General Studies Program Course Proposal Cover Form

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

Date: August 18, 2009

1. Academic Unit: African and African American Studies

2. Course Proposed:
   AFS 345 The Making of the Caribbean Society 3
   (prefix) (number) (title) (semester hours)

3. Contact Person:
   Name: Amanda Smith
   Phone: 5-9862
   Mail Code: 4902
   E-Mail: amanda.a.smith@asu.edu

4. Eligibility: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 985-0739.

5. Area(s) Proposed Course Will Serve. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry-L [ ]
   - Mathematical Studies—MA [ ] CS [ ]
   - Humanities, Fine Arts and Design—HU [ ]
   - Social and Behavioral Sciences—SB [ ]
   - Natural Sciences—SQ [ ] SG [ ]

   Awareness Areas
   - Global Awareness—G [ ]
   - Historical Awareness—H [ ]
   - Cultural Diversity in the United States—C [ ]

6. Documentation Required.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   Cross-Listed Courses: [ ] No [ ] Yes; Please identify courses:

   Is this a multisection course?: [ ] No [ ] Yes; Is it governed by a common syllabus?

   Signature:

   Stanlie James
   Chair/Director
   (Print or Type)

   Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

New Course
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

**The Historical Awareness [H] Course Must Meet the Following Criteria:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identifying Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td>Syllabus: Course Description</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>Syllabus: Course Schedule</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>Syllabus: Course Readings</td>
</tr>
<tr>
<td>☒</td>
<td></td>
<td>Syllabus: Course Description</td>
</tr>
</tbody>
</table>

**The Following Are Not Acceptable:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History is a major focus of the course.</td>
<td>This course traces the socio-political history of the wider Caribbean from the fifteenth century to the present.</td>
<td>Syllabus: Course Description</td>
</tr>
<tr>
<td>2. The course examines and explains human development as a sequence of events.</td>
<td>The course topics/schedule and the assigned readings demonstrate how the course explains the human development as sequence of events as well as the change of the human institution over time. For example the course begins with the topics of slavery and colonization, move to independence, then to contemporary society, then finally popular culture.</td>
<td>Syllabus: Course topics and course readings</td>
</tr>
<tr>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
<td>Course will give students a broad understanding of the origins and building blocks of Caribbean society as well as grasp of the linkages between the region and the rest of the Africa Diaspora. While the course is grounded in history it is simultaneously an introduction to the evolution of Caribbean Culture, Sociological</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
African & African American Studies
The Making of the Caribbean Society
AFS 345

Instructor: David Hinds
Office: Cowden 224K
Email: David.Hinds@asu.edu

Class Time: T Th 1:40-2:55 pm
Phone: 965-1597
Office Hours: T Th 3:00-4:30 pm

Course Description
This course traces the socio-political history of the wider Caribbean from the fifteenth century to the present. It walks students through the journey “From Columbus to Castro,” (Dr Eric Williams) and addresses the following broad areas: the early years of European settlement and colonization, the construction of slavery and Plantation society and the transition from Colonization to Political Independence. It also gives students a glimpse into contemporary Caribbean Society and introduces them to some of the personalities that have contributed to the evolution of the Caribbean. The main objective of the course is to give students a broad understanding of the origins and building blocks of Caribbean society as well as a grasp of the linkages between the region and the rest of the African Diaspora. While the course is grounded in history it is simultaneously an introduction to the evolution of Caribbean Culture, Sociology and Political Economy.

Required Readings


Supplementary Materials
Videos: As a supplement to the readings students will look at several videos during the course of the semester.
For further resources on the Caribbean students are urged to utilize the following website:
www.guyanacaribbeanpolitics.com

Course Requirements
Exams
Students will do four exams during the course of the semester—each exam covers work done in the preceding four weeks. The exams, which will take the form of short answers and essays, will be part take-home and part in-class and are worth 80% of the final grade (20% each).
There will be no make-up exam unless students provide a doctor’s proof of illness or satisfactory proof of an emergency.
Book Review
Students will choose and read a book from a list to be provided by the Professor and do a 5-7 page Book Review. This assignment is worth 20% of the final grade and is due on Week 12. The review should include the following:

A brief summary
Main points/arguments/themes
How the book is linked to the course
Points you agree/disagree with
Readability of the text/Documentation
New Information
Strength/Weaknesses
Author's knowledge of Subject

Attendance and Participation
Students are expected to attend classes regularly and participate in the discussions. While students will not be penalized for missing classes, those who attend classes regularly will stand to benefit as classroom lectures will be pivotal to doing well in the class. Students are urged to keep the Professor updated on illness and other emergencies.

Extra Credit Assignments
The Professor will give Extra Credit Assignments from time to time during the semester. These assignments are optional, but students are encouraged to take advantage of the opportunities to do them. Students who are absent on the days the assignments are given will not be allowed to do them.

Note: Students should strive for quality work regardless of the number of pages it takes.

Grading Scale
A: 90-100 points
B: 80-89 points
C: 70-79 points
D: 60-69 points
F: Below 60 points

Schedule of Readings and Exams

Part 1: Conquest, Slavery and Colonization

Week 1: Introduction to Course and Caribbean Geography
Hillman and Agostino: Chapter 1

Week 2—Columbus and Conquest
Ferguson (SOCP): Chapter 1
Video
Week 3—European Colonization
Ferguson (SOCP): Chapters 2 and 3
Video

Week 4—Slavery
Ferguson (SOCP): Chapter 4
Kwayana and Kwayana: Chapters 1 & 2

Week 5—Emancipation
Ferguson (SOCP): Chapter 5
Kwayana & Kwayana: Chapter 3

EXAM 1

Week 6—Post Emancipation
Ferguson (SOCP): Chapter 6
Kwayana and Kwayana Chapters 4-6

Week 7—New Colonization-The Americans
Ferguson (SOCP): Chapter 7
Ferguson (MOC): Part 1

Part 2: From Colonization to Independence

Week 8—The Independence Struggle
Ferguson (SOCP): Chapter 8
Ferguson (MOC): Part 2

Week 9—Independence
Ferguson (SOCP): Chapter 9
Ferguson (MOC): Part 3

EXAM 2

Part 3: Contemporary Caribbean Society

Week 10—Caribbean Politics
Hillman and Agostino: Chapter 4
Ferguson (MOC): Part 4
Video

Week 11—Caribbean Economies
Hillman and Agostino: Chapter 5
Ferguson (MOC): Part 5
Video
Week 12—Caribbean International Relations
Hillman and Agostino: Chapter 6
Ferguson (MOC): Part 7
Video

Week 13—Race and Ethnicity
Hillman and Agostino: Chapter 8
Ferguson (MOC): Part 8
EXAM 3

Week 14—Women and Development
Hillman and Agostino: Chapter 4
Ferguson (MOC): Part 9 and 10
Video

Week 15—Religion, Literature and Popular Culture
Hillman and Agostino: Chapters 10 and 11
Ferguson (MOC): Part 6
Video

Week 16—Literature and Popular Culture
EXAM 4
Makers of the Caribbean

James Ferguson
Makers of the Caribbean

*Makers of the Caribbean* introduces young readers to the lives, ideas, exploits and achievements of a selection of personalities who in their individual styles have helped to 'make' the Caribbean we know today. Organized around ten selected themes, the book recognizes the contributions of Freedom Fighters, Politicians, Visionaries and Intellectuals, Writers and Performers, Artists, Musicians and Sportspeople from the English, French and Spanish-speaking islands of the Caribbean.

The book is written in a clear and accessible style and the text is enhanced by the inclusion of portraits and other photographs that will help put faces to what were previously only names for many readers. A select bibliography is also included to guide readers who will undoubtedly wish to learn more about their respective heroes.

This introductory biography is intended not only to inform and educate, but to inspire the young people of the region with positive role models seen through the lives, achievements, brilliance, and resilience of these 'Makers of the Caribbean'.

*James Ferguson* is a former researcher of the Latin American Bureau, London and is the author of several books on the Caribbean.
Contents

Preface .................................................. vii
Introduction ......................................... viii

The Fight for Freedom ................................. 1
Enriquillo (Dominican Republic) .................. 3
Nanny (Jamaica) ....................................... 5
Toussaint L'Ouverture (Haiti) ......................... 8
Antonio Maceo (Cuba) ............................... 10
Louis Delgrès (Guadeloupe) .......................... 13

Into Independence ..................................... 15
Jean-Jacques Dessalines (Haiti) ..................... 17
Juan Pablo Duarte (Dominican Republic) ......... 20
Norman Manley (Jamaica) ......................... 23
Enrol Barrow (Barbados) ............................ 26

Politics and Power ..................................... 29
Luis Muñoz Marín (Puerto Rico) .................... 31
Sir Alexander Bustamante (Jamaica) ............... 34
 Aimé Césaire (Martinique) ....................... 37
Fidel Castro (Cuba) ................................ 39
Lucette Michaux-Chevy (Guadeloupe) ................ 42

Ideals and Visions ..................................... 43
José Martí (Cuba) ..................................... 45
Marcus Garvey (Jamaica) ......................... 47
Theophilus Marrishow (Grenada) .................. 50
C.L.R. James (Trinidad and Tobago) ............... 53

The Intellectual Tradition ............................ 56
John Jacob Thomas (Trinidad and Tobago) ....... 58
Eric Williams (Trinidad and Tobago) .............. 61
The concept of the Caribbean is an extremely difficult one to delineate, because to some extent, the area is merely "a geographic expression". It is, therefore, one of the triumphs of this full and fascinating book that James Fergusson has managed to produce a clear and vivid portrayal of the history and progress of the people who inhabit the region.

The book explores the historical processes that have contributed to the moulding of the Caribbean into its present-day form. It follows the development of the Caribbean from its pre-Columbian period, and the impact of American foreign policy on these small and vulnerable countries. It finally assesses the contemporary Caribbean in an age of globalization and trading blocs in which concerns over communist subversion have been replaced by anxieties related to drugs and illegal immigration.

Perceptions of the Carribean have long been determined by European concepts and prejudices and the region's history has traditionally been dominated by a Eurocentric perspective which tends to emphasize the importance of external agents at the expense of the Caribbean people themselves. The Story of the Caribbean People tries to redress this imbalance by writing the Caribbean people themselves into their own history.

This history has all too often been divided up along the old colonial lines. French historians have tended to write about Martinique and Guadalupe, Cuba, Puerto Rico and the Dominican Republic have attracted Spanish-speaking researchers, the Netherlands Antilles have largely ignored outside Holland. Among generations of scholars studying the English-speaking West Indies, there was a tendency to view the rest of the region as somehow separate or unique. In this book, James Fergusson treats the region as a whole, looking not so much at what has separated the different island groupings, but at what they have in common, historically and culturally.

A concise and authoritative history of the Caribbean complete with historical maps, illustrations, illustrations, an A-Z historical gazetteer and a chronology of major events.

James Fergusson is a researcher at the Latin American Bureau, London and a former Research Fellow at St. Edmund Hall, Oxford. He is the author of books on Haiti, the Dominican Republic, Grenada and Venezuela.
Contents

CHAPTER ONE: Columbus and the Indigenous Caribbean 1
CHAPTER TWO: The Spanish in the Caribbean 29
CHAPTER THREE: European Battlefield 57
CHAPTER FOUR: Sugar and Slavery 86
CHAPTER FIVE: Revolution and Self-Emanicipation 120
CHAPTER SIX: Abolition and After 151
CHAPTER SEVEN: The American Sea 188
CHAPTER EIGHT: Unrest and Reform 227
CHAPTER NINE: Independence and the Cold War 262
CHAPTER TEN: The Modern Caribbean 303
Chronology of Major Events 341
Heads of Government Since Independence 347
Further Reading 353
Historical Gazetteer 355
Index 367
Scars of Bondage
A First Study of the Slave Colonial Experience of Africans in Guyana
Eusebius Kwayana and Jochulo Kwayana
Scars of Bondage

A First Study of the Slave Colonial Experience of Africans in Guyana

Eusi Kwayana and Tchaiko Kwayana

Nowhere in the Western Hemisphere do the children of the Africans own the means of production on which they were exploited during slavery. Why? After centuries of exacted labour, all the large African populations in the Western Hemisphere find themselves victims, or at best, mere agents of the owners of the means of production, distribution and credit. Often, the grandchildren of the enslaved Africans are themselves blamed for this condition and, perhaps, they are to blame for the absence of effective liberation in the present century. However, only careful study can explain the economic status, and the personality of Africans.

In Guyana, African descendants in any walk of life are sitting ducks for value judgements since there are other mass communities to which they can be compared. It is very fashionable, for example, to compare them with the Indian (or East Indian), in psyche or personality, and in economic achievement and in social organisation.

This book tries to warn that such judgements are absurd in that they do not fully consider the social fires which moulded the African’s destiny in Guyana. The point is stressed that although others were oppressed, for example, Amerindians had been also enslaved and dispossessed, no other community was made to endure over three centuries of enslavement. No other has had its social foundations set adrift by a denial of family life for almost the entire period of enslavement and after.

ISBN: 976-8178-01-9 (pbk)
TITLE: SCARS OF BONDAGE: A First Study of the Slave Colonial Experience of Africans in Guyana

Printed in the Co-operative Republic of Guyana

free press
Contents

Prologue .............................................................................................................. v

1. The Land and People .................................................................................. 1
2. The Slavery System .................................................................................... 7
3. Apprenticeship and Emancipation ............................................................... 19
4. Immigration ................................................................................................ 27
5. East Indian Immigration ............................................................................ 33
6. East Indian Rehabilitation .......................................................................... 39
7. Conclusion .................................................................................................. 45
8. Afterword .................................................................................................. 47

Map

Map of British Guiana .................................................................................. ii

Illustrations

1. Scars of Bondage ....................................................................................... iv
2. Savage System ............................................................................................. 6
3. African Village Movement, 1839 ............................................................... 38
Contents

Prologue ............................................................................................................. v

1. The Land and People .............................................................................. 1

2. The Slavery System ............................................................................. 7

3. Apprenticeship and Emancipation ...................................................... 19

4. Immigration .......................................................................................... 27

5. East Indian Immigration ...................................................................... 33

6. East Indian Rehabilitation ................................................................... 39

7. Conclusion ............................................................................................ 45

8. Afterword .............................................................................................. 47

Map

Map of British Guiana ................................................................................ 11

Illustrations

1. Scars of Bondage ................................................................................. iv

2. Savage System....................................................................................... 6

3. African Village Movement, 1839 ......................................................... 38
"A worthwhile, indeed important contribution to the field of Caribbean studies... striking in both its interdisciplinary reach and its successful attempt to do justice to the entire region."

—BRIAN MEEKS, University of the West Indies

Cover Art: Sitting in the Garden
by Beatricia Sagar
(Beatricia Sagar/SuperStock)

UNDERSTANDING:
Introductions to the States and Regions of the Contemporary World
Donald L. Gordon, series editor

ISBN 1-55587-959-4
Contents

List of Illustrations ix
Preface xiii

1 Introduction Richard S. Hillman 1

2 The Caribbean: A Geographic Preface Thomas D. Boswell 19
   Defining the Caribbean 19
   Climate and Weather Patterns in the Caribbean 23
   Landforms in the Caribbean 26
   The Caribbean Amerindian Population 31
   Patterns of European Settlement After Conquest 33
   The Rise and Fall of Sugarcane in the West Indies 35
   Population Problems 38
   Emigration from the Caribbean 39
   Urbanization in the Caribbean 41
   Economic Geography of the Caribbean 43
   Conclusion 48

The Historical Context Stephen J. Randall 51
   Conquest and Colonization, 1492–1800 52
   Nation Building and Socioeconomic Transition in the Nineteenth Century 60
   The Non-Spanish Caribbean in the Early Twentieth Century 67
   The Emergence of U.S. Hegemony, 1898–1930 70
   The Emergence of Labor Organizations 74
   War and Cold War, 1939–1959 75
   The Cuban Revolution 78
   Revolution 80

v
4 Caribbean Politics  Thomas J. D’Agostino
  The Past as Prelude 85
  External Influences, Internal Dynamics, and New Forms 87
  The Case of Puerto Rico 91
  Socioeconomic Conditions and Political Consciousness 94
  Postwar Transitions 95
  The Case of the Dominican Republic 102
  The Anglo-Caribbean 103
  The Case of Jamaica 104
  Decades of Challenge and Change: The 1970s and 1980s 110
  The Case of Grenada 113
  The Resurgence of U.S. Interventionism 115
  The Case of Haiti 119
  An Era of Uncertainty: The 1990s and 2000s 121

5 The Economies of the Caribbean  Dennis A. Pantín
  Common Economic History 129
  Some Differences 131
  Current Economic Structure 133
  Current Economic Performance 137
  Current and Projected Economic Challenges 140
  Conclusion 144

6 International Relations  H. Michael Erisman
  Caribbean International Relations: A Historical Overview 151
  The Dynamics of Caribbean International Relations in the
  Modern Era 156
  International Challenges Confronting the Caribbean 170

7 The Environment and Ecology  Duncan McGregor
  The Physical Setting 180
  Historical and Recent Land Use Change 184
  Climate Change and Caribbean Environments 194
  Sustainability and the Environment: Some Reflections 199

8 Ethnicity, Race, Class, and Nationality  David Baronov &
  Kevin A. Yelvington
  The Mix of Ethnicity, Race, Class, and Nationality Across the
  Caribbean 211
  Historical Legacies 212
  Ethnic, Racial, and National Minorities in Caribbean Society 220
  Imagining the Caribbean Nation 223
  Contemporary Realities and Caribbean
  Migrant Communities 229
  Conclusion 234
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Women and Development</td>
<td>vii</td>
</tr>
<tr>
<td></td>
<td>A. Lynn Bolles</td>
<td>239</td>
</tr>
<tr>
<td></td>
<td>The Sociocultural Context of Caribbean Women</td>
<td>239</td>
</tr>
<tr>
<td></td>
<td>Caribbean Women’s Early Struggles</td>
<td>243</td>
</tr>
<tr>
<td></td>
<td>Women in the Hispanic Caribbean</td>
<td>246</td>
</tr>
<tr>
<td></td>
<td>Caribbean Women’s Continuing Struggles</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>Gender, Class, and Familial Organization</td>
<td>252</td>
</tr>
<tr>
<td></td>
<td>The “Independent” Woman in the Contemporary Caribbean</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>Women and the Organization of American States</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>259</td>
</tr>
<tr>
<td>10</td>
<td>Religion in the Caribbean</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>Leslie G. Desmangles, Stephen D. Glazier &amp; Joseph M. Murphy</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>Categories of Caribbean Religions</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td>Working the Amalgam</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>Vodou</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td>Santería</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>The Rastafari and the Dread</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>Spiritual Baptists</td>
<td>291</td>
</tr>
<tr>
<td></td>
<td>Caribbean Religions in the Diaspora</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>301</td>
</tr>
<tr>
<td>11</td>
<td>Literature and Popular Culture</td>
<td>305</td>
</tr>
<tr>
<td></td>
<td>Kevin Meehan &amp; Paul B. Miller</td>
<td>306</td>
</tr>
<tr>
<td></td>
<td>Indigenous Cultural Patterns</td>
<td>306</td>
</tr>
<tr>
<td></td>
<td>The Early Colonial Era: Material Changes and Cultural Adaptation</td>
<td>309</td>
</tr>
<tr>
<td></td>
<td>The Nineteenth Century: Toward Cultural Autonomy</td>
<td>312</td>
</tr>
<tr>
<td></td>
<td>The Early Twentieth Century: Literary Movements, Vernacular Writing, and Cultural Unification</td>
<td>317</td>
</tr>
<tr>
<td></td>
<td>The Mid-Twentieth Century: The Dialectic of Exile and Nationalism</td>
<td>320</td>
</tr>
<tr>
<td></td>
<td>The Late Twentieth Century and Beyond: The Dialectic of Return and Disillusionment</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>328</td>
</tr>
<tr>
<td>12</td>
<td>The Caribbean Diaspora</td>
<td>333</td>
</tr>
<tr>
<td></td>
<td>Dennis Conway</td>
<td>335</td>
</tr>
<tr>
<td></td>
<td>The Encounter with Europe: Domination of the Caribbean</td>
<td>335</td>
</tr>
<tr>
<td></td>
<td>Caribbean Diaspora Networks, 1970s to the Present</td>
<td>342</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>348</td>
</tr>
<tr>
<td>13</td>
<td>Trends and Prospects</td>
<td>355</td>
</tr>
<tr>
<td></td>
<td>Richard S. Hillman &amp; Andrés Serbin</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td>The Intergovernmental Dynamic</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td>International Civil Society</td>
<td>359</td>
</tr>
<tr>
<td></td>
<td>The Future of Greater Caribbean Civil Society</td>
<td>360</td>
</tr>
<tr>
<td></td>
<td>The Future</td>
<td>361</td>
</tr>
</tbody>
</table>
## Contents

- List of Acronyms
- Basic Political Data
- The Contributors
- Index
- About the Book

## Maps

- 1.1 The Caribbean Region
- 1.2 The Northern Caribbean
- 1.3 The Southern Caribbean
- 1.4 Subregions of the Caribbean
- 1.5 Caribbean Plate 1

## Tables

- 1.1.1 Ancestral Cemeteries
- 1.1.2 Land Areas and Features
- 1.1.3 Military Invaders of the Caribbean
- 1.1.4 Selected Indicators of Room Cuts
- 1.1.5 Estimation of Visit Times
- 1.1.6 Caribbean: Cilantro Area
- 1.1.7 Caribbean: H One Metric Product
- 1.1.8 Share of Cilantro Vegetables
- 1.1.9 Share of Random...