

GENERAL INFORMATION			
Name: Magdalena Lamarre and Theodore Syder	Phone #: 75016		
Course Prefix/Number: LAH2474	Course Title: History of the Caribbean		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: June 24, 2009	Effective Year/Term: 2009-3		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course introduces students to the economic, social, political, and cultural history of the Caribbean and its peoples. Students will learn of the changes and continuities that have affected Caribbean development. (3 hour lecture)			
Prerequisite(s): NONE	Corequisite(s): NONE		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will demonstrate knowledge of the geopolitical characteristics of the Caribbean region by:

1. Examining the geographical foundations and importance of the region such as topography, climate, resources and strategic location.
2. Identifying the countries that colonized and ruled the different islands that constitute the region.
3. Discussing the economic role played by this region in the development of Europe's overseas empire.
4. Examining the impact that natural resources and the environment have had on the region's history and culture.
5. Demonstrating the strategic military and economic importance of the region during the colonial period and in the modern era.

Competency 2: Students will demonstrate knowledge of the native peoples of the Caribbean by:

1. Identifying the diverse indigenous groups and examining their distinctive civilizations.
2. Comparing and contrasting their cultural, religious, social, political and economic development.
3. Describing their contributions to modern Caribbean cultures.

Competency 3: The student will demonstrate knowledge of the Age of Exploration, European imperialism, and the colonization of the Caribbean region by:

1. Identifying the reasons for European exploration from the 15th century.
2. Assessing how European rivalries impacted Caribbean development.
3. Comparing and contrasting the methods of conquest and colonization used by the principle colonizing nations.
4. Assessing the material benefits that accrued to European states and the Catholic Church.
5. Evaluating the advantages and disadvantages of the "Columbian Exchange".

Competency 4: The student will demonstrate knowledge of the factors that contributed to the economic, social, and cultural development of the Caribbean by:

1. Discussing the relationship between the loss of native populations as a source of labor and the introduction of African slaves as a substitute labor force.
2. Examining the role played by European religious institutions in the enslavement of native and African peoples, and how they influenced the development of the social and economic institutions in the region.
3. Describing the Maroon settlements in the Americas and their role in the formation of a unique African Caribbean identity and culture.
4. Examining the re-establishment of indentured servitude after emancipation in the 19th century.
5. Differentiating between the various cultural, social, and economic systems that are represented in the regions.
6. Examining the effect of culture on Caribbean identity and national solidarity.

Competency 5: Students will demonstrate knowledge of the Native and African peoples' response to slavery and the process of emancipation by:

1. Identifying their methods of resistance to enslavement.
2. Discussing the ideas and influence of leading Abolitionists in the region.
3. Examining the relationship between abolitionism and national independence movements.

Competency 6: The student will demonstrate an understanding of the colonial legacy on the region by:

1. Discussing the influence of the American, French, Haitian and Cuban revolutions on revolutionary movements in the Caribbean.
2. Comparing and contrasting the diverse routes towards independence taken by the different colonial territories in the region.
3. Examining how the colonial dependencies became independent or semi-independent territories or states.
4. Discussing the relationship between the region's colonial past and its current state of economic development.
5. Examining the historical and current influence of the United States on the economic, social, cultural and political development of the Caribbean.
6. Analyzing how immigration has become both the problem and solution to the diverse economic, social, and political problems in the region

Competency 7: The student will demonstrate knowledge of the political systems that have emerged in the Caribbean region by:

1. Comparing and contrasting the diverse political structures that have evolved.
2. Discussing why some Caribbean nations have developed democratic institutions, while others established authoritarian regimes.
3. Examining the region's position and role, both as a player and a pawn, in the post colonial world.