FOREWORD

The Department of History extends warmest welcome to our new students, majoring or minoring in History, doing History and/or Archaeology courses as electives, or entering our Postgraduate programmes. A warm welcome also to all returning students. We appreciate your choice of History in such a rich and diverse academic mosaic at the St. Augustine Campus. We affirm our commitment to a student-centred and student-friendly teaching and learning environment in meeting your academic, administrative or special mentoring needs. As a Department, we specialize in History, Archaeology, and Heritage Studies. We encourage you to expand your historical experience beyond the narrow pursuit of course-marks. We encourage all History Majors and Minors to join and participate in the activities of the History Society. Know your lecturers and maintain regular contact with your mentors. All Postgraduate students should make every effort to participate in the Graduate Liaison Committee and to attend all Graduate seminars. Graduate students should also be mindful of keeping regular meetings with their supervisors and avoid costly time lags in their seminar and research schedules. We invite you to also join us at the Senior-Academics seminars.

Today will inevitably transition into tomorrow, and soon become the past. Many disciplines investigate the past, including Archaeology, Climatology, Linguistics, and Geography. The chief motivation is the yearning to understand the physical world; not just the earth, but the entire universe. History is the unique discipline that seeks to interpret the human past by incorporating all of these disciplines, and more, into a single narrative based on its own unique methodology and philosophy. The chief motivation of the historian is to understand how we got here—at the end of the great timeline of human existence, the point we call ‘today’ or ‘the present’—examining the challenges, failures, triumphs, and the continuous re-engineering of our humanity and relations with nature. Historians have a tremendous obligation to the sacred principle of drawing conclusions only from authenticated facts or evidence. The accomplished historian is the one to whom critical thinking is second nature like the scientist; the one who has mastered the skill of focused argument and analysis, like the jurist; and the one who has mastered the art of narration, like the philosopher. We hope you share this vision and commit to advancing the study of History.

History is taught to undergraduates on all three Campuses of the University of the West Indies, and postgraduate work in History is offered on all three Campuses. There is regular communication and consultation among the History Staff of the three campuses, and the three Heads of Department jointly decide on some administrative procedures.

The information provided in this Pamphlet is for your guidance, but you should also consult the current Faculty of Humanities & Education Regulations and Syllabuses for 2020/2021. Students should also regularly consult Myelearning and appropriate Notice Boards for information about courses, timetables, examinations and day-to-day teaching changes. Look out for flyers and e-mails announcing Departmental activities; and check our Department facebook account departmentofhistory.sta@gmail.com, Instagram account uwistahistory and search UWI Let’s talk History on Youtube.com for updates and videos of staff seminars and other scholarly activities. The Department also has an online journal, History in Action.
VISION STATEMENT

We see ourselves as the premier promoters of the study of the history of the Caribbean, who, through our research, will create new insights and methodologies. We hope to increase the historical consciousness of, and about, Caribbean peoples, as well as engender recognition of the importance of knowledge of the past. We aim to create individuals aware of their identity and committed to community service, cultural resource management and region-centred historiography.

MISSION STATEMENT

We will continue to develop a research agenda, which will give insights into the region’s historical legacy and promote archaeological heritage management. Our research on the struggles and achievements of Caribbean peoples will help to develop confident and informed citizens. We will disseminate information and ideas to students and to the wider, national community through the use of appropriate technologies and methodologies.

CONTACT US

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The Department of History
The University of the West Indies
St. Augustine Campus
St. Augustine,
Republic of Trinidad and Tobago

Electronic
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Email Sherry-Ann.Singh@sta.uwi.edu
URL http://www.sta.uwi.edu/fhe/history
Geography is a constant companion to students of History. Always keep relevant historical maps close at hand. The maps on this page are snapshots of historical developments; global and Caribbean.
# SECTION I

## ACADEMIC STAFF – ST. AUGUSTINE

### ACADEMIC STAFF IN THE DEPARTMENT OF HISTORY

**ST. AUGUSTINE CAMPUS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>Position</th>
<th>Room</th>
<th>Extension</th>
</tr>
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<tbody>
<tr>
<td>SINGH, Sherry-Ann <em>(HEAD OF DEPARTMENT)</em></td>
<td>B.A. Ph.D. (U.W.I)</td>
<td>LECTURER</td>
<td>231</td>
<td>83060</td>
</tr>
<tr>
<td>BRERETON, Bridget</td>
<td>B.A. (U.W.I), M.A. (Toronto), Ph.D. (U.W.I)</td>
<td>PROFESSOR EMERITA</td>
<td>229</td>
<td>82022</td>
</tr>
<tr>
<td>CATEAU, Heather</td>
<td>B.A. Ph.D. (U.W.I)</td>
<td>DEAN of FHE</td>
<td>Dean’s Office</td>
<td>82029</td>
</tr>
<tr>
<td>BONATE, Liazzat</td>
<td>B.A. Kazakhstan, M.A. (Illinois), Ph.D. (Cape Town)</td>
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<tr>
<td>MATTHEWS, Gelien</td>
<td>B.A., Dip Ed. CUTL (U.W.I), Ph.D. (Hull),</td>
<td>LECTURER</td>
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<td>82025</td>
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<tr>
<td>MC COLLIN, Debbie</td>
<td>B.A. (Hood), Ph.D. CUTL (U.W.I)</td>
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<tr>
<td>RAMSAY, Allison</td>
<td>B.A (U.W.I), M.A. (USP), Ph.D. (U.W.I)</td>
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<tr>
<td>TEELUCKSINGH, Jerome</td>
<td>B.A. (U.W.I), M.A. (Univ. Guelph), Ph.D. (UWI)</td>
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<td>TOUSSAINT, Michael</td>
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<td>LECTURER</td>
<td>Arch. Unit</td>
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<tr>
<td>MURRAY, Aakeil</td>
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<td>TEMPORARY LECTURER</td>
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<tr>
<td>JAHGGO, Danalee</td>
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<tr>
<td>NOEL, Ronald</td>
<td>B.A. M.Phil (U.W.I) Ph.D. (Washington D.C.)</td>
<td>TEMPORARY LECTURER</td>
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</tr>
</tbody>
</table>

All staff emails follow the same format: Firstname.Surname@sta.uwi.edu, e.g. @sta.uwi.edu
## ADMINISTRATIVE/ SUPPORT STAFF IN THE DEPARTMENT OF HISTORY


<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Extension</th>
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<tr>
<td>PETER-JOSEPH, Maria</td>
<td>SECRETARY</td>
<td>224</td>
<td>82022</td>
</tr>
<tr>
<td><a href="mailto:Maria.Peter-Joseph@sta.uwi.edu">Maria.Peter-Joseph@sta.uwi.edu</a></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EDWARDS, Marissa</td>
<td>CLERICAL ASSISTANT</td>
<td>225</td>
<td>82021</td>
</tr>
<tr>
<td><a href="mailto:Marissa.Edwards@sta.uwi.edu">Marissa.Edwards@sta.uwi.edu</a></td>
<td></td>
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<tr>
<td>BAKSH-MOTI, Lystra</td>
<td>MAINTENANCE</td>
<td>Arch. Unit</td>
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</tr>
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SECTION II

HISTORY COURSE LISTING 2018/ 2019

THE UNDERGRADUATE PROGRAMME

Level 1

Semester I:

LEVEL: YEAR 1 SEMESTER I:

<table>
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<tr>
<th>COURSE CODE</th>
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<th>LECTURER OR COORDINATOR</th>
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<tbody>
<tr>
<td>HIST 1001</td>
<td>THE CARIBBEAN WORLD TO AD 1660</td>
<td>DR. J. TEELUCKSINGH</td>
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<tr>
<td>HIST 1306</td>
<td>ANCIENT AFRICA TO CA. 1000 CE</td>
<td>DR. L. BONATE</td>
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<tr>
<td>HIST 1406</td>
<td>RISE OF ATLANTIC EUROPE</td>
<td>T.B.A.</td>
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<tr>
<td>HIST 1801</td>
<td>INTRODUCTION TO ARCHAEOLOGY</td>
<td>T.B.A.</td>
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<td>HIST 1901</td>
<td>INTRODUCTION TO HERITAGE STUDIES</td>
<td>DR. ALLISON RAMSAY</td>
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<tr>
<td>PHIL 1004</td>
<td>INTRODUCTION TO PHILOSOPHY I</td>
<td>T.B.A.</td>
</tr>
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<td>FOUN 1001</td>
<td>English for Academic Purposes</td>
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<tr>
<td>FOUN 1106</td>
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SEMESTER II:

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<tr>
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<tbody>
<tr>
<td>HIST 1307</td>
<td>HISTORY OF AFRICA, CA. 1000-1860</td>
<td>DR. L. BONATE</td>
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<tr>
<td>HIST 1504</td>
<td>FOUNDATIONS OF SOUTH ASIAN CIVILIZATION</td>
<td>DR. S.A. SINGH</td>
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<td>HIST 1603</td>
<td>FOUNDATIONS OF THE AMERICAS</td>
<td>DR. J. TEELUCKSINGH</td>
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<tr>
<td>HIST 1703</td>
<td>INTRODUCTION TO HISTORY</td>
<td>DR. G. MATTHEWS</td>
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<td>HIST 1804</td>
<td>A SURVEY OF WORLD PREHISTORY</td>
<td>T.B.A.</td>
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<td>PHIL 1005</td>
<td>INTRODUCTION TO PHILOSOPHY II</td>
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# Level: Years II/III

## Semester I:

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<tr>
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<tbody>
<tr>
<td>HIST 2003</td>
<td>History of the West Indies 1660-1830</td>
<td>Dr. A. Ramsay</td>
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<tr>
<td>HIST 2005</td>
<td>Caribbean Economic History</td>
<td>Dr. J. Teelucksingh</td>
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<tr>
<td>HIST 2008</td>
<td>Colonial Latin America</td>
<td>T.B.A.</td>
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<td>HIST 2101</td>
<td>History of Latin America 1810 - 1910</td>
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<tr>
<td>HIST 2201</td>
<td>History of the U.S.A. to 1865</td>
<td>Dr. G. Matthews</td>
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<tr>
<td>HIST 2009</td>
<td>Colonialism in Africa, 1860-1960</td>
<td>Dr. L. Bonate</td>
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<tr>
<td>HIST 2401</td>
<td>Continuity and change in 19TH Century Europe</td>
<td>T.B.A.</td>
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<tr>
<td>HIST 2501</td>
<td>South Asian History 1500-1860</td>
<td>Dr. S.A. Singh</td>
</tr>
<tr>
<td>HIST 2601</td>
<td>Imperialism, 1763-1918</td>
<td>Dr. M. Toussaint</td>
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<tr>
<td>HIST 2805</td>
<td>The Pre-Colombian History of the Caribbean</td>
<td>T.B.A.</td>
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<tr>
<td>HIST 2806</td>
<td>Foundations of Modern Medicine</td>
<td>Dr. D. Mc Collin</td>
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<tr>
<td>FOUN 1301</td>
<td>Law, Governance, Economy and Society</td>
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<td>Science, Medicine and Technology in Society</td>
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<tr>
<td>HIST 2004</td>
<td>History of the West Indies since 1830</td>
<td>Dr. A. Ramsay</td>
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<tr>
<td>HIST 2102</td>
<td>Latin America, since 1910</td>
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<tr>
<td>HIST 2202</td>
<td>History of the U.S.A. since 1865</td>
<td>Dr. G. Matthews</td>
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<tr>
<td>HIST 2305</td>
<td>Contemporary Africa, 1960 to present</td>
<td>Dr. L. Bonate</td>
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<tr>
<td>HIST 2402</td>
<td>Conflict and Integration</td>
<td>T.B.A.</td>
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<td>HIST 2502</td>
<td>South Asia 1860 to the Present</td>
<td>Dr. S. A. Singh</td>
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<tr>
<td>HIST 2503</td>
<td>History of Modern China</td>
<td>Not offered 2018/2019</td>
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<tr>
<td>HIST 2602</td>
<td>Imperialism since 1918</td>
<td>Dr. M. Toussaint</td>
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<tr>
<td>HIST 2801</td>
<td>Research Methods &amp; Techniques in Archaeology</td>
<td>T.B.A.</td>
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<tr>
<td>HIST 2807</td>
<td>Digital History</td>
<td>Dr. D. Mc Collin</td>
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<tr>
<td>HIST 2901</td>
<td>Heritage Tourism, Preservation and Management in the Caribbean</td>
<td>Dr. Allison Ramsay</td>
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<td>FOUN 1301</td>
<td>Law, Governance, Economy and Society</td>
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## LEVEL: YEAR III ONLY

### SEMESTER I:

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<tr>
<td>HIST 3001</td>
<td>TOPICS IN THE HISTORY OF TRINIDAD &amp; TOBAGO, 1783-1898</td>
<td>DR. D. MC COLLIN</td>
</tr>
<tr>
<td>HIST 3003</td>
<td>WOMEN &amp; GENDER IN THE HISTORY OF THE ENGLISH SPEAKING CARIBBEAN</td>
<td>DR. G. MATTHEWS</td>
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<tr>
<td>HIST 3005</td>
<td>LAW &amp; SOCIETY IN MODERN TRINIDAD &amp; TOBAGO</td>
<td>NOT OFFERED 2018/2019</td>
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<tr>
<td>HIST 3503</td>
<td>THE ECONOMIC HISTORY OF MODERN INDIA 1757-1956</td>
<td>T.B.A.</td>
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<tr>
<td>HIST 3605</td>
<td>AFRICAN DIASPORA I</td>
<td>DR. M. TOUSSAINT</td>
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<tr>
<td>HIST 3613</td>
<td>THE MODERN INDIAN DIASPORA</td>
<td>DR. S.A. SINGH</td>
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<td>HIST 3025</td>
<td>AFRO-LATIN AMERICAN HISTORY</td>
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<tr>
<td>HUMN 3099</td>
<td>CARIBBEAN STUDIES RESEARCH PROJECT</td>
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### SEMESTER II:

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<tr>
<td>HIST 3002</td>
<td>TOPICS IN THE HISTORY OF TRINIDAD &amp; TOBAGO SINCE 1898</td>
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<td>HIST 3006</td>
<td>LAW &amp; BUSINESS HISTORY IN MODERN TRINIDAD &amp; TOBAGO</td>
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<td>HIST 3504</td>
<td>THE SOCIAL HISTORY OF MODERN INDIA, 1757-1947</td>
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<td>HIST 3601</td>
<td>CAPITALISM &amp; SLAVERY</td>
<td>DR. J. TEELUCKSINGH</td>
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<td>HIST 3603</td>
<td>FROM MONROE TO CASTRO</td>
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<td>HIST 3606</td>
<td>AFRICAN DIASPORA II</td>
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<td>HIST 3314</td>
<td>WOMEN AND GENDER IN AFRICAN HISTORY</td>
<td>DR. L. BONATE</td>
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<td>HIST 3615</td>
<td>THE INDIAN DIASPORA: GLOBAL DIMENSIONS</td>
<td>DR. S.A. SINGH</td>
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<td>HISTORICAL ARCHAEOLOGY</td>
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<td>HUMN 3099</td>
<td>CARIBBEAN STUDIES RESEARCH PROJECT</td>
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### SEMESTER III – MID-YEAR: TENTATIVE

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<td>T.B.A.</td>
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<td>HIST 2004</td>
<td>HISTORY OF THE WEST INDIES SINCE 1830</td>
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<tr>
<td>HIST 3314</td>
<td>WOMEN AND GENDER IN AFRICAN HISTORY</td>
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<tr>
<td>HIST 3719</td>
<td>HISTORICISING DESIRE: HUMAN SEXUALITY FROM THE KĀMASŪTRA TO THE VICTORIANS</td>
<td>T.B.A.</td>
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<tr>
<td>HIST 3720</td>
<td>CONTEXTUALISING DESIRE: HUMAN SEXUALITY FROM THE VICTORIANS TO “VIAGRA”</td>
<td>T.B.A.</td>
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</table>
THE CODING SYSTEM

1. \textit{HIST} = History (Faculty Course) for 3 Faculty Course Credits
2. \textit{FOUN} = Foundation course for 3 University Course Credits

ALL UNDERGRADUATE HISTORY COURSES IN 2018/2019 ARE SEMESTER COURSES FOR THREE CREDITS.

2. Courses beginning with the digit ‘1’ are Level I courses.
3. Courses beginning with the digit ‘2’ are Level II / III courses i.e. may be taken in your second \textit{OR} in your third year.
4. Courses beginning with the digit ‘3’ are Level III courses and may be taken \textbf{ONLY} by third year students. These courses may have prerequisites as explained in the following section.
5. \textit{HUMN} = Humanities final year research project for 6 Credits. This is a year-long course.

SYLLABUSES

LEVEL I / YEAR I COURSES

SEMESTER I:

HIST 1001: THE CARIBBEAN WORLD TO C. 1660 (COMPULSORY FOR HISTORY MAJORS)

COURSE DESCRIPTION/RATIONALE:
This course aims at introducing first year students to the major concepts of Caribbean History and will deal with the earliest inhabitants of the Caribbean and circum-Caribbean, conditions in Europe during the fifteenth century, the discovery of the New World, and the European presence. As envisaged, the course can be adequately covered during a single semester and although ten topics have been identified, it is understood that some of these will require longer treatment than others.

ASSESSMENT: In-Course Test: 15\% \quad \text{Term Paper:} \quad 25\% \quad \text{Final Examination:} \quad 60\%
HIST 1306: ANCIENT AFRICA TO CA. 1000 CE

COURSE DESCRIPTION/RATIONALE:
This is a survey course on the history of Africa from the earliest times up to ca. 1000 CE. It introduces students to the ancient history of the continent, including Saharan, Nile valley and sub-Saharan regions, and spanning from the origins and dispersal of the humankind and diffusion of domestication and other technologies to the emergence of the iron-based states (Meroe, Aksum, Nubia, Egypt, the Great Zimbabwe), globalized trade networks (Indian Ocean and Trans-Saharan) and world religions (Christianity, Judaism and Islam). The course also focuses on major scholarly debates and approaches such as European imperialist historiography versus Afrocentrism; Hamitic hypothesis versus black Egypt theory and “scientific” imperialist racism; and the importance of the physical anthropology and genetics for the understanding of the evolution of human skin color and racism. A variety of methodologies and sources such as archaeology, fossil studies, genetics, and historical linguistics are addressed as well.

NOTE: Classes affected by Public Holidays may be rescheduled online.

ASSESSMENT: Coursework: 40% Final Examination: 60%

HIST 1406: RISE OF ATLANTIC EUROPE 1400-1800

COURSE DESCRIPTION/RATIONALE:
This course provides explanations for the establishment (between the 15th and 18th centuries) of a “European World – economy” with the Atlantic states of Europe as its hub or core. While the focus will be on economic developments, political and social structures will be considered in so far as they help to explain this phenomenon.

ASSESSMENT: In-Coursework Test: 15% Coursework Essay: 25% Final Examination: 60%

HIST 1801: INTRODUCTION TO ARCHAEOLOGY

COURSE DESCRIPTION/RATIONALE:
This course introduces the principles, methods, techniques and goals of Archaeology. The nature of archaeological evidence, their interpretation and related problems are examined. Students will be introduced to elementary surveying and excavation techniques, mapping and recording systems in Archaeology, as well as analysis (sorting, cataloguing, and classification) of archaeological data.

ASSESSMENT: Assignments: 10% Class Attendance and Tutorial Participation: 5% Laboratory Exercises: 20% Coursework Essay: 25% Final Examination: 40%

HIST 1901: INTRODUCTION TO HERITAGE STUDIES

COURSE DESCRIPTION/RATIONALE:
This course provides an introduction to some of the key subjects in the field of heritage studies such as history, culture, preservation, heritage management and heritage tourism. The course will expose students to both intangible and tangible sources of heritage such as oral history, festivals, museums and underwater cultural heritage. Concepts such as culture, memory, cultural and Caribbean identities will also be explored within the course.

ASSESSMENT: In-course: 50% Final Examination: 50%
PHIL 1004: INTRODUCTION TO PHILOSOPHY

COURSE DESCRIPTION/RATIONALE:
This course represents Module 1 of a two-module programme that seeks to provide an introduction to some of the main concepts and issues in ethical thinking. Since Philosophy itself is made up of a number of branches (each important in its own right). This course will concentrate on some of the more basic everyday problems which the subject engages, while providing generally some access to some social and modern theories. These problems are selected, and focused, with the intention of encouraging, and committing, participants to develop analytical thinking.

ASSESSMENT: Coursework: 40% Final Examination: 60%

SEMESTER II:

HIST 1307: HISTORY OF AFRICA, CA. 1000-1860

COURSE DESCRIPTION/RATIONALE:
This is a survey course of the history of Africa from ca. 1000 CE to 1860. It starts with a time of great upsurge in civilizational transformations across the continent, including the deepening of Christianity in Ethiopia, the entrenchment of Islam beyond the original conquered territories of North Africa into Ethiopia, East and West Africa, and the creation of vast empires such as Ghana, Mali, Songhai, and Swahili urban civilizations. Furthermore, the socio-political, economic and cultural transformations of the continent resulting from these changes are addressed. The second part of the course deals with the role of the African continent in the formation of the Atlantic World following the expansion of the European trade interests. This part focuses on the development of the international slave trade from the 15th century onwards and examines its economic, political and socio-cultural impact and consequences for the continent.

ASSESSMENT: Coursework: 40% Final Examination: 60%

HIST 1504: FOUNDATIONS OF SOUTH ASIAN CIVILISATION

COURSE DESCRIPTION/RATIONALE:
This course involves a survey of the main themes and debates in the history and civilization of South Asia up to 1500. Topics include: the ecological setting (climate, landscape and people in South Asia); the Indus culture, the Aryan Age and the spread of Brahmanical influence to South India; State and Empire in India; expansion overseas and contacts with the wider world; the development of Hinduism and heterodox systems (Buddhism and Jainism); change and development in the social system (varna, caste and jati); the changing position of women; patterns of economic activity; the impact of the Classical Age and of Islam; change and continuity in South Asian History.

ASSESSMENT: In-Course Test: 10% Tutorials: 10% Coursework Essay: 20% Final Examination: 60%
HIST 1603: FOUNDATIONS OF THE AMERICAS

COURSE DESCRIPTION/RATIONALE:
The themes include the earliest Americans; the Agricultural Revolution and its impact; Amerindian civilisations before the European conquests; Aboriginal demography c. 1500; Iberian exploration, conquest and colonization in the 16th century; the church and colonial society; the colonization of Brazil; the genesis of African slavery in Spanish America and Brazil; international relations in the 16th and early 17th centuries; England and France in America to 1650; white servitude and black slavery in the Americas; the formation of the British and French New World empires 1650 – 1700; the colonial world in the Americas c. 1700; comparative slave systems in the Americas to 1750; the frontier in New France, Anglo-America and Brazil; the process of creolization; the start of the movement for Independence in the Americas.

ASSESSMENT: In-Course Test: 15% Coursework Essay: 25% Final Examination: 60%

HIST 1703: INTRODUCTION TO HISTORY (Compulsory for History Majors, Minors and Specials)

COURSE DESCRIPTION/RATIONALE:
This is a foundational course that teaches students about history, the academic discipline. It is divided into three broad sections. The first examines the nature and the purpose of history, as well as the craft of the historian. The second division focuses on the nature, the authenticity and usefulness of documentary, material and oral sources that are used to write history, as well as on historical explanation and issues regarding historical objectivity and subjectivity. The third section looks at the genres or variants of history and the strengths and limitations of using certain kinds of materials such as newspapers, interviews and public and private papers to write history. The modules of the course provide an excellent exploration that will enable students to adequately engage the study of the courses offered by the Department of History both at the undergraduate and postgraduate levels.

ASSESSMENT: In-course Test: 15% Coursework Essay: 25% Final Examination: 60%

HIST 1804: A SURVEY OF WORLD PREHISTORY

COURSE DESCRIPTION/RATIONALE:
This course provides a general introduction to world prehistory, which involves the broad sweep of human evolution in all parts of the world up to what we now call the historic period, which began at different times in different places. Of necessity, this course will concentrate on certain broad themes such as:

a) The cultural and physical manifestations of our early human ancestors.
b) The origins and development of food production and settled village life and
c) The emergence of the first literate complex societies, with towns, bureaucracies and rulers.

ASSESSMENT: Assignments: 30% Coursework Essay: 25%
Tutorial Attendance & Presentations: 5% Final Examination: 40%
PHIL 1005: INTRODUCTION TO PHILOSOPHY II

COURSE DESCRIPTION/RATIONALE:
This course is the second part of the two-module programme that seeks to provide an introduction to some of the main concepts and issues in contemporary philosophical thinking. Since Philosophy itself consists of a number of branches, each important in its own right, this course will concentrate on some of the basic problems of modern philosophy. The selection of issues will focus on encouraging and committing participants to develop analytic thinking, and grounding their arguments on rational judgments.

The course can be considered as a logical outcome of module PHIL 1004 completed in Semester I.

ASSESSMENT: Coursework: 40% Final Examination: 60%

LEVEL II/III /YEAR II/III COURSES

(THERE ARE NO PREREQUISITES FOR LEVEL II COURSES)

NB: LEVEL II COURSES CAN ONLY BE TAKEN IN YEAR II OR YEAR III

SEMESTER I:

HIST 2003: HISTORY OF THE WEST INDIES 1660-1830
(Compulsory for History Majors and Teachers)

COURSE DESCRIPTION/RATIONALE:
This is a survey course of the major developments in West Indian History 1600-1830. The geographic scope of the course includes the Spanish, British, French, Dutch and Danish West Indies. It begins with the establishment of colonies in the West Indies and the expansion of sugar and enslavement as central components in the development of the colonies. The course ends in the 1830s with the abolition of chattel slavery in the British Colonies. The major topics which will be examined include: The Geo-politics of the Caribbean in the 17TH Century, Colonial Administration, the Development of Plantations, the Sugar Revolution, Social Organisation, War and Trade, the Spanish Economic Revolution, the Development of the Haitian Republic, Religion, and Anti-Slavery movements.

ASSESSMENT: Tutorials: 10% In-Course Test: 10% Term Paper: 20% Final Examination: 60%

HIST 2005: CARIBBEAN ECONOMIC HISTORY

COURSE DESCRIPTION/RATIONALE:
This course surveys the economic history of the Caribbean. It begins with the economy of the First Peoples and ends with analysis of the Caribbean in an increasingly globalised world. It is designed for history students wishing to take specialised courses in Economic History and for Social Sciences students wishing to use history as a tool for understanding the economic developments of the region. There is a strong focus on questions of economic theory as well as historical interpretation. The topics covered include: Theorising Caribbean Economic Development, The First Caribbean Economies, The Plantation System, The Labour Systems and Demographic Changes, Sugar in the 20th and 21st Centuries, The Modern Agricultural Sector, The Commercial Sector, Integration into the World Economy, Caribbean Economic Integration and Issues in Caribbean Economic Development
**HIST 2008: COLONIAL LATIN AMERICA**

**COURSE DESCRIPTION/RATIONALE:**
The course surveys the development of Latin America from c. 1492 to 1810. It investigates how Africans, Iberians, and indigenous American and Caribbean peoples lived immediately prior to Columbus’s landfall and how each group experienced the encounter and its consequences. The course traces the evolution of the first European empires in the Americas (the Spanish and the Portuguese) and examines how diverse peoples and factors facilitated or resisted the expansion of European cultural, political, religious, economic and social structures, with particular attention given to causes and effects of the collapse of Aztec and Inca empires. The course concludes with the monarchical crises and breakdown of the Spanish ruling systems in the Americas, except in Cuba and Puerto Rico, and the transfer of the Portuguese royal court to Brazil, at the turn of the nineteenth century.

**ASSESSMENT:**
Coursework: 40%
Final Examination: 60%

**HIST 2009: COLONIALISM IN AFRICA, 1860-1960**

**COURSE DESCRIPTION/RATIONALE:**
This is a survey course of the history of Africa from ca. 1860 to ca. 1960. It focuses on the preliminaries (the mid-19th c.), imposition and development of the British, French, Belgian, German and Portuguese colonialisms in Africa. The course is designed to provide students with key concepts, themes, theoretical debates, and historical trajectories of these colonialisms. It focuses on colonialism as a highly diverse process, with wide geographical, economic, political and cultural variations, encompassing distinctive styles of governance among different nations. The colonized regions of the continent were also extraordinarily diverse and the responses of African peoples to Europeans colonialism varied both in time and place. Grasping this diversity in contexts, processes and outcomes is crucial to understanding the history of modern Africa. The legacies of this colonialism are still perceptible in contemporary world.

**ASSESSMENT:**
Coursework: 40%
Final examination: 60%

**HIST 2101: LATIN AMERICAN HISTORY 1810 – 1910**

**COURSE DESCRIPTION/RATIONALE:**
This course surveys the major political, social, and economic events, forces, and figures in Latin America throughout the long nineteenth century. The course surveys the History of the region beginning with the collapse of the Spanish ruling system in Spanish America and the transformation of the Portuguese Empire in Brazil. It examines the causes and effects of the independence movements in Latin America, and concludes at the dawn of the twentieth century. The course focuses on Cuba’s anti-colonial and abolition struggles and expansion of the colonial sugar economy and on the challenging trajectories of newly independent states and societies in Mexico, Brazil, Venezuela, and Argentina throughout the 1800s. The course is structured by lectures and student participation and draws support from various sources, including primary documents, scholarly interpretative texts, film, and Latin American literary, political, and social voices.

**ASSESSMENT:**
Coursework: 40%
Final Examination: 60%
HIST 2201: HISTORY OF THE UNITED STATES TO 1865

COURSE DESCRIPTION/RATIONALE:
This course examines the political, economic and social developments taking place in the United States of America in the period from the American Revolution that began in 1776 to the Civil War ending in 1865. The early modules of the course include the revolutionary war, the declaration of independence, the Articles of Confederation and the drafting of a permanent constitution and are largely political and constitutional in nature. These modules focus on the experiences of the young American nation taking shape and forging its identity. The middle section examines the leadership styles and policies of the Presidents who succeeded George Washington such as Thomas Jefferson and his style of democracy, John Adams and his second ‘war of independence’ with Great Britain better known as the War of 1812 and James Monroe and the so called ‘Era of Good Feelings’. In the third quarter of the course students will investigate the threats that undermined the new Union. Topics such as Jacksonian democracy and the treatment of the Native American people, the Bank of the United States, patronage and tariffs will take centre stage. The last modules include the American anti-slavery movement, northern and southern economy and society and the great compromises of mid-nineteenth century America that led to the catastrophe of the Civil War. It is an exciting course which transforms students from a pedestrian knowledge of episodes in American history popularized by television to a scholarly understanding of these topics.

ASSESSMENT: In-Course Test: 10% Tutorial: 10% Coursework Essay: 20% Final Examination: 60%

HIST 2401: CONTINUITY AND CHANGE IN 19TH CENTURY EUROPE

COURSE DESCRIPTION/RATIONALE:
This course offers a broad survey of the key economic, social, political and ideological processes in 19th century Europe. The course will explore aspects of continuity and change in the modernisation of European society focusing on the nature of legacies of the political revolution in France and the Industrial revolution beginning in Britain.

ASSESSMENT: In-Course Exam: 15% Coursework Essay: 25% Final Examination: 60%

HIST 2501: SOUTH ASIAN HISTORY 1500-1860

COURSE DESCRIPTION/RATIONALE:
This course provides a survey of the history of the Indian sub-continent from the advent of the Mughals to the assumption of Crown Rule by Britain. Topics include: Hindu beginnings and Islamic penetration; The establishment of the Mughal Empire and its political, economic and social policies; The state and the cultivator; Akbar and the imperial idea; Islam in Indian life, Conversion and new religious currents; The Hindu South, the Sikhs and the Marathas; Mughal decline and Western intrusion; Trade, tribute and empire in the 17th and 18th centuries; British attitudes towards India, social and cultural contacts to 1850 and the Indian response; The Bengali Renaissance; the 1857 Revolt and its aftermath.

ASSESSMENT: In-Course Test: 10% Tutorials: 10% Coursework Essay: 20% Final Examination: 60%
**HIST 2601: IMPERIALISM, 1763-1918**

**COURSE DESCRIPTION/RATIONALE:**
This course examines the characteristics of imperialism over the period 1763-1918. It discusses the reasons why some nations became dominant and others were dominated. The aims, methods and systems used by the imperial powers to administer their empires will be analysed to show how these varied (a) among the imperial powers and (b) at different time periods. In addition, the nature of the relationship between imperial powers and the subjugated peoples will be examined. In particular, the phenomenon of the ‘new Imperialism’ will be addressed and the overall impact and legacy of imperialism will be assessed.

**ASSESSMENT:** Tutorial attendance and Participation: 10%  
Coursework Essay: 20%  
In-Course Test: 10%  
Final Examinations – 60%

**HIST 2805: THE PRE-COLUMBIAN HISTORY OF THE CARIBBEAN**

**COURSE DESCRIPTION/RATIONALE:**
Spanning from 5000 BC to 1492, this second level course provides a general survey of the migration patterns, subsistence, technology, settlement systems, socio-political organization, worldview and trade networks of the major pre-Columbian societies in the Caribbean. A central part of the course is the critical examination of controversial issues in Caribbean Pre-Columbian History, such as the appropriate use of the terms “Arawak”, “Carib”, Ortoiroid, “Saladoid”, Ciboney”, and “Taino” as well as the alleged cannibalism of the Island-Caribs. The course is based on the premise that pre-Columbian peoples in fact had a history before the arrival of Christopher Columbus. Archaeology, ethnography and ethnohistory will be used in tandem in order to provide students with a holistic view of the histories of these various societies.

**ASSESSMENT:** Assignments: 10%  
Laboratory Exercises: 10%  
Group Project: 40%  
Final Examination: 40%

**HIST 2806: FOUNDATIONS OF MODERN MEDICINE**

**COURSE DESCRIPTION/RATIONALE:**
This course aims to present an analytic survey of the changes in the European tradition of medicine - which includes medicine in the Caribbean - from its earliest beginnings to the period of its most rapid change. The course will emphasize how traditional procedures of diagnosis, surgery, disease prevention, drug therapy, and patient care have changed under the increasing impact of “scientific” modes of investigation, so as to produce, by the 21st century, a form of medicine radically different from that practised two hundred years before. This course is a study of the history of medicine from antiquity to the present day. It explores the ideologies, societies and practices of the past that have been pivotal to the development of the medical tradition as we know it today. It also relates medical ideas to broader cultural movements and provides an exploration of alternative medicine in particular regions throughout time to broaden the understanding of parallel movements of medical ideas.

**ASSESSMENT:** Coursework: 40%  
Final Examination: 60%
SEMESTER II:

HIST 2004: HISTORY OF THE WEST INDIES SINCE THE 1830s (Compulsory for Majors)

COURSE DESCRIPTION/RATIONALE:
This course surveys the Caribbean in the changing environments of the nineteenth and twentieth centuries and introduces the twenty first century. The course therefore examines the transition from the colonial West Indies to the modern West Indies. The areas examined include: British, French and Spanish Emancipation, Post Emancipation Adjustments, Foreign Intervention, Resistance and Revolution, the French Overseas Departments, Constitutional Reform and Independence in the British West Indies, Cuban Independence, Economic Development in the 20th Century, the Rise of Caribbean Leaders/Personalities, and Caribbean Integration. It ends with “Re-thinking” the Caribbean in the 21st Century. Particular emphasis is placed on continuities and changes during this period.

ASSESSMENT: Tutorials: 10%  In-Course Test: 10%  Term Paper: 20%  Final Examination: 60%

HIST 2102: HISTORY OF LATIN AMERICA 1910

COURSE DESCRIPTION/RATIONALE:
This course surveys the History of Latin America throughout the twentieth century to modern times. It begins with the US intervention in the Cuban struggles for liberation, continues through the Mexican Revolution and finally delves into Brazilian, Argentine, and Chilean politics, society and economics under various ‘strongmen’ rulers, military dictatorships, and ultimately, democratic consolidations. The course focuses on the Latin American search for social justice, democratic practice, and defence against outside encroaching powers. The roles of indigenous peoples and African descendants, as well as women, are highlighted as they struggled to modernise while seeking alternative routes to modern challenges. The course also focuses on the Cuban Revolution and its extension as a seminal event in the Latin American twentieth century.

ASSESSMENT: Coursework: 40%  Final Examination: 60%

HIST 2202: HISTORY OF THE UNITED STATES SINCE 1865

COURSE DESCRIPTION/RATIONALE:
This course is the corollary to HIST 2201. Whereas in the first semester the emphasis was on the building of a nation and its demise through civil war, HIST 2202 is largely dominated by the economic activity of the US/ American industrial revolution. Before students delve into the history of American industrialization, however, they analyse the political, economic and social ramifications of the reconstruction process of 1865 to 1877. Thereafter students delve into the people, machines, resources and industries that turned the wheels of America’s ‘Gilded’ or industrial age. They will study the immigration, urbanization and bossism or politics of the ‘Gilded Age’. ‘How the West Was Won’ is another intriguing topic covered in the course. Cattle driving, mining, farming on the western prairie land and wars, treaties and reservations for the Native American people as well as extermination of the buffalos will capture the students’ attention here. By the very end of the nineteenth century, the students’ attention will be turned to American imperialism followed by the boom and bust in the American economy in the 1920s and 1930s, the African American Civil Rights movement of the mid-twentieth century and America’s involvement in the Vietnam War from 1954 to 1975.

ASSESSMENT: Incourse Test: 10%  Tutorial: 10%  Coursework Essay: 20%  Final Examination: 60%
HIST 2305: CONTEMPORARY AFRICA, 1960 TO PRESENT

COURSE DESCRIPTION/RATIONALE:
This is a survey course of History of Africa from the period when first independent African countries emerged in the late-1950s and early 1960s and up to the present. The course focuses on major issues that have influenced the continent’s political, social and economic development during this time. After revising colonialism and its legacies, the course will proceed examining such important topics as decolonization and independence, liberation ideologies, movements and Pan-Africanism; the causes of long stretches of economic and political instability and attempts to overcome dependency; as well as, ethnic and other social violence; the nature and evolution of the state and civil society in Africa; and Islamic fundamentalism and terrorism.

ASSESSMENT: Coursework: 40% Final Examination: 60%

HIST 2402: CONFLICT AND INTEGRATION IN 20TH CENTURY EUROPE

COURSE DESCRIPTION/RATIONALE:
This course traces the origins and impact of the First World War. Central themes in this upheaval were the crisis in democratic states and the emergence of totalitarian regimes in the inter-war period. It will examine the extent to which economic, social and ideological polarisation were superseded by a new process of integration in European society after the Second World War, as Europe adjusted to its role in a New World Order.

ASSESSMENT: In-Course: 15% Courswork Essay: 25% Final Examination: 60%

HIST 2502: SOUTH ASIA 1860 TO THE PRESENT

COURSE DESCRIPTION/RATIONALE:
This course is the third segment of a programme of work in which South Asian civilisation has been traced from its early beginnings to the present. This part of the programme examines the process of historical development in South Asia from mid-19th century to post-colonial India.

ASSESSMENT: In-Course Test: 10% Tutorials: 10% Coursework Essay: 20% Final Examination: 60%

HIST 2602: IMPERIALISM SINCE 1918

COURSE DESCRIPTION/RATIONALE:
This course analyses the historical developments which contributed to the collapse of Europe’s colonial empires. The colonial policies and practices of different imperial powers are compared, changes in their methods over time are identified and their impact on the colonized world is discussed. The response to the imperial presence and the rise and progress of the movement for decolonization are analyzed with special reference to nationalism, socialism and Pan Africanism. Case studies of specific national liberation movements from different parts of the colonized world are discussed.

ASSESSMENT: Coursework Essays: 40% Final Examinations: 60%
HIST 2801: RESEARCH METHODS AND TECHNIQUES IN ARCHAEOLOGY

COURSE DESCRIPTION/RATIONALE:
This course covers the theoretical concepts and methodologies of practical field archaeology. Particular emphasis is placed on introducing the student to basic techniques of archaeological survey, mapping, data recovery, conservation, post-excavation, analysis, interpretation and report writing. It will also deal with Cultural Resource Management and such issues as the ethics and politics of excavation and preservation.

Opportunities will be given for students to participate in excavation and/or post-excavation work.

ASSESSMENT: Coursework: 60%  Final Examination: 40%

HIST 2807: DIGITAL HISTORY

COURSE DESCRIPTION/RATIONALE:
This course is designed to expose the student of history to the digital world (the world of online resources and communication) in an academic context. It examines the theoretical and practical elements of the expressions of history online and the potential and shortcomings of such resources. In this hands-on exploration of the digital world’s continuous impact on the humanities, students are introduced to the major themes, issues and developments surrounding the research, writing, assessment and presentation of history online. Students will learn about the history of the internet and explore its evolving relationship with the humanities and history. By the end of the course they will understand how to effectively conduct research, assess and write history online, gain information about interactive academic tools (such as interactive history maps, timelines, games and the 3D virtual world) and possess practical knowledge about the basics of developing a Caribbean history webpage.

ASSESSMENT: Coursework: 40%  Final Examination: 60%

HIST 2901: HERITAGE TOURISM, MANAGEMENT AND PRESERVATION IN THE CARIBBEAN

COURSE DESCRIPTION/RATIONALE:
The course introduces students to the concepts of heritage, heritage tourism, heritage management, and tourism. It examines some challenges and trends in the management of tangible and intangible heritage and highlights the role of international and regional agencies involved in tourism. Heritage preservation in the Caribbean and the UNESCO World Heritage sites in the Caribbean are also discussed.

In-course: 50 %  Final Examination: 50%

LEVEL III /YEAR III COURSES

LEVEL III COURSES MAY ONLY BE READ BY LEVEL III /YEAR III STUDENTS

MAJORS MUST READ AT LEAST FOUR.

(Please note that the Department reserves the right to limit entry to Level III /Year III courses)
**SEMESTER I:**

**HIST 3001: TOPICS IN THE HISTORY OF TRINIDAD AND TOBAGO 1783-1898**  
**PREREQUISITE:** Any Level II Course in Caribbean History

**COURSE DESCRIPTION/RATIONALE:**  
This course examines the main features of the historical development of Trinidad and Tobago during the 18th and 19th centuries. Periods and events of historical significance across the two centuries are identified and discussed with the aid of primary sources. Special attention is paid to the following topics; The establishment and fortunes of plantations, The Experiences of enslaved Africans, free coloureds, freed Africans and immigrants, Political and constitutional developments especially the union of Trinidad and Tobago and Education and Culture.

Students are encouraged to identify the historical underpinnings of present day issues and use historical knowledge to formulate possible solutions to current national problems.

**ASSESSMENT:** Coursework: 40%   
Final Examinations: 60%

**HIST 3003: WOMEN AND GENDER IN THE HISTORY OF THE ENGLISH SPEAKING CARIBBEAN**  
**PREREQUISITE:** Any Level II Course in Caribbean History

**COURSE DESCRIPTION/RATIONALE:**  
The primary objective of this course is to make students cognizant of the need to read and write the history of the English Caribbean with an eye on gender. The course stands on the premise that men and women did not experience the past in the same way and thus it is necessary to reinterpret the history by paying attention to women who have been largely ignored in the original historiography. Students will trace the history of the study of women and gender in higher level educational institutes of the Caribbean. They will survey the sources available for writing women and gender and explore gender systems as a tool with which to analyse the evolution of Caribbean societies. Thereafter, the focus will be on the past experiences of Amerindian, European, African, Indian and Chinese women in the British West Indies. In the final modules of the course the emphasis will be less on racial groups of women and more on the work, educational and socio-political experiences of all women inhabiting the region from the end of the nineteenth and into the twentieth century.

**ASSESSMENT:** Tutorial Attendance & Participation: 10%   
Essay: 30%   
Final Examination: 60%

**HIST 3005: LAW AND SOCIETY IN MODERN TRINIDAD AND TOBAGO (NOT OFFERED IN 2015/2016)**  
**PREREQUISITE:** Any Level II /Year II course in Caribbean History

**COURSE DESCRIPTION/RATIONALE:**  
This is an interdisciplinary course which examines the role of Law in the shaping of selected aspects of life in modern Trinidad and Tobago. The topics covered include:

1. The Reception of English Law in Trinidad (the legal system, sources, reasoning, evidence and proof)  
2. Jurisprudence and Legal Concepts (including Rights, Duties, Conduct, Persons)  
3. The History of Legal Thought (including Natural Law, Positivism, Historical and Anthropological Approaches; the Economic and Marxist Approach)  
4. American Realism, Sociological Jurisprudence and the Sociology of Law  
5. Law Making and Law Reform in modern Trinidad and Tobago with special emphasis on the following: Law and Domestic Life; Law Making and Law Reform in modern Trinidad & Tobago with special emphasis on the following: Law and Domestic Life; Law and Women; law and the Workplace; Law and public Policy
ASSSESSMENT: Coursework Essay: 40% Final Examination: 60%

HIST 3025: AFRO-LATIN AMERICA)

COURSE DESCRIPTION/RATIONALE:
This course surveys the development of African-derived cultural spaces in Latin America with emphasis on Cuba, Haiti, and Brazil. Spanning the 16th to the 19th centuries, the course begins by studying western Africa on the eve of the transatlantic slave trade and continues through the rise of sugar, slavery, resistance emancipation, and revolutions. Taking an interdisciplinary, eclectic approach to the study of African-derived Latin American history, the course delves into the transfer and resilience of African cultural, ideological and religious traditions in Brazil and the Spanish – speaking circum – Caribbean.

ASSSESSMENT: Coursework: 40% Final Examination: 60%

HIST 3503: THE ECONOMIC HISTORY OF MODERN INDIA, 1757 – 1956
PREREQUISITE: none

COURSE DESCRIPTION/RATIONALE:
This is a course that aims at providing an understanding of the nature and development of Indian Economy during the colonial rule from 1757 to 1947. It is designed to provide explanations and insights into the transition in Indian Economy during British rule and the development in the areas of trade, industry and banking.

ASSSESSMENT: Coursework: 40% (components will vary) Final Examination: 60%

HIST 3605: AFRICAN DIASPORA I: FROM EARLIEST TIMES TO AD 1800
PREREQUISITE: Any TWO Level II / Year II course in History

COURSE DESCRIPTION/RATIONALE:
The rationale behind this course and the follow-up “African Diaspora II: A.D. 1800 to Present Times”, is to present a revisionist interpretation of the place of Africa, native Africans and African diasporas in Europe, Asia and the New World by A.D. 1800. This is to counter the received ‘Hegelian’ and ‘scientific-racist’ views of the 19th century North Atlantic world, to the effect that Africa and African-descended people constituted a ‘civilisational nullity’ until the era of contact with the North Atlantic world from the 15th century.
Special focus will be given to the history of the evolution of negative views of Africa and African-descended people from the writings of certain ancient Jewish, Talmudic thinkers, through the writings of medieval Muslim intellectuals and then through the 19th-century school of scientific racism across the North Atlantic.

ASSSESSMENT: Coursework: 40% Final Examination: 60%
HIST 3613: THE MODERN INDIAN DIASPORA
Pre-requisite: none

COURSE DESCRIPTION/RATIONALE:
This course will examine the dispersal and settlement of the modern Indian Diaspora from the early nineteenth century up to the time of Indian independence.
The following themes will be covered in the course: The dispersal of Indians in the period before the colonial encounter, The social and economic conditions in nineteenth century colonial India, Indentureship and the kangani systems, The historical conditions of settlement in plantation colonies, Conflict and community formation, The attitude of colonial authority to Indian communities overseas, Indian diasporic communities and the struggle for independence in India, Resistance and accommodation, Indians and the anti-colonial movements in their various countries of settlement, Class formation, labour and political struggles, The cultural/religious question and the problems of identity, The role of women in the consolidation of communities and Indian diasporic communities and the sub-continent in the post-independence period.

ASSESSMENT: Tutorials: 10% Coursework Essay: 30% Final Examination: 60%

SEMESTER II:

HIST 3002: TOPICS IN HISTORY OF TRINIDAD AND TOBAGO SINCE 1898
PREREQUISITE: Any Level II/ Year II course in Caribbean History, except FOUN 1101

COURSE DESCRIPTION/RATIONALE:
With reference to documents, this course examines some of the main themes in the history of Trinidad & Tobago in the 20th Century. It discusses political, social, economic and cultural developments out of which the fabric of present day society is woven. It looks at the nature of relationships between the various groups which comprise the society of Trinidad & Tobago as well as those existing between the composite parts of the unitary colony/state up to about 1990. The course also includes discussion on those outstanding sons/daughters of Trinidad & Tobago who have made significant contributions to life in local, regional and international circles.

ASSESSMENT: Coursework Essays: 40% Final Examinations: 60%

HIST 3006: LAW AND BUSINESS HISTORY IN MODERN TRINIDAD AND TOBAGO (NOT OFFERED IN 2017/ 2018)
PREREQUISITES: Any Level II / Year II Caribbean History course.

COURSE DESCRIPTION/RATIONALE:
This is an interdisciplinary course which examines the intersection between law and the history of business in Trinidad and Tobago since 1900. It includes the following topics; Jurisprudence Revisited: Economic interpretations of the law; law and economics; the development of Contract; the concept of Property and Property Rights; the legal theory of the Firm; law and Entrepreneurship, The regulatory environment: the history of Company law reform in Trinidad and Tobago, Business development in Trinidad: beyond the Plantation; the history of Land legislation; the law and agriculture, Small business and the informal sector: hucksters, shopkeepers; small family enterprises. The law and industry: State business in Trinidad and Tobago; the Trans-national corporations, Money, Banking and Commerce: the development of financial institutions; credit unions and conglomerates; the history of Taxation, Human Capital: the history of the professions, New disciplines: Globalization and trade in historical perspective; preferences; free trade; competition; Regional Trading Organizations and the WTO.

ASSESSMENT: Courswork Essay: 40% Final Examination: 60%
HIST 3314: WOMEN AND GENDER IN AFRICAN HISTORY, CA. 1000-1960s

COURSE DESCRIPTION/RATIONALE:
The field of African history has been enriched immensely by the important contributions of the studies of women and gender. Recent scholarship has highlighted that gender is constructed and shaped by larger social, economic, cultural, political and religious conditions and that gender is not a synonym for ‘women’ alone, but it also applies to men, masculinity, homosexuality and intersex conditions and experiences. This course will focus largely on women from the pre-colonial through colonial periods and discuss how power shapes and is shaped by gender relations. It explores changing ideas about sexual and gender difference in Africa during the modern period stretching from ca. 1500s up until the end of colonialism to ca. 1960s.

ASSESSMENT: Coursework: 50% Final Examination: 50%

HIST 3504: THE SOCIAL HISTORY OF MODERN INDIA, 1757 – 1947

PREREQUISITES: None

COURSE DESCRIPTION/RATIONALE:
This is a course that aims at providing an understanding of the nature of Indian society at the commencement of colonial rule, the perceptions of the English and, the attempts of the colonial state to intervene in this society through its own systems and ideas of progress, the reactions of the indigenous society and the social changes that occurred during the colonial period under Company and Crown rule.

ASSESSMENT: Coursework: 40% (components may vary) Final Examination: 60%

HIST 3601: CAPITALISM AND SLAVERY

COURSE DESCRIPTION/RATIONALE:
This course is grounded in substantive analysis of Eric Williams’ seminal work *Capitalism and Slavery*. The students are engaged in historiographical, theoretical and conceptual debates. The areas examined include the content of the book, the historiography before and after its publication, the historiographical debate generated, new areas of scholarship spawned by the book and the impact of the text on Caribbean economic thought.

ASSESSMENT: Tutorials: 10% Coursework Essay: 30% Final Examination: 60%

HIST 3603: MONROE TO CASTRO UNITED STATES RELATIONS WITH LATIN AMERICA AND THE CARIBBEAN

PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY, U.S. OR LATIN AMERICAN HISTORY

COURSE DESCRIPTION/RATIONALE:
This course is intended to give the student an insight into the historical evolution of U.S. relations with Latin America and the Caribbean since the enunciation of the Monroe Doctrine until the end of the Cuban missile crisis. It examines the implications of the Monroe Doctrine and Manifest Destiny ideology in the context of U.S. territorial expansionism in the 19th century and treats that expansionism against the background of West European rivalry for trade, territory and political influence in Latin America and the Caribbean. The emergence of the U.S.A. as a world power following the Cuban/Spanish/American war; the growth of gun-boat and dollar diplomacy; and the U.S. reaction to the rise of Latin American and Caribbean nationalism between the two world wars are also themes that are addressed. The course ends with an examination of the drive towards the creation of a U.S.-led Pan-American system, formalised in the creation of the Organisation of American States, and the implications of that system for Latin America and the Caribbean in the context of the Cold War up to the Cuban revolution.
HIST 3606: AFRICAN DIASPORA II: AD 1800 TO PRESENT TIMES
PREREQUISITES: Any TWO Level II /Year II courses in History

COURSE DESCRIPTION/RATIONALE:
This course covers the major developments which have shaped the history of Africa, Africans and diaspora communities worldwide, from the age of Abolitionism and Emancipation to the present time. Emphasis will be placed on the survival initiatives, cultural and otherwise, of African-descended communities in the various parts of the New World; on the comparative historical experience of African diaspora communities; and on linkages between these communities.

ASSESSMENT: Coursework: 40% Final Examination: 60%

HIST 3615: THE INDIAN DIASPORA: GLOBAL DIMENSIONS
PRE-REQUISITES: NONE

COURSE DESCRIPTION/RATIONALE:
This course covers the development and experiences of Indian diaspora communities, which were generated generally through various phases and stages of free migration outside of the indenture context. Indian diaspora communities in such locations as North America, Europe, Asia, Africa and the “country profiles” of the Indian diaspora. The course also explores the many trends that have emerged, both within and across communities, in such areas religion and culture, business and entrepreneurship, gender dynamics and popular culture (music, dance, cinema, literature).

ASSESSMENT: Coursework: 40% Final Examination: 60%

HIST 3801: HISTORICAL ARCHAEOLOGY
PRE-REQUISITES: HIST 1804 OR HIST 2801

COURSE DESCRIPTION/RATIONALE:
The course provides a general survey of historical archaeology: its definitions, techniques and methodological approaches; sources used by historical archaeologists and their limitations; material culture of the historical period generally, as well as analytical approaches to different types of evidence.

ASSESSMENT: Coursework: 40% Final Examination: 60%
**SEMESTER III (SUMMER) LEVEL III**

**HIST 3719 - HISTORICISING DESIRE**
HUMAN SEXUALITY FROM THE KĀRMASŪTRA TO THE VICTORIANS (Not Offered in Semester I/II)

**COURSE DESCRIPTION/RATIONALE:**
This course traces the various theological and cultural attitudes, ideas and behaviours that have, from Neolithic times to the Victorian period, shaped perspectives on human sexuality. Through a philosophical belief that there are virtually no universals in sexual attitudes, experiences or preferences the course intends to decode the various ways in which various societies have, over historical periods, constructed ideas of ‘natural’ behaviour. The major emphasis of the course will be on the historically varying and psychosocial bases of human sexuality. Additionally, since the biology of sex plays an important role in human sexuality, throughout the course attention will given to biological foundations of human sexual behaviour and the nature vs. nurture debate concerning human sexuality.

**ASSESSMENT:** Coursework: - Research Project 40% which consists of:
(a) Oral presentation of research proposal – 10%
(b) Written submission of research paper – 30%

Final Examination: 60%

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**HIST 3720 - HISTORICISING DESIRE: HUMAN SEXUALITY FROM THE VICTORIANS TO “VIAGRA”**
(Not Offered in Semester I/II)

**COURSE DESCRIPTION/RATIONALE:**
This course will trace the various theological and cultural attitudes, ideas and behaviours that have, since Victorian times shaped perspectives on human sexuality and how these have created particular understandings of this most central human experience. By asking the questions: “Do sexual attitudes and behaviours become more relaxed over time? or “Do they fluctuate with the changing times, becoming more conservative or liberal as the wider culture does?”, the student will realise that what is often regarded as ‘natural’ or ‘unnatural’ sexual behaviour today is relative and based on an understanding of the intersection of culture and individual experience. Therefore, the major emphasis of the course will be on the historically varying and psychosocial bases of human sexuality. Additionally, since the biology of sex plays an important role in human sexuality, throughout the course attention will be given to the biological foundations of human sexual behaviour and the issues that derive therein. In particular, the “nature vs. nurture” debate concerning human sexuality (especially as it relates to the Caribbean region and Jamaica in particular) and the challenges posed by STDs to contemporary Caribbean societies will be examined.

**ASSESSMENT:** Coursework 40% which consists of:
(a) 1 Think Piece/Review 10%
(b) 1 In-Course Exam 30%

Final Examination: 60%
SECTION III

GENERAL ADVICE TO NEW STUDENTS

N.B.: A Pass at O’Level History or CSEC (grades 1 or 2) History is required for acceptance as a History Major. Preference is given to those with an Advanced Level or CAPE Pass in History.

HISTORY MAJOR

If you wish to make History the main subject in your degree, you must ‘declare’ a HISTORY MAJOR OR HISTORY SPECIAL. For the History major you must read at least 12 semester courses in History. Each Semester Course carries 3 credits so you must obtain 36 credits in History courses for a HISTORY MAJOR.

If you are a HISTORY MAJOR, you MUST read at least 3 Year I History Courses:

1. HIST 1001: The Caribbean World to C. 1660 in SEMESTER I.
   AND
2. HIST 1703: Introduction to History in SEMESTER II.
   AND
3. You MUST read AT LEAST ONE of:
   - HIST 1306: African Ancient Africa to ca. 1000 CE in SEMESTER I.
   - HIST 1406: The Rise of Atlantic Europe in SEMESTER I (Not offered 2008/09)
   - HIST 1801: Introduction to Archaeology in SEMESTER I.
   - HIST 1307: History of Africa, ca. 1000-1860 in SEMESTER II.
   - HIST 1504: Foundation of South Asian Civilization in SEMESTER II.
   - HIST 1603: Foundations of the Americas in SEMESTER II.
   - HIST 1804: A Survey of World Prehistory.

NON-HISTORY MAJORS

If you do NOT “declare” a HISTORY MAJOR, but merely wish to pick up a few history electives as part of your degree, you should choose your Level I History courses according to what you wish to do in Years 2 and 3: For example, you can read HIST 1001 if you wish to do Caribbean History in Years 2 and 3; HIST 1306 or HIST 1307 if you wish to do African History in Year 3; and HIST 1406 if you wish to do European History in Year 2.

PLEASE KEEP REGULAR CONTACT WITH YOUR DESIGNATED MENTOR FOR CONTINUING ACADEMIC ADVICE.

GENERAL ADVICE TO LEVEL II/III STUDENTS

If you are a HISTORY MAJOR, you MUST read a TOTAL of 12 SEMESTER COURSES in HISTORY over the 3 years of your degree i.e. 36 History Credits. The only COMPULSORY courses at Level/Year II/III are:

   HIST 2003: History of the West Indies 1660 to 1830 AND
   HIST 2004: History of the West Indies since the 1830s
You may CHOOSE other Level II/III History courses from those described in section II.

**HISTORY MINOR**

If you wish to be awarded a History Minor you MUST read a TOTAL of 5 Semester courses (15 credits) in HISTORY, taken from among Level II and III courses, of which AT LEAST TWO must be Level III. You are strongly advised to do **HIST 1703**: Introduction to History, before attempting other History courses.

**HISTORY TEACHING**

Teaching is conducted through lectures, seminars and tutorials. Normally two hours of lectures or seminars per week are given in each course. In addition, groups of 8-10 students in each course normally attend a weekly tutorial. However, where the class size is small, lectures and tutorials may be combined into two (2) weekly seminars, each of at least ninety minutes’ duration, or into three (3) weekly seminars of one hour each. In some large courses, tutorials may be considerably larger. Each semester has 12 teaching weeks, plus one week for revision.

**Attendance at tutorials is compulsory** and an attendance register is kept. Failure to attend tutorials regularly will, undoubtedly, pull down a student’s performance and could lead to his/her debarment from final examinations. Failure to attend lectures will also affect performance adversely unless compensated for by extensive additional reading.

Lecturers and tutors will provide students with course outlines, reading lists, lists of essay and tutorial topics and other supplementary materials. Students should not be reluctant to make reasonable demands on their teachers for information and advice they consider relevant to their studies. All lecturers and tutors will be available at stated or agreed times for discussion with their students.

Most lecturers now use Myelearning to post course content, assignments, and provide feedback and engage in interactive teaching/learning. You should, therefore, make frequent visits to this platform, if you are to progress satisfactorily in your respective courses.

**EXAMINATIONS AND COURSEWORK**

Archaeology courses will involve laboratory exercises and fieldwork; this is also expected to apply to courses in Heritage Studies and Cultural History. Marks assigned to coursework in these courses will invariably be higher than the norm for History.

**Most Level I Courses in History will usually be examined as follows:**
Total Coursework: **40%**

1. This can comprise: An “in-course” test taken around the middle of the semester, of one hour’s duration, and under strict examination conditions.

2. A term paper/ coursework essay.

3. In most courses, up to **10%** will be assigned for tutorial attendance and participation.

**NOTE: The coursework components can vary**

Final Exam: **60%**

4. A 2-hour exam at the end of each semester (**DECEMBER** for Semester I, **APRIL/MAY** for Semester II)
Level II/III Courses in History may be examined as follows:
Total Coursework: 40%

This can comprise:

1. An essay due at a stated time.

2. A second assignment which MAY be an in-course test of one hour’s duration under exam conditions OR a second ‘take-home’ assignment of some kind.

3. In most courses up to 10% will be assigned for tutorial attendance and participation.

Final Exam: 60%

4. A 2-hour exam at the end of each semester (DECEMBER for Semester I, APRIL/ MAY for Semester II)

Level III Courses in History (except for HIST 3607) will be examined as follows:
Total Coursework: 40%

1. This can consist of either ONE extended term paper OR TWO regular length papers OR ONE paper and an in-course test.

2. In some courses up to 10% will be assigned for tutorial attendance and participation.

   The coursework components can vary.

Final Exam: 60%

3. A 2-hour exam at the end of each semester (i.e. DECEMBER for Semester I, APRIL/ MAY for Semester II)

All Archaeology Courses will be examined as follows:

1. Total coursework: 60%

Final Exam: 40%

2. A 2-hour exam at the end of each semester (i.e. December for Semester 1, APRIL/ MAY for Semester II)

Please note that the specific components as well as the percentage weighting can vary
ALL STUDENTS WRITING HISTORY COURSES MUST NOTE:

1. Essays should not exceed 2,500 words in length, EXCEPT where otherwise advised in specified Level III courses.

2. Plagiarism is regarded as a serious matter and may result in loss of marks and/or disciplinary sanctions (see page?).

3. Students should carefully read the Guidelines on Essay Writing available in the Departmental Office and ensure that their essays conform to them.

The precise mode of coursework evaluation in Level II/III, and courses will be clearly specified in writing by lecturers in charge of each course in each semester. In each course, students will be given a list of coursework essay topics, and deadlines for submission, very early in each Semester.

Marked coursework (tests, essays) will be returned to students (with mark and comments) before the date of the examination for that course.

All coursework essays should be handed in personally to one of the Secretaries in the Departmental (History) Office and students should ensure that they are recorded and signed by the Secretaries. Students have to sign an essay submission register.

THE DEPARTMENT OF HISTORY’S POSITION ON LATE SUBMISSION OF COURSE WORK

Given that coursework essays are a central component of the B.A. degree in History there is need for greater precision in the regulations governing late submissions of assignments. The faculty regulation is first stated and then the position of the Department is outlined.

Faculty Regulation 15 (ii) Regulations with respect to absence from Coursework Tests:

“A student may request permission to submit Coursework assignments, essays etc after the stipulated deadline date on the basis of a valid justification (such as illness, in which case a valid medical certificate must be submitted...). This request must be made normally within 48 hours after the stipulated deadline date....”

The Department of History Policy

All coursework assignments must normally be handed into the History Department Office on the appointed due date as well as within the time period outlined on the assignment sheet.

In an effort to allow for unexpected developments students will be granted a concessionary period of a week in which late submissions will be collected. However, during this period 10% will be deducted for each day after the deadline date until the assignment is submitted.

After these periods coursework assignments will not be accepted without the submission and subsequent approval of a medical certificate to the University’s Medical Officer, or in the event of some other extenuating circumstance, a written request accompanied by supporting documents and other tangible evidence, as far as is possible.

In the latter cases this request must be submitted to the Course Lecturer who, in consultation with the Head of Department, may allow the extension.

In cases where the corrected assignment has already been circulated, a new assignment and deadline date will be set.
Plagiarism

Plagiarism is frowned upon in the University and as such penalties will be applied to any person found guilty of plagiarism.

The University’s Definition of Plagiarism:
Plagiarism is defined as the unacknowledged use of the words, ideas or creations of another. The principal categories of unacknowledged use of quotations, which is the failure to credit quotations of another person’s spoken or written words; and unattributed borrowing, which is the failure to credit another person’s ideas, opinions, theories, graphs or diagrams. Unattributed borrowing also includes the failure to credit another person’s work when paraphrasing from that work. *Cosmetic paraphrasing is also plagiarism.* This occurs when, even with acknowledgment, the words are so close to the original that what is deemed to have been paraphrased is, in fact a modified quote, but is not presented as such. A more technical form of plagiarism is wrongly attributed borrowing, where one does not acknowledge the work from which one obtained an idea, but quotes, instead, the original source without having read it. This may well convey a broader research effort than that actually expended and may perpetuate misinterpretation.

THE MARKING SCHEME

In the determination of GPA (grade point average), the defined grades with the corresponding quality points shall be:

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<thead>
<tr>
<th>GRADE</th>
<th>%</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Brilliant</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>Clear</td>
<td>80-89</td>
</tr>
<tr>
<td>A-</td>
<td>Low</td>
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<tr>
<td>B+</td>
<td>Good</td>
<td>70-74</td>
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<tr>
<td>C+</td>
<td>Good</td>
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<td>C</td>
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<tr>
<td>F3</td>
<td>Fail</td>
<td>0-39</td>
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GENERAL ADVICE TO UNDERGRADUATES

1. You are entitled to expect assistance and consideration from your lecturers and tutors. Do not hesitate to ask them for advice.

2. If you become ill, or encounter other serious problems while an undergraduate, make sure you inform your lecturers, mentors and/or the Faculty Office. Otherwise, you will be recorded as “absent” from your tutorials and (perhaps) will be assigned a ‘zero’ mark when you fail to hand in coursework on time, or attend tests.

3. The History Department’s secretaries are there to assist you and can offer advice. Get to know them.

4. Take full advantage of any special lectures, seminars or conferences organised by the Department while you are a student here. They will be published on the Notice Boards, the Department’s Facebook Feed and departmentofhistory.sta@gmail.com

5. Should you encounter problems with your History courses and/or your History lecturers and tutors, you should feel free to consult with the Head of Department (Dr. Sherry-Ann Singh, Rm 231, 1st Floor), or your designated mentor.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
<th>QUALITY POINTS</th>
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</thead>
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<tr>
<td>A+</td>
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<td>70-74</td>
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SECTION IV

POSTGRADUATE STUDIES

The three Departments of History offer postgraduate programmes leading to the M.A., M.Phil. and Ph.D. degrees. The M.A. is based mainly on coursework, while the M.Phil. and Ph.D. degrees are based mainly on theses.

ENTRY REQUIREMENTS

M.A. applicants should hold at least a Second Class Honours degree in History (or any other subject or subjects approved by the Department of History). Normally, an applicant should have at least FOUR B grades in Second and Third Year History courses (i.e. for those with the ‘old’, non-semesterised U.W.I. degrees) or EIGHT in semesterised courses, for entry to the M.A. by Coursework.

For entry to the M.Phil. or Ph.D. an Upper Second Class degree in History, or its equivalent, is normally required.

The Department will accept only that number of applicants for whom it can provide proper supervision. Thus, the Department does not necessarily accept all applicants who meet the entry requirements. All applicants accepted for consideration must go before the Campus Committee on Graduate Studies and Research.

M.A. BY COURSEWORK

This programme started in October 1979. Its main objective is to offer specialised training in the nature and practice of the discipline to teachers in the higher levels of the secondary schools, and to other interested persons. It is also an excellent preparation for those wishing to proceed to read for the M.Phil. and Ph.D. degrees in History. It is offered as a part-time programme spread over two years.

Students are required to read three year-long courses (9 credits each) and to write a research paper of between 10,000 and 15,000 words. (9 credits)

The new M.A. programme will be in 2021-2023.

The courses offered at St. Augustine at present are:


This course considers in some detail how post-emancipation Caribbean societies developed between the 1830s and the 1930s. The focus is on Social and Cultural History, on race relations and class formation, and on development of material and expressive culture among the different classes and ethnic segments.
HIST 6599: Theory and Methods of History

This course considers some of the major theoretical issues with which historians grapple (philosophy of history, causation and analysis, Marxist and other theories of historical change). It then deals with methods and sources, considering (among other topics) written primary sources, work in archives, oral history, oral traditions, quantification in history and archaeology.

HIST 6899: Historiography, with special reference to the Caribbean.
(M.A. and M.Phil History) Offered in 2018/2019

This course is divided into two parts. Part One traces the evolution of Western historiography from the Renaissance to the 20th century. Part Two considers the development of a historiography of the Caribbean region, from the 16th to the 20th centuries. In part Two, particular themes (which have been the focus of historiographical debate) are discussed.

These courses are year long courses, and each carries 9 credits.

Each course is examined by means of coursework assessment and a three-hour examination in summer and candidates are required to pass in each segment. The coursework assessment counts for 50% of the final mark for each course. To qualify for the award of the degree, candidates must pass all courses and the research paper. The pass mark for M.A. candidates is 50% which must be obtained in BOTH the coursework AND the examination. The research paper carries 25% of the total marks for the programme.

The Co-ordinator of the current M.A. programme is Dr. Sherry-Ann Singh.

*HIST 6199: M.A. Research Paper
Persons seeking extension for submission of the Research Paper (HIST 6199) may be granted no more than one year from the original due date. See your regulations.

M.PHIL., PH.D. PROGRAMME

The Department will accept candidates for the M.Phil. Degree if they are qualified (normally, a UWI Upper Second Class degree in History, or the equivalent from a foreign University), if they are deemed suitable for graduate study, and if their proposed research can be supervised by members of the Department, and a substantial component can be carried out in Trinidad and Tobago.

All candidates for the M.Phil. and Ph.D., except those who have already taken the U.W.I. M.A. programme or its equivalent, will be required to pass EITHER HIST 6599: Theory and Methods of History OR HIST 6899: Historiography with special reference to the Caribbean.
**REQUIREMENTS FOR THE M.PHIL:**

1. A pass (50% or above) in HIST 6599 or HIST 6899.

2. Presentation of a thesis of suitable standard and length on an approved subject, not necessarily involving original research, but worthy of publication, not less than one calendar year after (1) above.

3. Successful presentation of two Department seminars.

4. Where recommended by the examiners, an oral examination on the general field of study and on the subject of the thesis.

A candidate for the M.Phil degree may, after the consideration of his thesis by the Examiners, be recommended for the award of the degree; may be required to re-submit the thesis; or may be deemed to have failed outright.

Candidates registered for the M.Phil degree may be permitted to transfer to the Ph.D. at a later date with credit for work already done, if their performance is judged to warrant it after a special assessment seminar, and if the transfer is approved by the Department and the Campus Committee for Graduate Studies and Research.

*The right to a seminar for consideration of upgrade to the PhD is limited by strict time constraints.*

**REQUIREMENTS FOR THE PH.D.**

An applicant for the Ph.D. will normally be required to register initially for the M.Phil, but candidates who have performed exceptionally well in the M.A. programme may be considered for direct registration for the Ph.D. Not every applicant with such a degree, however, will be accepted for the Ph.D. programme at U.W.I. Each applicant will be considered on his/her own merit.

1. Presentation of a thesis of suitable standard and length on an approved subject, not less than three calendar years after first registration. A thesis for the Ph.D. will not be deemed adequate unless:

   a. It is judged to be a new contribution to knowledge in the subject;
   b. It shows clear evidence of original research;
   c. It is worthy of publication.

2. Successful presentation of three research seminars.

3. An oral examination on the general field of study and on the subject of the thesis. A candidate for the Ph.D. degree, having submitted the thesis and taken the oral examination, may be recommended by the Board of Examiners for the award of the degree; may be required to re-submit the thesis and/or repeat the oral examination; or may be deemed to have failed outright.

The Coordinator of the M.Phil. and Ph.D. programmes is Dr. Gelien Matthews.

The Chair of the Department’s Graduate Liaison Committee will be Dr. Debbie Mc Collin.

Furthermore, two students will serve on the Liaison Committee of the Faculty of Humanities and Education, chaired by the Deputy Dean of Graduate Studies and Research.
# RECIPIENTS OF POSTGRADUATE DEGREES IN HISTORY FROM U.W.I., ST. AUGUSTINE

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Degree</th>
<th>Thesis Title</th>
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<tbody>
<tr>
<td>1973</td>
<td>BRERETON, Bridget</td>
<td>Ph.D.</td>
<td>&quot;A Social History of Trinidad, 1870-1900&quot;</td>
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<tr>
<td>1974</td>
<td>SEESARAN, E.R</td>
<td>M.A. (M.Phil.)</td>
<td>“Church and State in Trinidad, 1814-70”</td>
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<tr>
<td>1975</td>
<td>SINGH, Kelvin</td>
<td>Ph.D.</td>
<td>“Economy and Polity in Trinidad, 1917-37”</td>
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<tr>
<td>1976</td>
<td>HARRICHARAN, J.B.</td>
<td>M.A. (M.Phil.)</td>
<td>“History of the Catholic Church in Trinidad to 1852”</td>
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<td>1982</td>
<td>RENARD, Rosamunde</td>
<td>M.Phil.</td>
<td>“A Social History of Guadeloupe and Martinique in the post-Emancipation 19th Century”</td>
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<tr>
<td>1984</td>
<td>HAMEL-SMITH, Angela</td>
<td>M.Phil.</td>
<td>“A History of Education in Trinidad, 1900-1938”</td>
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<tr>
<td>1987</td>
<td>DOUGLIN, Monica</td>
<td>M.Phil.</td>
<td>“A History of Tobago, 1815-1854”</td>
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<td>1990</td>
<td>CARDINEZ, Teresa</td>
<td>M.Phil.</td>
<td>“Politics in Trinidad and Tobago, 1946-56: From Personal Politics to Ethnic-Based Parties”</td>
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<td>1994</td>
<td>ALI, Shameen</td>
<td>M.Phil.</td>
<td>“A Social History of Indian Women in Trinidad Since 1870”</td>
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<td>1995</td>
<td>SEESARAN, Elizabeth</td>
<td>Ph.D.</td>
<td>“Indians and Social Mobility in Trinidad, 1870-1917”</td>
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<td>1996</td>
<td>FERGUS, Claudius</td>
<td>Ph.D.</td>
<td>“British Imperial Trusteeship: The Dynamics of Reconstruction of British West Indian Society, with special reference to Trinidad, 1783-1838”</td>
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<td>1997</td>
<td>PEMBERTON, Rita</td>
<td>Ph.D.</td>
<td>“The Evolution of Agricultural Policy in Trinidad and Tobago, 1890-1945”</td>
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<td>1998</td>
<td>TAPPIN, Bernard</td>
<td>Ph.D.</td>
<td>“From Chaplaincy to Diocese: A History of the Anglican Church in Trinidad, 1797-1904”</td>
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<td>1999</td>
<td>KASSIM, Halima Sa’adia</td>
<td>Ph.D.</td>
<td>“Education, Community Organisations and Gender Among the Indo-Muslims of Trinidad, 1917-1962”</td>
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<td>2000</td>
<td>TOUSSAINT, Michael</td>
<td>Ph.D.</td>
<td>“Afro West Indians in search of the Spanish Main: The Trinidad-Venezuela Referent in the Nineteenth Century”</td>
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<td>SENAH, Edward Kwaku</td>
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<td>THOMAS-BAILAWEY, Melissa</td>
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<td>“The Black Press of Trinidad &amp; Tobago in the 19th and early 20th Centuries”</td>
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SECTION V

JOURNAL OF CARIBBEAN HISTORY:

This journal is published by the three Departments of History. The current editor is Prof. Swithin Wilmoth of the Mona Department. It is the journal of the 3 Departments of History at UWI. Its first issue appeared in 1970.

HISTORY IN ACTION

“History in Action” is an online journal published by the History Department at the St. Augustine Campus. It was launched in 2010. The current editor is Dr. Michael Toussaint.

ARCHAEOLOGY:

Trinidad and Tobago, as indeed the rest of the Southern Caribbean has a rich archaeological heritage. During the early 1980’s the Department established an Archaeology Centre through the efforts of Dr. Arie Boomert, Senior Research Fellow in Archaeology from 1980-1988. After his departure, the Centre was maintained by Mr. Peter Harris of TRINTOC who served as Honorary Research Fellow. After Mr. Harris’ departure in 1990 the Centre came under the care of Mr. Archibald Chanharjasingh who also served as Secretary to the Archaeological Committee of the Government of Trinidad and Tobago. From this time, too, Professor K.O. Laurence, Emeritus Professor of History provided general leadership to the Centre. From July 1992 to June 1993 Dr. Nicholas Saunders served as Research Fellow, funded by a grant from the Rhodes House Trust. He completed the Trinidad Site inventory and participated in undergraduate and postgraduate teaching in the Department.

Since August 2001 the Department has had a full-time archaeologist, Dr. Basil Reid. Since his arrival Dr. Reid has effectively re-organized the Centre, introduced four courses in Archaeology and has been leading teams of explorations in north and south Trinidad. The Archaeology Workshop is housed in the new wing of the Humanities Building where it is fully equipped with proper teaching, conservation and storage facilities. The Department of History successfully hosted the 21st Congress of the International Association of Caribbean Archaeology (IACA), from July 24 to 30, 2005. The Conference, which focused on a range of issues relating to Caribbean archaeology, was attended by approximately 200 archaeologists, museologists and heritage manages from Europe, North America, Latin America and the Caribbean. Copies of the Proceedings of the conference are now available. For further information, please contact Dr. Basil Reid (telephone ext. 83306) in the Archaeology Workshop in the Department of History.
VOICES OF THE PAST PROJECT:

The Department is involved in an Oral History Project “Voices of the Past” at St. Augustine, which aims at the systematic collection of oral history testimony and pictorial records (maps, photographs, prints etc.) relevant to the history of Trinidad and Tobago. Interested students should speak to the Project Co-ordinator, Dr. Heather Cateau (Dean of the Faculty of Humanities and Education)

STAFF RESEARCH:

The current research interests of members of the Department are:

**PROF. EMERITUS B. BRERETON**

The Left-Wing Press and World War Two.

**DR. L. BONATE**

Muslim Family Law in Northern Mozambique Fiqh, Custom and Modernity in Pemba City; Muslim Female Political Leaders in Northern Mozambique by the end of The 19th Century.

**DR. H. CATEAU**

Enslavement Systems in the Caribbean and North America and Revisionism in Caribbean Historiography; The Transition from Enslavement to Indentureship.

**DR. G. MATTHEWS**


**DR. D. Mc COLLIN**

History of Nursing in T&T; Public Health and Alternative Medicine; Exploring the use of Digital World to showcase Caribbean History.

**DR. A. RAMSAY**

Fraternal Organisations in the Caribbean; Socio-Cultural Activities in the Caribbean, eg, The Landship in Barbados.

**DR. S. A. SINGH**

Global Indian Diaspora; Ramayan Tradition in the Caribbean; Social Religious Cultural Reconstruction in the Indian Diaspora in the Caribbean.

**DR. J. TEELUCKSINGH**

Labour Relations and Trade Unions in Trinidad and Tobago; Party Politics in T&T from 1920s to 1030s; Impact of Marcus Garvey on Trinidad during the 1920s.

**DR. M. TOUSSAINT**

Afro-West Indian Migration to South America; Walter Rodney’s Impact On Caribbean Intellectual Thought; Women in Politics of T&T in the 20th Century.
SECTION VI

PROFESSIONAL ORGANISATIONS

Students need to be reminded that knowledge of History and an awareness of historical processes and changes are not derived exclusively from attendance at lectures and from the reading of books. Important supplements to the learning experience are discussions, formal as well as informal, the regular exchange of the results of research and observation, the experience of field trips, the viewing of films of historical subjects. Some of these activities can obviously be pursued on an individual basis, but most of them can be best organised in group form. For this reason, students are encouraged both to explore the available opportunities for such activity and to initiate such activity where the organisation does not exist or is functioning inefficiently. Three different examples of such organised activity are offered for information.

THE HISTORY TEACHERS’ ASSOCIATION OF TRINIDAD AND TOBAGO (HTATT)

This organisation was probably the most vibrant subject teachers’ organisation in the country, organising regular workshops and seminars each year. Final year students, in particular, should be reminded that this would be their professional organisation if they decide on a teaching career. It is through such an organisation that they are likely to find the intellectual community, which might well be absent from their classes and staff-rooms. Therefore, they have an interest in ensuring that such an organisation remains active and vibrant.

THE ASSOCIATION OF CARIBBEAN HISTORIANS (ACH)

This is the Caribbean-wide professional organization, which caters to the interest of professional and amateur historians, History teachers and to any individuals interested in Caribbean History. This organisation has been in existence since 1968. There is an annual conference, which is hosted by and located in various Caribbean territories. Conferences have now been held in Jamaica, Barbados, Trinidad, Guadeloupe, Martinique, Guyana, Puerto Rico, The Virgins Islands, Curacao, The Bahamas, Cuba, the Dominican Republic, Suriname, Belize and Cayenne. The value of these Conferences is that the historians of the region can maintain contact with each other and have regular opportunity for the exchange of results of their own research. Much of this research is now available to university students inside the region.

Further information on the activities of the Association can be obtained from the Secretary at the address below.

Contact: Dr. Tara Inniss
Lecturer
c/o Department of History and Philosophy
The University of the West Indies
Cave Hill
PHONE: (246) 424-0634
EMAIL: TARA.INNISS@CAVEHILL.UWI.EDU
ACH CONFERENCES HELD SINCE 1990:

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THE HISTORY SOCIETY

Students of the History Department started the History Society at the St. Augustine Campus in 1998, with the motto *vinci qui se vinci* (*she conquers who conquers self*).

It seeks to promote non-traditional alternatives to teaching and evoking interest in the discipline. From inception it has forged a fruitful relationship with the History Department. You can contact the Student Guild for further information on the activities of the Society.

**Current Executive**

- President - TBA
- Vice President - TBA
- Secretary - TBA
- Assistant Secretary - TBA
- Public Relations Officer - TBA
- Treasurer - TBA
- Year 3 Representative - TBA
- Web Master - TBA

--- END ---