

A portrait of Professor James Robertson, a middle-aged man with short brown hair, wearing a light blue button-down shirt. He is looking slightly to the left of the camera with a neutral expression. The background is a soft-focus green, suggesting an outdoor setting with trees.

## DEPARTMENT OF HISTORY AND ARCHAEOLOGY

**Professor James Robertson, Ph.D., F.R.Hist.S. – Head of Department**

### INTRODUCTION

Coming out of the pandemic, with all the opportunities that had been opened for distance learning, alongside the technical challenges involved in teaching remotely, to return to a post-pandemic new normal, would have made the 2022–2023 academic year an interesting time for anyone to lead the Department of History & Archaeology at Mona. The absence of money made things more challenging, with Departments' accounts seized to allow the campus to make payroll. Some events, like the Department's 34<sup>th</sup> annual Elsa Goveia Lecture had to be rescheduled until the necessary funds could be recovered from our accounts. Here too contributions that had formerly been made by the Campus and Regional Headquarters to support the Department's premier annual event disappeared. We were also told us that we should add fund-raising to our activities.

### STAFF

Among our staff one faculty member, Professor James Robertson, returned from a 2021–22 sabbatical and assumed the Chair. A second, Professor Kathleen Monteith also returned from leave but was granted a half load to accommodate her campus committee-chair duties. A third, Dr. Dexnell Peters, a St. Augustine History graduate who had followed his Johns Hopkins Ph.D. with a post-doc at Oxford and teaching at Warwick, arrived to join the Department in July, filling a long-open vacancy – and undertook a full teaching load. At the same time we lost the services of three senior colleagues, Drs. Enrique Okenve and Dr. Taka Oshikiri to well-merited sabbaticals, while our Archaeologist, Dr Zachary Beier, received a leave of absence for family reasons. As he was the Department's only archaeologist, and indeed the only archaeologist in the three campuses' departments, we were fortunate to recruit an experienced U.W.I. Mona graduate, Dr Lesley-Gail Atkinson-Swaby, to replace him. She has an M.Sc. from Glasgow, a Ph.D. from the University of Florida,

impressive publications and substantial experience teaching Jamaican undergraduates, besides experience working with the Jamaica National Heritage Trust and the National Museums of Jamaica. As the year progressed family issues led to Dr. Beier resigning and the Department managed to recruit Dr. Atkinson-Swaby to a tenure-track post to replace him. With no other archaeologists working in the U.W.I. system finding external markers for these classes was resolved by tapping the Institute of Jamaica. Dr. Jonathan Greenland, the Director of the National Museums of Jamaica assessed postgraduate work in Museums and Heritage, while Ms. Evelyn Thompson, MA., Head of Conservation at the Jamaica National Heritage Trust and a past-President of the Archaeological Society of Jamaica, was external for our undergraduate Archaeology classes.

More intransigent problems arose from the institution of a new University policy preventing replacement faculty from teaching our courses, even on line, before they receive their Jamaican work permits. Up until now such faculty have remained at home and taught their courses on-line until the Ministry processes the necessary work permits. This change meant that the well-qualified Asian historian who the Department had recruited as Dr. Oshikiri's sabbatical replacement who, by late July had yet to have his visa processed, felt obliged to resign. The current schedule for this administrative process does not mesh easily with hiring replacement faculty internationally. The process of replacing vacancies has been further complicated by a strict enforcement of bans on employing candidates without Jamaican residency. (The turn-around time between the award of sabbaticals and getting a Jamaican work permit processed is too narrow for such a policy to be feasible and if West Indian candidates are not available will require a substantial gap before a fully visa-ed candidate can join a Department. To deal with this such vacancies will have to be identified in Semester 1, rather than half-way through Semester 2). As the U.W.I.'s own post-graduates do not develop second or third teaching fields during their MA programs here, as they do in U.S. and Canadian programs, departments have limited flexibility for plugging specialized vacancies. The institution of this new policy undercut our offerings in Asian history, though a postgraduate student, Ms. Saundrie-Kay Shaw, was recruited and successfully taught the Department's introductory survey of Chinese history that is a required class for Modern Languages' B.A. in Chinese. When, near the end of Semester Two, the campus sought to ease its budget by allowing people on sabbatical to extend their absence with an unpaid leave, Dr. Oshikiri, who had been consulting with a local company during her stay at the University of Bologna, accepted this offer. This year Ms. Shaw will teach not only the 2<sup>nd</sup> year survey of Chinese history required for Modern Languages' Chinese program, but also a 2<sup>nd</sup> year survey of Japanese history for Modern Languages' Japanese language program. (A course that given the short notice the Department was unable to deliver for them last year). Then, a couple of weeks into Semester One of 2023–24, one more of our temporary faculty, Ms. Shantel Cover, a B.A. and 2017

M.A. from our Department, resigned from teaching an undergraduate Heritage Studies class because she had been awarded a well-merited graduate fellowship to complete her Ph.D. in Cultural Studies. She was persuaded to delay her resignation for a week and Dr. Oneil Hall, a Cave Hill History Ph.D. resident in Jamaica, took on the course. Dr. Hall proved an effective teacher and colleague. I was pleased to recruit him to teach summer school, but had no more vacancies to offer to him.

### **TEACHING: JOINT & POST-GRADUATE PROGRAMMES**

These transitions followed four years under Dr. Okenve, a term as chair that included the pandemic. His leadership in getting our courses back up on line was impressive and effective. Despite these distractions as Head of Department he also had overseen the development of a new final year Capstone for our History, and History and Journalism Majors, along with pushing through two joint undergraduate degree programs, one with Journalism and, more recently, a second with International Relations. The numbers enrolling in History and Journalism remain strong; those for the International Relations program remain slimmer, though more History & International Relations students enrolled in 2022–23, the second year it was offered, than on its initial offering. Both programs deliver a motivated cohort of undergraduate students into courses that the Department offers, while encouraging these classes' re-calibration to benefit non-History majors. The International Relations program also widens the horizons for those of our students who participate. Students from other degrees are now being recruited for this program, which should make for more interesting tutorial discussions. I am pleased that History & Archaeology is contributing courses. These joint programs offer models for cooperation with sister departments and my main regret looking back on my year as Department Chair is that we did not manage to make more progress towards developing a joint degree between our undergraduate Heritage Studies and Archaeology courses with the undergraduate Tourism program, from whom our classes receive a stream of enrollees.

Our inheritance of fresh course offerings from Dr. Okenve's term as Chair also includes a recast undergraduate M.A. program in Heritage Studies. The Department had taught Heritage Studies as a one-year program that was last reconfigured in the late 1990s. However, as it increasingly recruited part-time students there were many stragglers under that schedule. At the same time the school teachers among our enrollees increasingly protested that we were asking them to do more than their peers in some other Mona M.A. programs. In 2022–23 the program was reconstructed as a part-time two-year degree taught in the evenings (at the cost of becoming a self-funded degree, where the fees appear to have chased away most school teacher candidates and prove daunting for the museum and rare-book library staff who now comprise our primary recruits. We had enquiries from pro-

spective international students, but no bites). Some of the program's courses do recruit additional graduate students from Anthropology. There were operational problems when the University's Vacancy Monitoring Committee took it upon itself not to authorize the Department to recruit a temporary instructor to teach a key class in Semester One, though we were permitted to hire that instructor in Semester Two instead. This intervention did not help the program's operation. Students had to fit a wide-ranging course in alongside their efforts to write up. They still managed a better completion rate than the former one-year program's graduates, but fewer lessons from the final semester course were adopted into the students' research designs than was intended. A second cohort of this two-year program will commence in September. I hope that this group will not suffer the same disruptions in their second year when there will be a similar need to recruit an additional instructor for this program in Semester One of 2025.

The Department retains a postgraduate program in History and a number of our faculty and instructors are graduates or candidates of this program. Over the last few years it has steered some would-be Ph.D.s into the Department – one of whose defense should be scheduled in semester one of 2023–24, but the numbers are low and our Ph.D. completions are dishearteningly slow. This year we received an able British candidate on a Leverhume fellowship, who is working towards an interesting M.Phil. project. However, these classes have only enrolled between one and two students when offered, and for a Department with a small faculty to tie up both its professors teaching classes with enrollments of one does not appear particularly efficient. I suspended further recruitment to this program in 2023–24 and suspect that several of its more venerable classes will need substantial updating to incorporate twenty-first century scholarship before they are offered again.

### **STAFF TRANSITIONS & TEACHING OFFERINGS**

This Department, like others on campus, has been facing a number of transitions, with posts left unfilled after retirements or departures. Some vacancies have now remained unfilled for over a decade and these empty lines are increasingly vulnerable to transfer to other departments or faculties. This Department will cease to have a trained Europeanist after the current incumbent retires at the end of August, although department members plan to offer occasional survey courses on Europe's early modern, nineteenth- and twentieth-century history when their crowded schedules permit. They do believe that this troublesome continent's past continues to merit consideration by students here in the Caribbean. We are also missing a South Americanist, which undercuts the University's broader engagement with the region.

What was increasingly apparent last year is that while administrative processes shifted over the pandemic, there have been far greater shifts in the backgrounds of the students who have returned to our class rooms. These extend trends that were already becoming apparent before then. Where, twenty years ago, History was the primary pre-Law degree in Humanities, our first-year regional surveys in Asia and Europe were capped at sixty students each and were filled with History Majors who came on to Mona after studying CAPE History at school. This is no longer the case. Now that Law is an undergraduate program, with a further undergraduate Law program over at the University of Technology, History is no longer a pre-Law major. Our numbers still reflect this transition. Almost all the Department's members now acknowledge this development and are eager to adjust to engage with its consequences. Not just in identifying the courses that we can fill, but also to take full advantage of the skill-sets that the non-major students who are now a major presence in all our classes can bring to discussions and tutorials. In this adjustment we need to foreground the skills that taking History classes can offer to such students. Not just in stretching their curiosity but, still more, in learning to evaluate the non-standard data that the past has left as its record and then develop arguments from such imperfect evidence. These are skills that should be useful to undergraduates in all the campus's faculties, whose students can benefit from the practical skills needed in developing arguments from the scrappy evidence that the past has left for us to work with.

### **RESHAPING HISTORY'S & ARCHAEOLOGY'S UNDERGRADUATE COURSES**

Having recognized the changes among the students enrolling in our classes, in 2022-23 the Department undertook a general recasting of its pre-requisites and grading structures. We shared a conviction that courses in History and Archaeology have useful skills to offer to non-History majors. Our goal in re-evaluating our current and backstock courses was not only to acknowledge the skill-sets that the non-majors from other Faculties can bring to our classrooms, but also to foreground the skills that we can offer to such non-major students when they take classes in History, Archaeology or Heritage.

The success of the History & Journalism program means that in 2022-23 most of the courses required for our Majors have had more History & Journalism students than they have History Majors (as of July 2023 we had three or four History Majors per year against a dozen or so History & Journalism students). The Department's second joint degree program in History and International Relations is improving its numbers, though annual enrollments still remain in single digits. In both these programs historians teach the classes and undergraduate historians remain a significant cohort. Participating in these programs widens the options for our students.

In most of the Department's courses that are not part of our joint degrees History Majors are now a minority. This makes for interesting teaching. Given that we currently have very few students from Humanities & Education taking our courses – even the would-be Archivists from Library Studies are sparser than I would have hoped – our classes are instead filled with undergraduates from not only the Social Sciences but also from Pure and Applied too. This last group can have more time to read than Humanities students, all of whose other classes will have long reading lists, but it also means that they may have had limited experience in taking essay-based exams since they were sixteen and do not know how to take full advantage of researching with the Library's open-stack humanities collections. In recognizing these broad changes, the Department spent considerable effort over 2022–23 to recast most of the undergraduate courses that we offer: rebalancing the grade allocations within individual courses away from midterm and final exams – and towards tutorial reports and research papers, many of which incorporate a few marks for an outline, something that few of our students have been taught to consider. In the process older courses that retain our 1980s and '90s 60% exam grade and assign 20% for a brief term paper lost the "research intensive" ratings they were granted thirty or more years ago. I thought that we had caught all of these, as revisions to a pile of venerable classes were processed through FAQAC (both Dr. Sharon Bramwell-Lalor, the Chair of Humanities & Education's FAQAC committee and Dr. Dexnell Peters, our new FAQAC rep, took on overloads to enable this process of revision to be undertaken). In the event around half a dozen stragglers, including some venerable courses which missed revision, lost their "research intense" rating to this process. Correcting this will require revisions to these classes' grade ratios and bibliographies in 2023–24. This time, however, History & Archaeology's requests should not overstrain the FAQAC process.

The process of revision for our course offerings went considerably further. We searched the Department's back-list for courses that would repay reviving. One of the late Dr. John Campbell's undergraduate courses at St. Augustine on 'The History of Sexuality to the Nineteenth Century' was developed out of a History of Sexuality course that he first taught at a summer school here at Mona. On transferring to St. Augustine he split it into a two-semester 300-level sequence. Our colleagues there managed to find his proposal for the first part, which ran from the Kama Sutra to the late Nineteenth-Century, but his subsequent course, running up to the present, has yet to be relocated (even though it remains on the list of classes accepted for their Gender Studies program – though regrettably the program did not have a copy in its files either). We initially intended to simply re-use it, as we have with other classes like the undergraduate Quantitative History course that we also transferred from St. Augustine – a class which is taught to packed classrooms in both semesters (as we have to use Lab classrooms for these courses they are, by default, capped at thirty students). But, given the number of years since Dr. Campbell's class was last



taught, and our intention to teach it as a second-year class – as that is where we expect to find interested non-majors to take it – Dean Kouwenberg required that it go through the whole evaluation process again. It got through FAQAC in July and Faculty Board in August. It will be taught in Semester 2 of 2024. The campus may yet be fly-posted. We are also reviving another second-year undergraduate course on the Archaeology of Africa. This too had to go right through the FAQAC process again as in the fifteen years since it was last taught the evidence for early hominids in Africa has been antedated by three million years. A revision to its time scale that merited a re-submission.

Thus far efforts to acknowledge that the decades when Roy Augier's first year Development of Civilization lectures were a magnet that drew students into History are now long past. A changing of the guard that may well have been marked last July when a fairly fragile Sir Roy came up to campus to make some selections from his book-crammed office prior to its being cleared for re-assignment, though I do hope that he may yet resume attending our Department seminars on line. Instead, the Department is now pushing hard to attract sufficient non-majors so that we can fill a broad range of undergraduate classes to offer our undergraduate majors and joint-majors a choice of courses for their degrees. We are also moving our one semester first year survey of Jamaican history to Semester One. In 2022–23 it was stuck in Semester Two and as 1<sup>st</sup> year students are not told what courses outside their major are available in Semester Two, we only got sixteen enrollees, primarily History & Archaeology majors. A Semester One version should attract more interested students with a free class slot on their timetable. Given that Jamaican schools do not offer courses on Jamaica's own past, the Department hopes that an introduction to the island's history will recruit students from across the campus.

Reconfiguring our course offerings remains a work in progress. The advertising that was a departmental strength has been undercut by the headhunting of the secretary in our Department office, an alumnae, who had taught herself sufficient skills to offer effective on-line recruiting flyers, to the Dean's Office. Finding a permanent replacement is proving difficult, though a late summer 2023 hire of a recent graduate and former President of the History Club has resulted in some striking posters. This is a temporary fix. The University's staff recruitment system is so cumbersome that it makes "Byzantine" appear a term of praise. We advertised in spring 2022; received a shortlist from Personnel in July and then only offered interviews when we were well into Semester 1. By then it was a very picked-over group with only two participating in on-line interviews. We made an offer to one candidate – the other looked a disaster – but she turned down the terms she was offered. As incoming chair Dr. Cresser will have to see if he can fill this key staff vacancy permanently in 2023–24.

We still have some blocks of courses that are not filling as much as they should, with Archaeology's upper-level courses having thin enrollments. Jettisoning almost all the pre-requisites that used to trim the crowd of would-be archaeologists so they could be crammed into the former Archaeology Lab in the eighteenth-century Bookkeepers' Cottage should allow us to admit some more enrollees (we have had a new lab, with rather more space, for a decade). We are also aiming to develop a new Minor in Heritage (our existing Minor was developed when Archaeology had no spare seats, so no archaeology classes were included in the program; now we have empty seats in Archaeology's upper-level courses, but trying to change the current program would allow the Bursary to switch it into a fee schedule that would effectively exclude our current students). The Department therefore plans to set up a freestanding Heritage Minor but, alas, could not get it into FAQAC in time to make the last BUS committee meeting of Semester 2. That revision will therefore have to be processed in Semester One of 2023-24 to offer to the 2025 entering class. A further task for Dr. Julian Cresser, who will be beginning his term as Chair in August 2023 will be to pitch a Tourism and Heritage program to Tourism to see if we can develop a further joint degree that may yet recruit Tourism's current overplus of would-be students to bring their insights to our Heritage and Archaeology classes. The undergraduate Tourism students who we enrolled in several of our Heritage courses brought fresh insights to those tutorial discussions and assignments.

A longer-term project – which the Department has talked about for at least twenty years – is to develop joint programs with Geography & Geology. As that Department is housed in Pure & Applied, their Faculty requires a pass in a science discipline for admission to their programs. There is a venerable Humanities Geography program for undergraduate Geography students who do not have the required science pass at matriculation. A few years back Dean Waibinte Wariboko transferred the oversight of these students from the Humanities Dean's Office to History & Archaeology. I think that the Department offers them some informed advising (though there were some near stumbles over new pre-requisites in the recently re-formed Geography program – which were fortunately caught and resolved in Summer School so they will march at Graduation). The current Chair of Geography & Geology is considering a proposal to run an extra no-credit introduction to science methods class in Semester One of the Humanities Geography first years, whose successful completion will allow a switch to Geography. (History & Archaeology is not the only traditional discipline with shrinking numbers). I am not sure how far such an overload class will appeal. However, she is also considering new joint degrees, both in Archaeology & Geology (yes, she is a Geologist besides being a former Hon. Treasurer of the Jamaica Historical Society), besides both History & Geography and Archaeology & Geography. Trying to negotiate past her Faculty's Science requirement is a road block that was reaffirmed in that Faculty's latest set of regulations for registration that retained the high school science class as a prerequisite, but there



is certainly potential for greater cooperation. Such cross-disciplinary programs remain well worth pursuing. What History & Archaeology may lose in the numbers of Humanities Geographers currently affiliated with us, the Department is likely to win back – at least in part – via enrollees from Geography and Geology in such joint programs. The opportunity to get our Archaeology students into Life Science’s diving program may yet prove a further recruiter for Archaeology at a time when Jamaica’s tourism sector is proposing to foreground “the sunken city” of Port Royal. Mona has facilities to equip our graduates to serve these needs.

Off campus there was a successful Archaeological Field School at a former coffee estate in the Blue Mountains. This was the first actual rather than virtual field school since the pandemic. Dr. Atkinson-Swaby was successful in negotiating support for an actual field school. The potential for returning to field schools and field trips made the extensive repairs to the Department’s now venerable minivan a high priority and I am grateful to the Campus Bursar’s support for this, and to Toyota Jamaica for undertaking the work despite the tab the University had already run up there. Conversations following comments dismissing the limited field experience of our archaeology graduates that were offered at a retreat for the Board of the Jamaica National Heritage Trust, led to an offer from the Trust’s Director to offer places, with some pocket and travel money, to some of our field school graduates in future summers to dig with the Trust’s teams. The Trust is the leading employer of archaeologists in Jamaica and opportunities for our archaeology students to gain experience there should be beneficial, both when they return their final year’s courses and for the Trust.

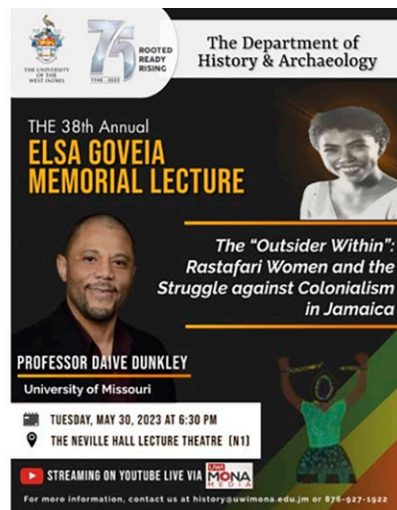
These various efforts to transform our undergraduate offerings to appeal to students across the campus involved almost every member of the Department. In our undergraduate teaching the goal was to move beyond top-down demands for bums-in-seats to fill up our courses. Instead, we sought to make an advantage out of reaching out to sister departments for joint degrees – with Journalism and International Relations already and, potentially, Tourism and Geography in future. Here I believe the Department can either offer or develop programs to bring thoughtful students from other programs into our lectures and tutorials. Classes where they can develop a broader range of skillsets which they can then deploy for interesting careers.

## **SEMINARS AND OUTREACH**

On the broader research front, we have revived the Department Seminar with in-person papers delivered to a mixed audience of face-to-face and distance attendees. Not all Department members have presented or attended, but a larger proportion did so than in previous years. This format means that papers are presented to an

interested and informed audience who are willing to discuss the arguments offered. We have retained most of our former participants despite shifting the Seminar's longstanding Friday time slot, from 3 p.m. to 2 p.m., so that attendance should no longer clash for colleagues who keep a Friday Sabbath. Last year our speakers included a faculty member from the Cayman Islands University, and we also had regular attendance from colleagues at Cave Hill and St. Augustine. There is room to widen participation to include Historians at the Northern Caribbean University and the Teachers' Colleges. I hope that running this seminar, where Dr. Peters undertook increasing amounts of the work, may yet form a useful recruiting tool, alerting faculty advisors from the region's undergraduate programs in History and in Archaeology to the presence and vitality the Department of History & Archaeology offers as a graduate program for the region.

Our broader outreach has come from the former Talking History Saturday morning radio show that Professor Verene Shepherd kindly handed over to the Department. Renamed 'History for Tomorrow', the program is an invaluable resource and offers opportunities for colleagues to discuss their own work and well as offer historically-informed insights onto current events. It is also a useful resource for radio-journalism students in the History & Journalism program.



This year the Department's outreach extended to offering the 38<sup>th</sup> Annual Goveia Lecture as an in-person lecture by a non-Jamaican-based researcher. This used to be lavishly funded by the University Administration – whose spending is now channeled in different ways. The Department is told to conjure-up sponsors, which would probably have been considerably easier to start doing twenty or thirty years ago. The up-hill challenge will have to be attended. We did receive useful plugs on some of the island's radio shows over the preceding weekend and attendees told me that that was how they heard of the event. This year we were able to recruit

Professor Dave Dunkley, of the University of Missouri, who was an undergraduate and postgraduate student at Mona, before completing a PhD at Warwick and returning to teach at Mona. He was recruited to the Black Studies department at the University of Missouri. He spoke on ‘The “Outsider Within”: Rastafari Women and the Struggle Against Colonialism in Jamaica’ to a fascinated audience. I hope that his text will be submitted for the collected volume of recent Goveia Lectures that is in preparation. It should prove a valuable addition to a useful collection for re-evaluating approaches to the history of the Caribbean. He also found time to talk to our students and we may yet receive flyers for Missouri’s PhD programs.

## PUBLICATIONS AND PRESENTATIONS

Our publication ratio has not yet recovered from the pandemic’s closing archives and libraries across the region. An article by Dr. Okenve did win the Faculty’s best publications prize (colleagues in Modern Languages kindly located a Spanish-based researcher who read and appreciated in work on Spanish Guinea). His colleagues await his book with interest.

### Book Chapters

- Peters, Dexnell. “Colonial Experiences: Foundations and Fissures in the British and French Greater Caribbean Political Culture,” in Joanna Inness, Eduardo Posada-Carbo and Mark Philp, eds., *Re-Imagining Democracy in Latin America and the Caribbean, 1770–1870* (Oxford: Oxford University Press, 2023), 40pp.

### Edited Journal Volumes

- Atkinson Swaby, Lesley-Gail. ed. *Yamaye: Jamaican Prehistory and Contact Period. Journal of Caribbean Archaeology*. Vol. 22 [Special Publication No. 5], 2022.

### Journal Articles

- James-Williamson, Sherene, Dolphy, Jorjan, and **Atkinson Swaby, Lesley-Gail**. “Predictive modelling of Prehistoric sites in Jamaica using multi-criteria analysis”. *Journal of Caribbean Archaeology* 22 (Special Publication No. 5), 2022.
- Cresser, Julian. ““Dishonourable Blacks”? The 1983 “Rebel Tour” and Jamaican Nationhood and Identity”, in the *Journal of Caribbean History* vol. 57: no.1 (2023): 56–77 (June 2023).
- Peters, Dexnell, and Farid F. Youssef, “Historical Perspectives on Medical Professionalism in the Caribbean,” *West Indian Medical Journal* (December 2022): 1–7. 10.7727/wimj.2017.106.

### Technical Reports

- Peters, Dexnell. Research Report and Resource for the United Kingdom National Trust Global Connections Initiative: “The Shugborough Estate in the Global Eighteenth Century,” National Trust, February 2023. 1–60pp.
- Peters, Dexnell, and Isabel Robinson. Exeter College, University of Oxford and its Legacies of Slavery Report, 2023. 1–37pp.

### Conference Presentations

- Peters, Dexnell. “Exeter College, the Gibbs Family and Higher Education in a New Global Economy” Slavery, Institutions, and Empire: Moving Beyond Microhistory Conference, University of Oxford, September 2023.
- Dexnell Peters. “Venezuela and the Caribbean: Historical and Current Parallels of Crisis and Migration,” SALISES Annual Conference, UWI St. Augustine, May 2023.

### Seminar Presentations

- Atkinson Swaby, Lesley-Gail. “Vulnerability of the Culture Sector”. Presented at Disasters Heritage: Can Memorializing Disasters make people more resilient Webinar. International Geoscience Programme Projects 718 and 692 in partnership with the UWI Museum, December 1, 2022.
- Peters, Dexnell. “Numbers are daily repairing there, whose fortunes have been shipwrecked elsewhere”: Exploring the Relationship between the Old Colonies and the New Frontier in the late Eighteenth and Early Nineteenth Centuries,” Staff/Graduate Cross-Campus Seminar, DoHA UWI-Mona, November 2022.
- Robertson, James. “The Naval Dockyard at Navy Isalnd: Jamaican Contexts for an imperial project of the 1720s”. Archaeological Society of Jamaica Symposium, May 2023.
- Robertson, James. “A Maroon Ambush at the Stony River in 17 31: Contexts and Consequences of a “bad success”. International Charlestown Maroon Conference, 23 July, 2023.
- Watts, Karl. “Saving as a ‘Civilizing’ Measure in the British Empire: The case of the Jamaican Trustee Savings Banks, 1834–1870.” Staff/Graduate Seminar, DoHA UWI-Mona, May 19, 2023.

### Special Presentations and Workshops

- Peters, Dexnell. “Principles and Agents: The British Slave Trade and Its Abolition (2022) by David Richardson”. University of Hull Wilberforce Institute Summer Debate on book, May 2023.

- Peters, Dexnell. “Greater Caribbean Maps 1450–1850 Digital History project”, Workshop hosted at the Royal Geographical Society in collaboration with Warwick University on June 13, 2023.
- Peters, Dexnell. “John D. Garrigus’ A Secret among the Blacks: Slave Resistance before the Haitian Revolution”, Wilberforce Institute Summer Debate: Thursday 27 July, 2023.

## **CONCLUSION**

The Department continues to recruit interested students and deliver an array of undergraduate and postgraduate classes. The balance between History majors and non-majors in our individual courses has swung towards the non-majors, who are often very impressive. The challenge of teaching History here remains exhilarating.