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Welcome

Department of History and Archaeology!

History and Archaeology is one of the longest serving departments on the Mona campus and has earned an international reputation for outstanding scholarship and excellent teaching. As a foundational discipline in the humanities History remains an important option for the specialist and the curious student alike. With History you are better equipped to understand the breadth of the human experience, better appreciate the actions of those who came before us and able to challenge assumptions of the past. History, most importantly, implores us to reflect on our place in the world as people of the Caribbean.

History courses are also excellent preparation to help you achieve your future career goals. The methodologies and skills gained in research, interpretation, analysis and oral and written expression will serve you well in whatever field you pursue. Many of our graduates have enjoyed fruitful careers in the private sector, the diplomatic service, law, teaching, government, entertainment, the arts, journalism and many other fields.

Whether you are a new or returning student, a History major or not, the Department of History offers a wide range of courses that will match your interests. Among them are specialized courses in Heritage Studies, Global History, Caribbean, European, African, North American and Latin American history, and several courses in Archaeology. History majors also have the option of choosing minors in International Relations, Law and Journalism.

Our faculty and staff are dedicated professionals ready to assist you with integrating our courses into your academic goals at the UWI. With innovative teaching methods and student-centred activities the department facilitates an exciting learning environment.

I welcome you to the rich intellectual community that we have here in History and Archaeology and in the Faculty of Humanities and Education. As university students you will find a great deal at the UWI to enjoy both inside and outside the classroom. I encourage you to take full advantage of the many resources the campus has to offer.

Have a productive and rewarding experience on your academic journey at Mona.

Professor Matthew J. Smith
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

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

• Museums, Archives, Memory Bank, Preservation of Folk Culture, Archaeological Preservation, Cultural Resource Management & Archaological Impact Assessment.

**Private Sector**
- Banking and the Commercial Sector, Financial Sector, Mining Companies & Public Relations

**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.
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/humede

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

- Requisite Foundation Courses - FOUN1012 and FOUN1002 or FOUN1019 (Year long)
- 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
- 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

November 2017
CAPE History Workshop for Teachers

March 2018
The Annual Elsa Goveia Memorial Lecture

April 2018
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.
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<tr>
<td>B.A. (UWI), M.A.(Guelph), Ph.D (UWI)</td>
<td>Extn: 82026</td>
</tr>
<tr>
<td><strong>TIMOTHY, Peter</strong></td>
<td><a href="mailto:Peter.Timothy@sta.uwi.edu">Peter.Timothy@sta.uwi.edu</a></td>
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<td>B.A. (UWI)</td>
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<tr>
<td><strong>TOUSSAINT, Michael</strong></td>
<td><a href="mailto:Michael.Toussaint@sta.uwi.edu">Michael.Toussaint@sta.uwi.edu</a></td>
</tr>
<tr>
<td>B.A., (UWI), Ph.D (UWI)</td>
<td>Extn: 83036</td>
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## COURSE OFFERINGS 2017/2018

### SEMESTER I

#### LEVEL I

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HIST1505</td>
<td>The Asian World Prior to 1600</td>
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<tr>
<td>HIST1601</td>
<td>The Atlantic World 1400-1600</td>
</tr>
<tr>
<td>HIST1703</td>
<td>Introduction to History</td>
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#### LEVEL II

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<tr>
<td>HIST2006</td>
<td>Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of slavery</td>
</tr>
<tr>
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<td><em>(Compulsory for all History Majors)</em></td>
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<tr>
<td>HIST2203</td>
<td>Peoples, Wars and Revolution: North America 1600 to 1812</td>
</tr>
<tr>
<td>HIST2301</td>
<td>The State and Development in Africa 1800-1900</td>
</tr>
<tr>
<td>HIST2405</td>
<td>War and Conflict in Europe, 1870-1945</td>
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<tr>
<td>HIST2804</td>
<td>A Survey of World Prehistory</td>
</tr>
<tr>
<td>HIST2901</td>
<td>Heritage Management and Tourism in the Caribbean</td>
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#### LEVEL III

<table>
<thead>
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<tbody>
<tr>
<td><em>HIST 3013</em></td>
<td>History of the Jamaican Landscape</td>
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<tr>
<td><em>HIST3203</em></td>
<td>The Black Experience in the United States After 1865</td>
</tr>
<tr>
<td>HIST3501</td>
<td>Modern Japan: Meiji to Present</td>
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<tr>
<td><em>HIST3610</em></td>
<td>Emancipation in the Americas</td>
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<td>The African Diaspora in the West</td>
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<tr>
<td><em>HIST3801</em></td>
<td>Historical Archaeology</td>
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<td>HIST3901</td>
<td>Urban Heritage of Jamaica</td>
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*Research Linked Courses*
SEMESTER II

LEVEL I

HIST1304: Africa in World Civilization to 1800
HIST1407: Continuity and Change in Early Modern Europe, 1400-1789
HIST1601: The Atlantic World 1400-1600
HIST1801: Introduction to Archaeology
HIST1901: Introduction to Heritage Studies

LEVEL II

HIST2007: Freedom, Decolonization and Independence in the Caribbean since 1804
HIST2103: Latin America 1600-1870: From Colonialism to Neo-colonialism
HIST2204: From Developing to “Developed”: North America 1815-1980
HIST2302: The State & Development in Africa since 1900
HIST2406: Politics and Society in Europe since 1945
HIST2503: History of Modern China
HIST2602: Imperialism since 1918
HIST2801: Research Methods and Techniques in Archaeology
HIST2902: Caribbean Historical Landscapes and the Development of Eco-Tourism

LEVEL III

HIST3003: Women and Gender in the History of the English Speaking Caribbean
HIST3014: Haiti in the 20th Century
HIST3019: History of West Indies Cricket since 1870
HIST3303: Socialism and Development in 20th Century Africa
HIST3411: Britain Since 1945
HIST3502: History of the Middle East 1915-1973
HIST3802: Caribbean Archaeology
HIST3902: A Century of Politics in Free Jamaica, 1838-1938

* Research Linked Courses
## COURSE CONCENTRATIONS

### CARIBBEAN

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<td>Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of Slavery (SEM I)</td>
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<td>HIST2007</td>
<td>Freedom, Decolonization and Independence in the Caribbean since 1804 (SEM II)</td>
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#### Level III

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<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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<td>Haiti in the 20th Century (SEM II)</td>
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<td>HIST3019</td>
<td>History of West Indies Cricket (SEM II)</td>
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### EUROPE

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<td>Continuity and Change in Early Modern Europe, 1400-1789 (SEM II)</td>
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<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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#### Level III

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<td>HIST3411</td>
<td>Britain since 1945 (SEM II)</td>
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### AMERICAS

#### Level II
- **HIST2203**  
  Peoples, Wars and Revolution: North America, 1600-1812 (SEM I)
- **HIST2204**  
  From Developing to “Developed”. North America 1815-1980 (SEM II)
- **HIST2103**  
  Latin America 1600-1870: From Colonialism to Neo-colonialism (SEM II)

#### Level III
- **HIST3203**  
  The Black Experience in the United States After 1865 (SEM I)

### ASIA AND THE MIDDLE EAST

#### Level II
- **HIST1505**  
  The Asian World Prior to 1600 (SEM I)
- **HIST2503**  
  History of Modern China (SEM II)

#### Level III
- **HIST3501**  
  Modern Japan: Meiji to Present (SEM I)
- **HIST3502**  
  History of the Middle East 1915-1973 (SEM II)

### AFRICA

#### Level I
- **HIST1304**  
  Africa in World Civilization to 1800 (SEM II)

#### Level II
- **HIST2301**  
  The State and Development in Africa 1800-1900 (SEM I)
- **HIST2302**  
  The State and Development in Africa since 1900 (SEM II)

#### Level III
- **HIST3303**  
  Socialism and Development in 20th century Africa (SEM II)
### HERITAGE STUDIES

**Level I**

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<td>HIST1901</td>
<td>Introduction to Heritage Studies</td>
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**Level II**

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<td>HIST2901</td>
<td>Heritage Management and Tourism in the Caribbean</td>
<td>I</td>
</tr>
<tr>
<td>HIST2902</td>
<td>Caribbean Historical Landscapes and the Development of Eco-Tourism</td>
<td>II</td>
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**Level III**

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<td>HIST3901</td>
<td>Urban Heritage of Jamaica</td>
<td>I</td>
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### GLOBAL

**Level I**

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<td>HIST1601</td>
<td>The Atlantic World, 1400-1600</td>
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**Level II**

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<th>Course Title</th>
<th>Semester(s)</th>
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<td>HIST2602</td>
<td>Imperialism since 1918</td>
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**Level III**

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<th>Semester(s)</th>
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<td>The African Diaspora in the West</td>
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### ARCHAEOLOGY

**Level I**

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<td>HIST1801</td>
<td>Introduction to Archaeology</td>
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**Level II**

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<tr>
<td>HIST2801</td>
<td>Research Methods and Techniques in Archaeology</td>
<td>II</td>
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<tr>
<td>HIST2804</td>
<td>A Survey of World Prehistory</td>
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**Level III**

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<tr>
<td>HIST3801*</td>
<td>Historical Archaeology (I)</td>
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<tr>
<td>HIST3802</td>
<td>Caribbean Archaeology</td>
<td>II</td>
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</table>

* 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
- **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:

- **HIST1304**: Africa in World Civilization to 1800
- **HIST1407**: Continuity and Change in Early Modern Europe, 1400-1789
- **HIST1505**: The Asian World Prior to 1600

**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:**

- 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
- 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**
LEVEL III

**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:**

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

HIST290: Heritage Management and Tourism in the Caribbean

HIST2902: Caribbean Historical Landscapes and the Development of Eco-tourism
Any other **ONE** History course (in either the 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>
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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>LEVEL III</th>
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<tr>
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<td>HIST3003</td>
<td>Women and Gender in the History of the English-Speaking Caribbean</td>
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<td>HIST2007</td>
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<td>HIST3008</td>
<td>Race and Ethnicity in the British Caribbean since 1838</td>
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<td>HIST3011</td>
<td>The Idea of Caribbean Nationhood</td>
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<td>Origins and Development of Apartheid</td>
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<td>GOVT2009</td>
<td>Introduction to African Politics</td>
<td>HIST3305</td>
<td>Culture, Religion and Nation Building in West Africa since 1500</td>
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<td>GOVT2012</td>
<td>Popular Jamaican Music</td>
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<td>Colonialism and Underdevelopment in West Africa since 1880</td>
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<td>GOVT2017</td>
<td>Issues in Contemporary African Politics</td>
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<td>Capitalism and Slavery</td>
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<td>Garveyism in the Americas/Africa</td>
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## Cultural Studies and Philosophy

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<td>CLTR2018</td>
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## Literature and Linguistics

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<td>LITS3113</td>
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<td>LITS2806</td>
<td>Reggae Films: Screening the Caribbean</td>
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<td>LING2810</td>
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<td>FREN3507</td>
<td>French Caribbean Literature, Film and Culture I: Martinique, Guadeloupe, French Guiana</td>
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<td>FREN3508</td>
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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 2017/2018 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
- 9 credits

**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
- 9 credits
- 15 credits

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

- 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

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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 2017/2018 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:

- **HIST 2302**: The State and Development in Africa 1800 - 1900
- **HIST 3014**: Haiti in the 20th Century
- **HIST 3303**: Socialism and Development in 20th Century Africa
- **HIST 3501**: Modern Japan: Meiji to Present
- **HIST 2405**: War and Conflict in Europe, 1800-1945
- **HIST 2406**: Politics and Society in Europe Since 1945
- **HIST 2602**: Imperialism since 1918
- **HIST 3022**: Politics and Society in 20th Century Cuba
- **HIST 3105**: The Idea of Liberation in Latin America
- **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
- **HIST3013**: History of the Jamaican Landscape
- **HIST3901**: Urban Heritage
COURSE DESCRIPTIONS

LEVEL I COURSES

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.

HIST1505: The Asian World Prior to 1600
The course is a survey of the major themes in the history of Asia beginning with an analysis of the notions of culture and civilization. It covers the three main cultural and religious centers and their traditions: Southwest Asia, with the focus at first in Mesopotamia and with the main thread of continuity being the great tradition of Iran/Persia, which includes Islam since the seventh century; secondly, the Hindu-Buddhist culture of India, marked by a great diversity of race and language; and thirdly, the Confucian tradition of the Far East with China as the center. Special emphasis is given
to the governments within each culture area and to the contacts within the Asian world. The continent’s trading centers and their routes – the silk trade and the spice trade are examined.

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 provides a basic understanding of Heritage Studies. The course is divided into 4 sections- (1) The concept of Heritage Studies-What is Heritage Studies; its relationship with History; its value and relevance, (2) Sources used for researching Heritage Studies (3) Topics in Heritage Studies (4) Methodology.
HIST2006: **Conquest, Colonization and Resistance in the Caribbean, 1600 to the end of slavery**

*Compulsory for the History Major*

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*

This course offers a comparative analysis of the socio-economic, cultural and political structures within the Danish, Dutch, English, French and Spanish speaking territories of the Caribbean region developed from the immediate post-slavery period through to 1990. Measures aimed at transforming these former slave/plantation economies into modern nationalist states within the context of the global political economy are emphasized. The analysis is divided into two major periods. The post-slavery adjustment era beginning from Haitian independence in 1804 to 1914 [WWI] constitutes the first period, while the second runs between 1914 -1990. Topics include Caribbean agriculture—plantations and peasant farms, the question of labour and labour migration, nationalist, reformist and revolutionary movements and political change, Caribbean social structures, foreign interventions, democracy and dictatorship.

N.B.  *Can only be taken for Level II credit*
HIST2103: Latin America 1600-1870: From Colonialism to Neo-Colonialism
This course will examine how the Iberians established political, economic, cultural and social control over the Americas, and how this domination, exercised through religious, economic, administrative institutions, as well as by maturing concepts of inequality and racism, was internalized or opposed by the "subject people". It will then discuss the limited objectives of the liberation movements in Latin America in the early 19th century, liberalism as a modernizing concept and simultaneously as a force for the establishment of new patterns of domination from Europe. (* Not offered in 2016/2017)

HIST2104: Societies and Economies in Latin America from 1870
(Not offered 2017/2018 academic year)
This course will begin with the responses of Latin America to world economic expansion in the late 19th century, and the social changes emerging out of the interaction of Latin America's economies with international economic trends, induced rapid urbanization, manufacturing capabilities, ideological changes, social legislations, and the labour pains of incipient labour organizations. It will continue with the attempt by Latin Americans to redefine their nationality in terms of indigenous traditions, and indigenous philosophies, and in terms of Marxist analysis, socialist movements, and in terms of their responses to U.S. imperialism. The course will examine the long-term effort at import-substitution industrialization, the problems encountered with that model, and the oil and debt crises of the 1980s onwards.

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 will examine the meaning and processes of “development”; to follow the social, political and economic evolutions in the emerging nation-states and to explore the relationship between the United States and Canada. (*Not offered in 2016/2017)

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.

HIST2403: Revolution and Industrialisation in 19th Century Europe
(Not offered 2017/2018 academic year)
An examination of the nature and consequences of the French Revolution and the Industrial Revolution for the politics and society of Europe between the Old Regime and the First World War. Themes studied: the French Revolution and its impact in Continental Europe; economic and social change during the period of industrialization; the revolutions of 1848 and the growth of the socialist movement; nationalism and national unification; aspects of modernization.
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.

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
An analysis of the historical evolution of imperialism since World War I, including the collapse of colonial empires and the advent of neo-colonialism; The economic and cultural consequences of imperial rule in the Third World and the forces contributing to the rise of nationalism and shaping the process of de-colonization will be examined.
HIST2801: Research Methods and Techniques in Archaeology

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

Prerequisite: Pass in any Archaeology course

This course is a survey of human and cultural evolution in both the Old and the New Worlds to the beginnings of ‘civilization.’ Lecture topics will deal with the general pattern of human evolution in all parts of the world up to the ‘historic’ period, which began at different times in different places. Topics to be considered are: our earliest hominid ancestors in their physical and cultural contexts, the development of agriculture and settled village life, and the emergence of the first complex societies with towns, bureaucracies, and rulers. Main regions to be covered include: Africa, China, the Near and Middle East, Europe, North, South and Middle America, and South Asia.

HIST2901: Heritage Management and Tourism in the Caribbean

Prerequisite: Pass in any Heritage Studies course

This course is intended to link the management of the national heritage with wider cultural policies and with tourism, which increasingly seeks to promote heritage as an aspect of tourism in Jamaica and the Caribbean. The course will engage itself with the principles involved in the formulation and
implementation of heritage management policies and practices, with emphasis on the development of decision-making skills, the interpretation of heritage and the relationship between heritage management and tourism.

**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.

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**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.
HIST3011: The Idea of Caribbean Nationhood

*(Not offered 2017/2018 academic year)*

The course will survey the evolution of various schools of nationalist thought in the Caribbean from the Creole nationalism of the eighteenth and nineteenth centuries to the radical and Pan-Caribbean nationalism of the late twentieth century.

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.*

HIST3014: Haiti in the Twentieth Century

*(Not offered 2017/2018 academic year)*

The island republic of Haiti is unequaled in the Americas for its long and rich history. Celebrating over two centuries of independent rule, the Haitian state is perpetually regarded alternatively as a model of successful black resistance and a conundrum of political failures. Indeed, the country arguably remains the most misunderstood nation in the hemisphere. This has been especially evident in the aftermath of the January 2010 earthquake. What are the historical origins of these contradictions? What has been the experience of independent rule in Haiti in the face of intense local and sweeping global transformations? This course examines the main issues and themes involved in Haiti’s history over the past century. Special emphasis is placed on the internal and external roots of Haiti’s political dilemmas, economic underdevelopment, and their social and cultural consequences.
**HIST3017: The Spanish Caribbean 1810-1979: Nationalism and Underdevelopment**

*(Not offered 2017/2018 academic year)*

This course offers an assessment of various definitions of nationalism; the relationship between nationalism and social control, nationalism and ethnicity, nationalism and anti-imperialism; nationalism as mirrored in the educational system, in historiography, and in the modification of nationalist ideas in face of varied external pressures. The Dominican Republic, Cuba and Puerto Rico will be discussed in light of the nationalist idea, and their patterns of development or underdevelopment examined in light of the occasional contradiction between nationalism as an ideology of development and an ideology of social control.

**HIST3019: History of West Indies Cricket since 1870**

This course examines the development of cricket as a major social institution in West Indian popular culture. It will look at the growth of the game in the region in the late nineteenth and early twentieth centuries and assesses its role as a mechanism for the transmission of Victorian cultural and ethical values aimed at promoting consensus in support of the ideology and practice of imperialism while preserving existing social inequalities. Attention will then shift to the social transformation of the sport from an elitist institution into a dynamic expression of popular social culture after World War I: we will examine how cricket became a major vehicle of cultural resistance to imperial domination, and of nationalism. Finally, the course will look at how West Indies cricket has been more recently affected by globalisation and the increased commercialization and professionalization of the sport.

**HIST3021: Organised Labour in the Twentieth Century Caribbean**

*(Not offered 2017/2018 academic year)*

This course is a study of trade unionism and transformation of industrial relations practices in the twentieth century Caribbean. Topics covered will include the growth of an industrial labour force, intra- Caribbean labour migration, the evolution of working-class organisations, working-class protest with particular emphasis upon the labour disturbances of the 1930s, labour re-forms and advances in labour legislation, the introduction and the practice of collective bargaining, and the emergence and impact of political unionism.
HIST3022: Politics and Society in Twentieth Century Cuba

(Not offered 2017/2018 academic year)

The political, social and economic development of Cuba since 1895, with special reference to the Cuban Revolution since 1959, the influence of the United States on Cuba before and after 1959, and the impact of Cuba on Africa, the Caribbean, and Latin America since 1959 are examined, as well as the political thought and careers of prominent Cuban politicians and thinkers throughout the 20th century.

HIST3025: Banking in the Commonwealth Caribbean 1836-1990

(Not offered 2017/2018 academic year)

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.

HIST3026: Education and Development in the Commonwealth Caribbean since the 1930s

(Not offered 2017/2018 academic year)

This course examines the politics of education in the West Indies, and the attitudes of various local groups towards it, from the end of formal colonialism to the late 20th century. It pays particular attention to the region’s two tiered school systems and their correlation with colour and class, to the internal culture of schools (most notably, sports) and the nature of curricula studied. Within local and wider global contexts, the course highlights the education policies adopted reflected the roles which colonial and nationalist policymakers thought that various groups in society should serve, including women. It demonstrates that education was a critical medium for brokering power and influence in the Caribbean, and the forum in which varying perspectives and visions of development, shaped by a Euro-dominant world order, were presented and debated. Students will be able to view education as a lens through which to understand and assess social, political and economic currents. The early history of the University of the West Indies and the role of Christian groups are explained, and the impact of political and social changes on educational planning since the 1930s is explored. The course raises issues of the relationship between education and decolonization-issuing comparative analyses with cases across the African Diaspora and the
educational challenges of the late 20\textsuperscript{th} century. The course will assess the achievements in education.

**HIST3105: The Idea of Liberation in Latin America**  
*(Not offered 2017/2018 academic year)*

This course will examine how various Latin American thinkers have viewed the problem of freedom, and have endeavored to put their ideas into practice. The course will cover such areas as: Simon Bolivar and the concept of Creole liberation; the ideas of José Martí on liberation and equality; Abdul Nascimento and the idea of black liberation; Che Guevara and the concepts of socialist liberation and the “new man”, Victor Haya de la Torre, Carlos Manriategui and José Vasconcelos on indigenous paths to national liberation; workers’ liberation within the context of anarcho-syndicalism, Peronism, socialism and communism. The course will end with the growth of Liberation Theology and Latin American Feminism.  
(*Not offered in 2016/2017)*

**HIST3203: The Black Experience in the United States After 1865**

This seminar course will examine the methods of political, social, economic and cultural segregation in the United States of America after the Civil War. Special attention is given to National State perspectives on racial segregation, Black America’s response, culture and resistance; demands for integration; rejection & separation; and political and social changes after the 1960’s. *(Not to be taken with HIST2204)*

**HIST3301: Origins and Development of Apartheid in South Africa**  
*(Not offered 2017/2018 academic year)*

The historical and ideological origins of apartheid and the implementation of the apartheid system after 1948. The background to the development of the apartheid regime from the 1950’s, through the elaboration of the homelands policy in the 1960’s to the reform era under Botha and De Klerk. Special emphasis will be placed on changing black strategies to resist apartheid.

**HIST3303: Socialism and Development in 20th Century Africa**

The evolution of the ideas of leading African nationalist thinkers, studied through an analysis of biographies, autobiographies and speeches: including Steve Biko, Nelson and Winnie Mandela, Amilcar Cabral, Samora Machel, Kwame Nkrumah, Jomo Kenyatta, Julius Nyerere, Robert Mugabe,
Gamal Abdel Nasser and Hastings Banda. Topics covered will include: the sources of ideas, the programmes and policies of nationalist leaders when in government, and factors determining the attainment of nationalist ideals.

**HIST3305: Culture, Religion and Nation Building in West Africa since 1500**

*(Not offered 2017/2018 academic year)*

This course approaches the study of religion and culture in West Africa from the viewpoint that transformations in African belief systems and ritual practices are indicative of the ways in which ordinary Africans have interpreted and produced several responses to momentous changes in West African life over the past five hundred years. The course is particularly concerned with the encounter between opposing systems of religious belief, namely African traditional religion, Islam and Christianity. The specific dynamics which permit the growth or decline of particular ritual practices are examined. The Africanisation of Islam and Christianity is a major concern. Through a focus on the cross-fertilisation of religious ideas, images and practices, the course examines both change and continuity in the religious and cultural experiences of West Africa.

**HIST3310: Colonialism and Underdevelopment in West Africa since 1880**

*(Not offered 2017/2018 academic year)*

This course will seek to provide historical insights into the contemporary problems of poverty, hunger and underdevelopment as it pertains to the erstwhile colonised West African societies. Students in this programme will be encouraged to reflect on the Caribbean colonial experience with a view to appreciating similarities and differences between West Africa and the Caribbean.

**HIST3407: The Holocaust in History (Not offered 2017/2018 academic year)**

The scale, brutality and sheer industrial efficiency of the Jewish Holocaust were without precedent in history and it is this 'uniqueness' which renders it such a delicate and controversial topic for historical study. This course examines the centrality of racism to the ideology of Hitler's National Socialist regime, tracing the evolution of anti-semitic policies from 1933, the genesis of the "Final Solution" and its execution from 1941, the responses of the European population to it, and the historiographical debates which it has provoked.
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.

HIST3501: Modern Japan: Meiji To Present
The course is designed to provide a critical understanding of the strengths and weaknesses of the major economic, political and social systems of Japan from Meiji to the present. Emphasis is placed on the patterns of modernization and industrialization and the continued relevance of "tradition" to the momentous changes during the Meiji rule. It assesses the development of Japan's postwar political system and its immense economic advances against a backdrop of social and cultural stability. The gradual changes in Japan's external relations from its earlier deficient approaches to foreign and defense policies to a formidable international trading competitor are examined.

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.

HIST3601: Capitalism and Slavery
(Not offered 2017/2018 academic year)
The book Capitalism and Slavery written by the Trinidadian, Dr Eric Williams, has stimulated much debate since its publication in 1944, but more so since the 1960s. Written from the perspective of a black colonial the book attacks the age-old view that British abolition of the trade in slaves and the final emancipation of enslaved Blacks in the British colonies were acts of British benevolence, the untiring work of humanitarians in Britain, by postulating the radical view that economic expedience rather than any other factor motivated these acts. This work has attracted many supporters and several detractors. It has been the subject of several international conferences and has stimulated several publications on one or more of the several theses posited by Williams. During the semester
students will be exposed to the intense debate generated by this book through an in-depth study of the major theses presented by Williams and responses presented in selected works.

**HIST3610: Emancipation in the Americas**
A comparative examination of the transition to free labour in Brazil, the Caribbean and the Southern United States: Issues to be emphasized include the meaning of freedom for former slaves and former masters, the role of the state during the process of transition, labour and land tenure systems, the reorganization of the sugar economy, the family, religion and education. Documents, monographs and periodical literature will be used.

**HIST3614: The African Diaspora in the West**
*Not offered 2017/2018 academic year*
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*
This course is a general survey of historical archaeology with a global view, but with emphasis on the Caribbean and North America. Major topics: definitions, techniques and methodological approaches in historical archaeology, documentary sources used and their limitations, the material culture of the historical period, and analyses of different types of evidence. Different types of historical sites will be looked at, especially for Jamaica, with special emphasis given to plantation archaeology, industrial archaeology, urban, and landscape archaeology. Cultural resource management and heritage aspects in the Jamaican context will also be addressed.

**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
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.

HIST 3901: 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.

HIST 3902: 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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
<th>Grade Point</th>
<th>Grade Definition</th>
<th>Grade Descriptor</th>
</tr>
</thead>
</table>
| A+    | 90 -100 | 4.3         | Exceptional      | • 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 |
<table>
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<tr>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
<th>Quality</th>
<th>Comments</th>
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</table>
| 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  
• very good writing skills |
| 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 skills |
| 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 |
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<td>• a lack of focus and analysis</td>
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<td>• poor organization, with distorted and fragmented data presentation</td>
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<td>• little or no evidence of critical engagement with material, including the use of irrelevant information to answer</td>
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<td>• little/ or no organization, with distorted and fragmented data presentation</td>
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<td>• poor writing skills</td>
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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 Asian History** - Awarded to the student with the best results in HIST2503: History of Modern China, HIST3501: Modern Japan: Meiji to Present and HIST3502: History of the Middle East 1915-1973

- **Gladwyn Turbutt Prize in History** - Awarded to the student with the best overall results in Heritage Studies courses.
The History and Archaeology Society (UWI Mona)

The History and Archaeology Society is organized by students, both undergraduate and postgraduate, in co-operation 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

@ uwihasapast

@ uwimonahistarch@gmail.com
AFFILIATED 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 Dr. Ivor Conolley.

• 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 called Archaeology Jamaica. Students wishing to join the society should contact Professor James Robertson.
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=ISyYGCFGB0

The 33rd Annual Elsa Goveia Memorial Lecture was held on 16 March 2017 at the Council Room, The University of the West Indies beginning at 5:30pm. Titled, “Listening in on Seventeenth Century Jamaica,” the lecture was delivered by Laurent Dubois, Professor of Romance Studies at Duke University.

In the presentation Professor Dubois presented a digital project called Musical Passage, which analyzed and sought to sound out five musical pieces presented in Hans Sloane’s 1707 Voyage to the Islands, in order to explore broader questions about how we can reconstruct the early history of Jamaican and Afro-Atlantic music.
The Department of History and Archaeology, Mona operates a Social History Project (SHP), which was established some 26 years ago. The SHP is administered by an executive committee consisting of staff members and graduate students in the Department of History and Archaeology. The work of the SHP executive is voluntary. Positions are held by persons co-opted by the Director. The Director of the SHP is Dr. Julian Cresser. That the SHP has thrived over the past twenty-five years attests to the commitment of all who have given service in their various positions.

When it was first established, the SHP was seen primarily as an instrument to guide and support postgraduate research into Jamaica’s social history beginning in the immediate post slavery period. Accordingly, much of the SHP’s efforts in its early years was concentrated in making accessible more research material, and included the collection and preservation of documentary and oral material pertaining to Jamaica’s social history. Having received a new mandate from the Department of History & Archaeology, the SHP’s work as of 2007 now includes promoting research in slavery, post slavery, archaeology and heritage studies in the Caribbean, with a primary focus on Jamaica.

Since its inception, the SHP 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:

- **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)
- **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)
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.

#MovingForwardwithHistory
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Research Interests</th>
</tr>
</thead>
<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. J. Cresser</td>
<td>Cultural History; Sports History; Late 19th to Early 20th Century Caribbean History</td>
</tr>
<tr>
<td>Dr. A. Josephs</td>
<td>Caribbean Women's History and writings; Distance and Open Learning; Theory and Methods in History</td>
</tr>
<tr>
<td>Dr. K. Monteith</td>
<td>19th and 20th Century Caribbean Business/Economic and Social History</td>
</tr>
<tr>
<td>Dr. E. Okenve</td>
<td>Social and Cultural Change in 20th Century Central Africa</td>
</tr>
<tr>
<td>Dr. T. Oshikiri</td>
<td>East Asian History; Modern Japanese History</td>
</tr>
<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>
</tr>
<tr>
<td>Prof. M. Smith</td>
<td>Modern Haitian Political and Social History; 19th and 20th Century Caribbean</td>
</tr>
<tr>
<td>Prof. W. Wariboko</td>
<td>Socio-economic and religious change in West Africa; West Indian Missionaries in West Africa</td>
</tr>
<tr>
<td>Dr. S. Wilmot</td>
<td>Jamaican post-emancipation society and politics</td>
</tr>
</tbody>
</table>
**Departmental Duties 2017-2018**

**Dr Zachary Beier:**  Staff Representative - History and Archaeology Society

**Dr Julian Cresser:**  Director, Social History Project  
Departmental Representative – Faculty Information and Communications Technology (ICT) Committee

**Prof James Robertson:**  Liaison Officer - Library and UWI Book Shop

**Dr Enrique Okenve:**  Coordinator – Staff Graduate Seminar

**Prof Matthew Smith:**  Coordinator, Webpage/Social Media
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)
GUIDE TO TURABIAN BIBLIOGRAPHICAL & REFERENCE STYLE

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**

**Bibliography:**

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.

**Bibliography:**

2017 MONA WORKS YARD FIELD SCHOOL (MAY 29-JUNE 9) The 2017 UWI Mona Archaeological Field School continued investigations started in 2016 at areas of significance in the Mona estate works yard, located between the University Chapel and the Visitors’ Lodge. The Mona estate was active between the mid-eighteenth century and the first decade of the twentieth century. The works yard is particularly well preserved, featuring massive cut limestone and brick sugar works along with housing for the Bookkeeper and Overseer. This previously bustling plantation zone has so far never been studied archaeologically. This study adds to the tradition of on-campus archaeology undertaken by the Department of History and Archaeology, especially the collaborative effort beginning in 2008 with the DAACS Caribbean Initiative based out of Thomas Jefferson’s Monticello, which sheds light on the everyday lives of individuals and communities impacted by the realities of slavery.

The UWI Mona 2017 field crew included second year undergraduates, Ryan Cousins and Nuneka Williams, along with numerous student volunteers interested in archaeology, including Noelle Abrams, Cornell Bogle, Randy Davidson, Shoshana Dyer, Michelle Mais, Karjen Murray, Reece Norton-Fisher, John Shorter, and Nathan Vickers. This team was under the supervision of a graduate student in Heritage Studies, Adrian Reid, the UWI Mona Archaeology Lab Technologist, Clive Grey, and the Lecturer in Archaeology, Dr. Zachary J. M. Beier.
Work starting in the summer of 2016 has relied on the full range of archaeological field methods, including site survey and mapping using a Total Station Theodolite (TST), controlled surface collections, and examination of subsurface deposits using shovel test pits (STPs) measuring 50 cm. in diameter and test excavation units measuring 1m. x 1m. square. This summer, 17 STPs were completed at select 6 m. grid intervals across the work yard. Additionally, a 1m. x 1m. square grid was placed across the building area predicted to have housed the Overseer. This aided in detailed mapping of this structure as well as the completion of a 3 m. block of open area excavation units in the central portion of this dwelling.

Students also began preliminary artifact analysis, including cleaning, classifying, and sorting recovered finds. This work will be ongoing over the next year in the UWI Mona Archaeology Lab and will involve inputting artifact data into the publically accessible online database managed by DAACS. The many artifacts recovered this year contribute to a growing catalogue of material culture dating between the mid-eighteenth century and the start of the twentieth century. These artifacts are invaluable campus heritage resources. They provide an intimate look into the built environment and daily life of people who lived and worked in this section of our present University. Recovered artifacts include ceramics imported from Europe or manufactured locally, bottle glass fragments, kaolin clay tobacco pipes, various types of buttons, a Spanish coin dating to 1777, a large wrought iron object tentatively identified as horse carriage hardware, as well as architectural evidence like slate, cut stone, bricks, and different types of nails. These findings suggest that a great deal of activities took place in the Mona work yard beyond labour alone.

Similar to field work last year, particular emphasis was placed on excavations around what is believed to be the Overseer’s House. While development at the site since the mid-twentieth century has transformed the original architectural outline of this dwelling, the recovered artifacts provide an
An interesting glimpse into the life of an Overseer on a Jamaican sugar plantation. Excavations this year identified a building foundation that likely dates to the first half of the twentieth century based on its brick, mortar and concrete composition as well as other forms of diagnostic material culture (i.e. nails, ceramics.). This portion of the foundation includes a partition for interior rooms. This dwelling was likely used in the later phases of the Mona plantation at the beginning of the twentieth century or as one of the first buildings serving the University in the mid-twentieth century. Perhaps most significantly, this twentieth century foundation appears to have been established on top of a significant concentration of eighteenth to nineteenth century material culture that was first encountered in 2016. This evidence likely represents the surviving traces of the original site of the Mona estate Overseer. Some of the most significant finds recovered to date in terms of assessing the complex occupation history of this structure and better understanding the lifeways of its inhabitants include a mixture of imported and locally manufactured ceramic vessels, animal bones from meals and buttons carved from animal bones, ceramic fragments modified into gaming pieces for betting games, as well as a dog’s tooth that was perforated and polished, presumably to be worn by an individual.

(Left image) Excavation units in the Overseer’s area revealed a building foundation.

(Right image) Various types of buttons recovered in the Mona works yard, including iron, bone and mother of pearl.
This year’s archaeology summer field school continued the tradition of research and training that has become synonymous with this annual offering from the Department of History and Archaeology. Evidence from this ongoing research project is being used to inform various formal and informal presentations and publications that offer insights into the lives of individuals and communities living and working at the Mona estate during a significant period in Jamaican history. For instance, a new exhibit featuring plantation period material culture recovered from on-campus archaeology is now available for viewing in the UWI Mona Archaeology Lab. Perhaps most importantly, this project provides students with accessible, hands-on experience that can serve as a foundation for future professional practice as well as a means to connect with their Jamaican heritage. Finally, campus archaeology enhances the visibility of applied techniques in the Humanities and Social Sciences that are particularly relevant in addressing issues in contemporary Jamaican society, including the preservation of cultural resources along with the process of development. This investigation brings to life a variety of historical features that have left an indelible mark on the surface and below the grounds of this campus, creating one of the most unique educational settings in the world.

Special thanks to all the participants in this round of summer field work, the UWI Campus Registrar, the UWI Mona Museum, Jamaica National Heritage Trust (JNHT), and the Digital Archaeological Archive of Comparative Slavery (DAACS) for their assistance with this research project.

Zachary J. M. Beier, PhD, University of the West Indies, Mona, Jamaica
# Course Selection Template

**Date:** ________________

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

**Minor:** ________________________________

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