exceptional</td>
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|       |        |       | • all key issues raised by question addressed, going beyond the material and displaying exceptional aptitude in solving complex issues  
|       |        |       | • evidence of advanced analytical rigor and engagement with a wide range of theoretical materials  
|       |        |       | • the highest level of independent thinking and originality of approach  
|       |        |       | • narrative thoroughness and coherence, free from regurgitation  
|       |        |       | • highly impressive and effective writing skills (grammar, punctuation and spelling, etc.) |
| A     | 80 – 89 | 4.0   | Outstanding |
|       |        |       | • a well-structured and coherent argument capable of highlighting all of the issues raised by the question  
|       |        |       | • in-depth engagement with critical theoretical materials and relevant supplementary readings  
|       |        |       | • outstanding levels of critical thinking, innovation and insight  
|       |        |       | • narrative thoroughness and coherence, free from regurgitation  
|       |        |       | • highly impressive writing skills |
| A-    | 75 - 79 | 3.7   | Excellent |
|       |        |       | • all content/data substantially accurate with only material relevant to the question incorporated  
|       |        |       | • a high level of analytical rigor, going beyond mere engagement with relevant materials  
|       |        |       | • excellent evidence of reflective and critical thinking  
|       |        |       | • a well-balanced, sustained and coherent narrative with very little regurgitation  
|       |        |       | • excellent writing skills |
| B+    | 70 - 74 | 3.3   | Very Good |
|       |        |       | • nearly complete content/data that addresses most of the issues raised by the question  
|       |        |       | • very good analysis and evidence of critical engagement with the relevant materials  
|       |        |       | • clarity in its organizing structure  
<p>|       |        |       | • very good writing skills |</p>
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| B     | 65 - 69     | 3.0   | Good        | • slightly above average work  
• good factual coverage of the issues raised by the question  
• fairly well-articulated analysis and use of sources  
• a clear organizing structure  
• good writing skills demonstrated |
| B-    | 60 - 64     | 2.7   | Satisfactory| • average work  
• reasonable evidence with factual coverage of the issues raised by the question  
• evidence of familiarity with relevant texts relating to the subject matter  
• some evidence of analysis in discussion of material  
• a fairly sound organizing structure  
• a sensible display of literary ability |
| C+    | 55 - 59     | 2.3   | Fair        | • slightly below average work  
• basic content/data included but may not address all of the issues raised by the question  
• an adequate range of academic materials and other data drawn upon, showing a basic familiarity with the literature  
• some evidence of an organizing structure  
• rudimentary literacy skill |
| C     | 50 - 54     | 2.0   | Acceptable  | • the minimum quality required for a passing grade  
• evidence of a basic knowledge of the subject matter and what the question requires  
• little critical thinking or theoretical comprehension  
• a faint (or even weak) organizing structure  
• rudimentary literacy skills |
| F1    | 45 - 49     | 1.70  | Unsatisfactory| • unsatisfactory quality for a passing grade  
• an unacceptable level of relevance to the demands of the question and familiarity with course material  
• a lack of focus and analysis  
• poor organization, with distorted and fragmented data presentation  
• unsatisfactory writing skills |
| F2    | 40 - 44     | 1.30  |             |          |
| F3    | 0 - 39      | 0.00  | Poor        | • very little /or no relevance to the demands of the question, with poor depth of knowledge on substantive elements of topic  
• a lack of focus and analysis  
• little or no evidence of critical engagement with material, including the use of irrelevant information to answer  
• little/ or no organization, with distorted and fragmented data presentation  
• poor writing skills |
Undergraduate Prizes

History students are eligible for the following undergraduate prizes:

- **Neville Hall Prize** - Awarded to the student with the best result in any of the courses covering the History of the Americas in either the first, second or third year.

- **Walter Rodney Prize** - Awarded to the student with the best result in any of the courses concerned with the History of Africa in either the first, second or third year.

- **Elsa Goveia Prize** - Awarded to the student with the best result in HIST2006: Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of Slavery or HIST2007: Freedom, Decolonization and Independence in the Caribbean since 1804.

- **Douglas Hall Prize** - Awarded to the student with the best results in Caribbean Economic History. This competition covers all three campuses.

- **Gladwyn Turbutt Prize in European History** - Awarded to the student with the best results in any Level III European History course.

- **Gladwyn Turbutt Prize in Archaeology** - Awarded to the student with the best results in any Level III Archaeology course.

- **Gladwyn Turbutt Prize in Atlantic History** - Awarded to the student with the best results in HIST1601: The Atlantic World 1400-1600.

- **Gladwyn Turbutt Prize in Historical Methodology** - Awarded to the student with the best results in HIST1703: Introduction to History.


- **Gladwyn Turbutt Prize in History** - Awarded to the student with the best overall results in Heritage Studies courses.

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Gladwyn Turbutt Prize 2016-2017

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Prize Winners

2016-2017
The History and Archaeology Society (UWI Mona)

The History and Archaeology Society is organized by students, both undergraduate and postgraduate, in cooperation with the staff of the History & Archaeology Department. It provides an opportunity for social activity as well as encouraging a broader interest in the subject.

The aims and objectives of the Society are:

1. To stimulate a greater interest in History & Archaeology
2. To serve as a medium of exposing members to local as well as foreign heritages
3. To present history as dynamic, and
4. To present a forum for the discussion of historical issues

Membership to the Society is open to all UWI students reading courses in any of Department of History and Archaeology programme or with an interest in the subject. There is an annual membership fee of $500.00 payable at the first meeting of the club.

The Club’s Executive consists of a President, Vice-President, Public Relations’ Officer Secretary, Treasurer, and a member of the Department's teaching staff. The Club meets every Thursday at 2:00 – 3:30 pm in N2. The Club’s activities include lectures, seminars, visits to historical and heritage sites, an annual panel discussion and social events.

You are encouraged to become a member and to participate in the activities of the Club.

@History & Archaeology Society, UWI Mona
@historyclub_uwimona
@uwimonahistarch@gmail.com
AFILITATED ASSOCIATIONS

• THE ASSOCIATION OF CARIBBEAN HISTORIANS (ACH)

The ACH is an association of international scholars who specialize in the research and publication of Caribbean History. It is a non-profit, professional association devoted to the promotion of Caribbean history from a multidisciplinary, pan-Caribbean perspective.

The association’s principal activity is the holding of an annual conference which is alternately hosted in an English, Spanish, French or Dutch-speaking Caribbean territory. Through these conferences, historians specializing in Caribbean History maintain contact with each other and share the results of their research and receive constructive critical evaluation of their work. The ACH was formed in 1969 and held its first annual conference at UWI Mona in 1972. Founding members of the ACH include members of the Departments of History, UWI.

• THE JAMAICAN HISTORICAL SOCIETY (JHS)

The Department has long worked in close association with the Jamaican Historical Society which was founded in 1943. Apart from other activities the JHS produces the Jamaica Historical Review. Professor James Robertson is presently editor of the Review. The president of the JHS is Professor James Robertson.

• THE ARCHAEOLOGICAL SOCIETY OF JAMAICA (archaeologyjamaica@gmail.com)

The Archaeological Society of Jamaica was founded in 1970. It organizes lectures and field trips and publishes a regular newsletter titled Archaeology Jamaica. Students wishing to join the society should contact Dr Suzanne Francis-Brown (President) or Dr Zachary Beier (Vice President).
DEPARTMENTAL PUBLICATIONS & RESEARCH INTEREST

DEPARTMENTAL PUBLICATIONS

THE ANNUAL ELSA GOVEIA MEMORIAL LECTURES

Each year since 1984, the Department has sponsored special lectures in honour of the late Elsa Goveia, the first Professor of West Indian History at the University of the West Indies. These lectures are published by the Department and can be purchased at the Department’s office. Visit our YouTube page to see a special reflection/tribute to Professor Goveia:

https://www.youtube.com/watch?v=i5yYGCDFGB0

The 34th Annual Elsa Goveia Memorial Lecture was held on 10 March 2018 at the Sir Philip Sherlock Centre for the Performing Arts, The University of the West Indies beginning at 5:30pm. Titled, “Pine and Palm: The Geography of the Black Struggle in 1960s North America,” the lecture was delivered by Professor Brenda Gayle Plummer, University of Wisconsin-Madison.

Left: Professor Brenda Gayle Plummer delivering the keynote address.

Below: Professor Matthew Smith, HOD, Department of History and Archaeology with Professor Brenda Gayle Plummer and Sir Roy Augier; Professor Emeritus
The Department of History and Archaeology, Mona operates a Caribbean Historical Research Unit (CHRU). The CHRU, formerly known as the Social History Project, was established more than three decades ago with a new mandate issued in 2018. The CHRU Director is appointed by the Head of the Department of History and Archaeology. The executive is organized by the Director and includes staff and graduate students in the Department of History and Archaeology.

The CHRU builds on the charge of its predecessor which was principally concerned with guiding and supporting graduate research in Jamaica’s social history since emancipation in 1838. The CHRU has expanded this mandate to include departmental projects, collaborative research, and promoting high quality research in Caribbean History and Heritage with special focus on Jamaica across the centuries. The CHRU facilitates this work through collection and preservation of archival material, symposia, exhibitions, partnerships, and the development of projects of relevance to Caribbean historical studies.

Since its inception, the CHRU has published a number of books for students and the general public which are available for purchase from the Department’s office. These publications include:

**Higman, B.W. ed. -** *The Jamaican Censuses of 1844 and 1861 (1980, 1985)*

**Wilmot, Swithin, ed. -** *Adjustments to Emancipation in Jamaica (1988, 1994)*

**Stolberg, Claus, ed. -** *Jamaica 1938: The Living Conditions of the Urban and Rural Poor - Two Social Surveys (1990)*

**Hall, N.A.T. -** *A Description of the Island of Antigua with Particular Reference to Emancipation Results Louis Rothe, 1846 (1996)*

**Shepherd, Verene A. -** *Women in Caribbean History: The British-Colonised Territories (1999)*

**Moore, Brian L. and Michele A. Johnson, eds. -** *The Land We Live In: Jamaica in 1890 (2000)*

**Moore, Brian L. and Michele A. Johnson, eds. -** "*Squalid Kingston", 1890-1920: How the Poor Lived, Moved and Had Their Being (2000)*

**Dalby, Jonathan -** *Crime and Punishment in Jamaica: A Quantitative Analysis of the Assize Court Records, 1756-1856 (2000)*

**Bryan, Patrick E. and Karl Watson -** *Not for Wages Alone (2003)*


JOURNAL OF CARIBBEAN HISTORY

This Journal of Caribbean History is a major journal in its field. It is a joint publication of the History Departments of the Mona, St. Augustine and Cave Hill campuses of the University of the West Indies. The journal appears in May and December, and its current editor is Dr. Kathleen Monteith.

Website: http://www.uwipress.com/journal-caribbean-history

Email: uwipress@cwjamaica.com
Jamaica Time Capsule: A People’s History of Jamaica. Since 2013 the DoHA through its Social History Project (SHP) has been collaborating with the Ministry of Youth and Culture (now Ministry of Culture, Gender, Entertainment and Sport) on a Time Capsule of Jamaica’s History and Heritage since independence. The project was commissioned by the Ministry and conceived and executed by members of the SHP under the direction of Professor Matthew J. Smith. The project has now been completed and is ready for handover to the government. Professor Smith presented on the project to Minister Grange. On January 23rd Professor Smith made a presentation on the Project to Cabinet at Jamaica House. The project received high commendation from Prime Minister Andrew Holness and various cabinet members. The Ministry has commissioned a documentary film of the project. The film will be made available to the public and the Capsules sealed at a ceremony in Academic Year 2017/18.

JN Foundation Parish Histories of Jamaica. In 2015 the DoHA began an exciting Parish Histories project with Jamaica National. The goal of the project is to have thoroughly updated histories of all 14 parishes. The principal investigator, Dr. Jenny Jemmott, with research assistance from graduate students, Ms. Jeanette Corniffe and Ms. Karreene Morris, and contributions from Professor Veront Satchell, have completed several parish histories with full completion in the next two years. The completed histories are made available to the public by JN Foundation at the following site. http://www.jnfoundation.com/parishhistoriesofja.

History Special: A Digital Narrative of the History Department at UWI Mona. This interactive digital humanities project was started by the department in 2016. It aims to harness the potential of digital media to get the wider public interested in Caribbean History. This will be done with multimedia web-based platforms that highlight aspects of the History of Caribbean history-teaching and research and the foundational role the department has played in this development. The first fruit of this project was a documentary on pioneering historian Elsa Goveia which was launched at the Memorial Lecture held in her honor on March 16, 2017. The short film titled, “Reflections,” has been made available free to the public on the DoHA’s social media platforms. It may be viewed here: https://www.youtube.com/watch?v=ISyYGCDFGB0&t=15s on the department’s YouTube page. Future profiles of the department’s pioneers and interactive platforms of departmental milestones are currently under development. Research on the project is being conducted by students, faculty members, and staff. Students interested in working on this project should see the Chair of the department.

Historical and epidemiological transitions in urban Caribbean foodscapes: Understanding the past to enhance future healthy eating. There is an urgent global public health need to address how growing urbanisation in low and middle income countries (LIMCs) contributes to increasing levels of chronic non-communicable diseases (NCDs); in particular how cities facilitate “unhealthy eating” as a complex risk factor of NCDs. Current public health strategies fail to effectively promote adequate nutrition in populations, because individual behaviours are tightly interlinked with socio-cultural, political and economic contexts such as food cultures, food systems and foodscapes.

The Caribbean Community has identified NCDs as a major threat to their population’s health, social and economic development, and have committed to a concerted policy effort to address this
problem through a multi-sectoral response that includes urban planning. To inform their efforts, we propose a cross-disciplinary and cross-sectoral project to understand historical and epidemiological transformations in two neighbouring but contrasting cityscapes, Kingston (Jamaica) and Port-au-Prince (Haiti), to be able to identify the ways cities in LIMCs as physical and socio-political environments impact on their populations’ food practices, opportunities and health. We aim to develop an in-depth understanding of underlying mechanisms that have led to both ‘unhealthy’ urban foodscapes (e.g. fast food dense neighbourhoods) or ‘healthy’ spaces (e.g. urban gardens). By investigating how these social, political and economic determinants of nutrition have developed and shaped into contemporary foodscapes, the goal of our project is to inform NCD prevention to create healthier environments.

Under the guidance of leading historians (Altink, Smith), global health epidemiologists (Unwin, Govia), geographers (Morrissey) and medical anthropologists (Guell), researchers at the University of the West Indies will conduct pilot research drawing on methods from historical and epidemiological research. A historical workstream will use secondary literature, print media and other published primary sources and interviews of life histories to examine shifts in urban population growth and urban inequality and its impact on food production and consumption, the availability of food outlets, and dining habits from the Second World War to present. An epidemiological workstream will examine major epidemiological trends in nutrition for the same time frame and assess its impact on NCDs through an analysis of existing public health reports and other survey data, and combine this analysis with interviews on contemporary food practices and choices. This pilot fieldwork will be carried out in Kingston, Jamaica, and Port-au-Prince, Haiti, in preparation for the development of a larger follow-up grant proposal expanding to the wider region and similar settings. The epidemiological data will be mapped onto the historical data to produce an interactive map of changing foodscapes using geographic information systems (GIS), which will be used to engage with both policymakers and the public.

This pilot work will be prepared during a Project Co-Development Workshop in Jamaica to which we will invite regional stakeholders from academia, government and the third sector (e.g. health NGOs) to agree on common research goals across disciplines and sectors that are meaningful and tie into current practice and policy projects (e.g. regeneration plans for parts of Kingston); and it will be consolidated in a final Project Co-Analysis Workshop to analyse the data and develop a sustainable collaborative research strategy and future projects.

Melding humanities and epidemiological methods and expertise, our partnership proposes a highly innovative project based around a unique collaboration. It will build the methodological capacity needed to provide an in-depth understanding of the mechanisms that have produced ‘unhealthy’ and reduced ‘healthy’ foodscapes in urban areas in LMICs, which is essential for urban planners working to create healthy urban food environments, as recommended in the Sustainable Development Goals (SDGs) and will go some way to prevent NCDs. The findings of the project have tremendous potential for informing future collaborative work along similar lines and expanding our knowledge of critical factors that LMICs are confronting (in this case public health crises and food practices) through a research plan mutually developed by humanities and epidemiological methods and expertise.

#MovingForwardwithHistory
## Faculty Research Interests

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Research Interests</th>
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<tbody>
<tr>
<td>Dr. Z. Beier</td>
<td>Historical Archaeology/Anthropology, African Diaspora and Atlantic World Studies, War and Slavery, British and Caribbean Social History, Military Labour Practices, Colonial Identity Formation, Materiality and Memory, Public Policy and Community Archaeology</td>
</tr>
<tr>
<td>Dr. K. Monteith</td>
<td>19th and 20th Century Caribbean Business/Economic and Social History</td>
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<td>Dr. Renee Nelson</td>
<td>Caribbean Regionalism</td>
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<td>Dr. E. Okenve</td>
<td>Social and Cultural Change in 20th Century Central Africa</td>
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<tr>
<td>Dr. T. Oshikiri</td>
<td>East Asian History; Modern Japanese History</td>
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<tr>
<td>Prof. J. Robertson</td>
<td>Early Modern London; Jamaica, 1650 – 1770; Spanish Town as an Atlantic “capital city”; Creole Architecture in Spanish Town.</td>
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<tr>
<td>Prof. M. Smith</td>
<td>Modern Haitian Political and Social History; 19th and 20th Century Caribbean</td>
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<tr>
<td>Prof. W. Wariboko</td>
<td>Socio-economic and religious change in West Africa; West Indian Missionaries in West Africa</td>
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### Departmental Duties 2018-2019

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<th>DUTY</th>
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<tr>
<td>Bookshop Liaison Officer</td>
<td>Mrs Claudine Walker</td>
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<td>Caribbean Historical Research Unit (CHRU)</td>
<td>Dr Enrique Okenve</td>
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<td>Faculty Ethics Committee</td>
<td>Dr Zachary Beier</td>
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<td>FAQAC</td>
<td>Prof James Robertson</td>
<td>Dr Renee Nelson</td>
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<td>Graduate Studies Coordinator</td>
<td>Dr Taka Oshikiri</td>
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<td>Graduate Student Staff Representative</td>
<td>Dr Renee Nelson</td>
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<tr>
<td>Faculty Information and Communications Technology (ICT) Committee</td>
<td>Dr Renee Nelson</td>
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<td>History and Archaeology Society</td>
<td>Dr Karl Watts</td>
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<tr>
<td>Library Liaison Officer</td>
<td>Prof James Robertson</td>
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<td>Outreach/Research Days Coordinator</td>
<td>Dr Zachary Beier</td>
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<tr>
<td>Staff/Graduate Seminar Series</td>
<td>Dr Enrique Okenve</td>
<td>Dr Taka Oshikiri</td>
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<td>Undergraduate Student Staff Representative</td>
<td>Dr Karl Watts</td>
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<tr>
<td>Web Page &amp; Social Media Coordinator</td>
<td>Mrs Rudy-Ann Dennis Copeland</td>
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<tr>
<td>Editor Journal of Caribbean History</td>
<td>Dr Kathleen Monteith</td>
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UNIVERSITY REGULATIONS ON PLAGIARISM (REVISED 2012)

Application of these Regulations

These Regulations apply to the presentation of work by a student for evaluation, whether or not for credit, but do not apply to invigilated written examinations.

Definition of plagiarism (in these Regulations)

“Plagiarism” means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing.

Levels of Plagiarism

- “Level 1 plagiarism” means plagiarism which does not meet the definition of Level 2 plagiarism;
- “Level 2 plagiarism” means plagiarism undertaken with the intention of passing off as original work by the plagiariser work done by another person or persons.

PENALTIES

Level 1 plagiarism

In work submitted for examination where the Examiner [lecturer] is satisfied that Level 1 plagiarism has been committed, he/she shall penalise the student by reducing the mark which would have otherwise been awarded taking into account any relevant Faculty regulations.

Level 2 plagiarism

Where an examiner has evidence of Level 2 plagiarism in the material being examined, that examiner shall report it to the Head of Department or the Dean and may at any time provide the Registrar with a copy of that report. Where a report is made to the Campus Registrar under Regulation 14a or 16, the Campus Registrar shall lay a charge and refer the matter to the Campus Committee on Examinations. If the Campus Committee on Examinations is satisfied, after holding a hearing, that the student has committed Level 2 plagiarism, it shall in making a determination on the severity of the penalty take into consideration:
   a) the circumstances of the particular case;
   b) the seniority of the student; and
   c) whether this is the first or a repeated incidence of Level 2 plagiarism.

(For full details on the University’s Regulations on Plagiarism (First Degrees, Diplomas and Certificates), kindly visit the Examinations Sections Website at:
http://myspot.mona.uwi.edu/exams/sites/default/files/exams/PLAGIARISM)
Coursework assignments submitted to the Department must be adequately footnoted with an accompanying bibliography. The Turabian Reference Style has been adopted by the Department and the following citations are given as guides to students. Please see website for greater details: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

**BOOKS**

**Book**

*one author*


**Footnote:** Richard Saul Wurman, *Information Anxiety 2.* (Indianapolis, IN: QUE, 2001), 71.

**Book**

*two to three authors*


**Book**

*more than three authors/editors*


**Published Proceedings**

*author and editor named*


ARTICLES AND DISSERTATIONS (PRINT)

Journal Article


Magazine Article


Newspaper Article

Bibliography: [rarely listed separately in a bibliography if cited only once or twice.]

Thesis / Dissertation


Footnote: Naresh Sundaram Iyer, "A Family of Dominance Filters for Multiple Criteria Decision Making: Choosing the Right Filter for a Decision Situation" (Ph.D. diss., Ohio State University, 2001), 52.

Electronic Information

Full-Text Electronic Article (online)

Note: The Turabian 6th edition has very limited examples for citing online and electronic resources. These examples have been adapted from those examples.


The 2018 UWI Mona Archaeological Field School investigated areas of significance at one of the most important archaeological sites on the island of Jamaica—the White Marl Taíno settlement. The size and rich archaeological record of this settlement is testament to the lifeways and deathways of some of the First Jamaicans, going back over 1,000 years ago. Unfortunately, its present-day location along the busy and expanding Nelson Mandela highway and surrounding residential and corporate area threatens the existence of this significant cultural resource.

Figure 1: A snapshot of the 3D model created from a drone survey of the White Marl landscape. The boundaries of the study area are shown with the red dashed box. The UWI Mona team focused in the area marked with the red star.
This ten-day experience for UWI Mona students was a part of two months of fieldwork organized around a three-way collaboration including Leiden University (Netherlands) and their NEXUS1492 initiative1 and supervised by the Jamaica National Heritage Trust (JNHT). Students were provided the chance to take part in a style of development-driven archaeology, while also contributing to a research project that seeks to clarify the character and occupation history of the White Marl settlement despite previous efforts (see Allsworth-Jones 2008; Howard 1950, 1956, 1965; Silverberg et al. 1972; St. Clair 1970; Vanderwal 1967a, 1967b, 1968; Wesler 2013). The UWI Mona 2018 field crew included second year undergraduates Mr. David Elliot, Mr. Karjen Murray and Ms. Shanice Rhoden, along with student volunteers interested in archaeology, including Mr. Samuel Brown, Ms. Julessa Graham, Ms. Britanyanae Jacas, and Mr. Reece Norton-Fisher. This team was under the supervision of a UWI Mona graduate student in Anthropology, Mr. John Shorter, the UWI Mona Archaeology Lab Technologist, Mr. Clive Grey, the Lecturer in Archaeology, Dr. Zachary J. M. Beier, as well as Dr. Hayley Mickleburgh, a bioarchaeologist and NEXUS1492 post-doctoral researcher. The involvement of archaeologists and students from The UWI Mona was made possible by a research grant from the Office of the Campus Principal.

Work in the summer of 2018 involved excavation and documentation of archaeological stratigraphy as well as drone fly overs and site mapping using a total station theodolite (TST) for the creation of accurate maps and 3D models of the current White Marl landscape. The UWI Mona team focused in a large mounded midden/refuse area in the southern portion of the White Marl development corridor. This zone is located along the edge of the current boundary for the Nelson Mandela Highway that was cut during the initial construction of the road in the 1940s (see Figure 1). Historically, this roadwork is known to have disturbed a large portion of the site including many Taino

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1 https://www.universiteitleiden.nl/nexus1492
burials. The larger JNHT team opened up excavation units in both mounded and flat areas throughout the development corridor.

During the period of excavation, The UWI Mona team completed seven one-metre by one-metre excavation units that form a trench measuring five-metres by two-metres (see Figure 4). Excavations explored this occupation mound to a maximum depth of 1.5 metres. We recorded at least 13 sequential levels of geological and cultural stratigraphy in our excavation area, which provides a clearer understanding of the formation and occupation history of the mounds at White Marl. Cultural layers likely extend below this depth of 1.5 metres, especially in the western portion of our excavation zone, but time and budgetary constraints prevented further investigation. The depth of archaeological deposits in this area underscores the intensive and continuous nature of occupation among the Jamaican Taíno at White Marl.

**Figure 4:** Looking south towards the Nelson Mandela highway over the occupation mound excavated by The UWI Mona team.

**Figure 5 (below):** UWI Mona student Julessa Graham uses nails and flagging tape to mark the complex layering of soil and artifacts.

**Figure 6 (right):** The UWI Mona team demonstrate their unit excavation and documentation skills.
The UWI team systematically collected thousands of artifacts at controlled depths of 10-centimetre arbitrary layers. Artifact analysis of these context-controlled assemblages is on-going and an inventory detailing the types and abundance of the recovered evidence will be completed as soon as possible. This dense concentration of ceramic vessels, stone tools, animal bones, shell, and other artifacts is testament to the everyday lives of Jamaicans over 1000 years ago (see Figures 7-12). In particular, the large collections of food remains and pottery can be further investigated by specialist researchers to understand foodways and ceramic manufacture and trade at White Marl. Additionally, scientific dating (e.g. radiocarbon) of evidence (shell, animal bone) sampled and exported by Dr. Hayley Mickleburgh to labs in the Netherlands with the permission of the JNHT will provide an accurate chronology in calendrical years of the occupation of White Marl in this zone. All
recovered materials will be transferred to the headquarters of the JNHT for long-term curation once processing is completed.

Perhaps the most important find during the recent field campaign in this zone was a human burial in seated position. This burial is impressive based on its level of preservation as well as its unique position. We completed 15 layers of delicate excavation to systematically reveal, document, and remove this burial feature *in situ*. We created a 3D model of this individual at each layer demonstrating its position and preservation at the time of discovery. So far, seated burials have been identified at archaeological sites in the Lesser and Greater Antilles, but no examples have ever been systematically documented in Jamaica. Preliminary analysis reveals this individual is an adult male between 20 and 30 years of age. He demonstrates the cranial modification seen with other Taino burials that flattened the forehead. Interestingly, this individual was positioned and buried using at least 40 cobble to boulder size stones. He was not interred with a ceramic vessel as is typical with Jamaican Taino burials and seen in other excavation areas at White Marl. But, a remarkable shell
adornment with incised geometric lines was recovered in a top layer of this feature, possibly suggesting the intentional placement of this object with the deceased. This burial feature will be further studied in relation to other burials identified at White Marl by the JNHT to more accurately understand mortuary practices among the Jamaican Taíno.

This year’s archaeology summer field school continued the tradition of hands-on research and training that has become synonymous with this annual offering from the Department of History and Archaeology. Detailed excavations at White Marl and on-going advanced analysis of the available archaeological evidence, including spatial features, ceramic materials, stone artifacts and human burials, will surely preserve portions of the site threatened by human and natural impacts. Additionally, further research, scientific publications, and other forms of public outreach via diverse sets of media and museum approaches will contribute to a new chapter in Jamaican pre-colonial history with data and interpretations that appeal to a growing contingent in society interested in indigenous culture. Perhaps most importantly, this project provides students with an accessible experience that can serve as a foundation for future professional practice as well as a means to connect with their Jamaican heritage. The completion of summer work and further efforts at White Marl demonstrate the leading role of The Department of History and Archaeology at The UWI Mona in this aspect of Jamaica’s cultural industry, while also reinforcing national and international collaboration with stakeholders and experts in the field of archaeological heritage management.

Special thanks to the JNHT, all the participants in this round of summer field work (see Figure 16), as well as the many interested visitors (see Figure 15). This research is funded by the UWI Mona Principal’s New Initiative Grant and the European Research Council Synergy project “Nexus 1492” grant.
Figure 15: Dr. Zachary Beier provides a site tour to primary school students from nearby Levy’s Academy.

Figure 16: UWI Mona students and local laborers cheerfully wave after another long day in the field at White Marl.

Project Bibliography


**Course Selection Template**

Date: ____________________

**Major:**
- History Major
- History & Heritage Studies Major
- History & Archaeology Major
- African Diaspora Studies

**Minor:**
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