

# BARBADOS COMMUNITY COLLEGE

## DIVISION OF GENERAL/CONTINUING EDUCATION

**COURSE TITLE:** Introduction to Caribbean Heritage  
**COURSE CODE:** GEED 101  
**COURSE HOURS:** 45 HOURS  
**CREDITS:** THREE

**PREREQUISITE:** Student **MUST** have knowledge of History.

### COURSE DESCRIPTION

*A generation which ignores history has no past and no future*

–R. Heinlein

*History is the version of past events that people have decided to agree upon*

–Napoleon Bonaparte

This course introduces Heritage and its discipline—history (including archaeology). The weeks spent on studying the archaeology and the history help us to identify and articulate the importance of Heritage.

### COURSE OBJECTIVES

- To provide an understanding of the basic themes involved in studying heritage.
- Students will understand the strengths and weaknesses of various methods for reconstructing the past.
- Students will be challenged to look at historical evidence and to critically examine how scholars and others interpret the evidence.
- Students will be asked to search for relevance in past events for the present and future.

### METHODS OF INSTRUCTION

Instruction primarily follows a lecture/discussion format. Small group discussions student presentations and the use of visual stimuli will be utilised. Tour of Historical site/s: Natural and Cultural & Archives.

### METHODS OF EVALUATION

**Two class assignments and a research project** will form the basis of the semester's assessment. The final grade will be based on a combination of marks from the three semester assignments and a final examination. The final examination is for three hours duration and will comprise three essays. The weighting ratio of course work and examination marks is 40:60.

## **LATE SUBMISSION**

There is a standard penalty of 2% per day, for up to ten days, or a zero grade for any later submission. Evidence of medical or compassionate reasons should be presented to the Division.

## **ATTENDANCE**

If you are absent for any reason please inform the Tutor and your Division. It is a course requirement that you attend classes regularly: at least 80% of classes.

## **COURSE TOPICS**

### **UNIT 1      *What is heritage?***

Definitions of Heritage. Heritage from a Global Perspective

#### **Objectives**

*To make students more aware of that there is Heritage, and that there is a distinction between Culture and Heritage. Alert students to define and identify heritage and the different types of heritage.*

### **UNIT 2      *World Heritage & World Heritage sites***

What is the UN. The role of UNESCO. The World Heritage Convention and its Affiliates: ICOMOS, ICOM.

#### **Objectives**

*To make students more aware that there are persons and organisations world- wide who are assisting in the educating persons about the World's Heritage.*

### **UNIT 3      *The natural environment in the Caribbean and the impact of the Amerindians on it***

A basic look at the natural of the environment: The plants, animals etc. found on these Caribbean Islands. An examination of the Paleo , Meso, and Neo- Indian Groups: Ciboney, Kalinago, Arawaks and Caribs, and how they managed to main the rich Natural Heritage, which was found by the European Groups.

#### **Objectives**

*To demonstrate that there were various groups in many of the Caribbean Islands, who were given various names. However these people were able to manipulate the land and the vegetation to their advantage, and preserve it.*

### **UNIT 4      *European presence in the Caribbean and its impact on Heritage***

How the Europeans impacted on the groups which were in the Caribbean, and also their impact on the land. The basic background information on the European material and expressive culture of the fifteenth to seventeenth centuries.

**Objectives**

*To demonstrate the Natural vegetation of the Caribbean underwent a drastic transformation with the arrival of the European nations. To show how they demonstrated their lack of knowledge of environment; and their scant disrespect for the groups found on the islands.*

**UNIT 5      *Background information on the West African material and expressive culture prior to their arrival in the New World.***

The lives of the Africans prior to their arrival in the Caribbean.

**Objectives**

*To make students more aware of the heritage of the Africans. To highlight the similarities in their lives and those of the Indigenous peoples of the New World.*

**UNIT 6      *Sugar and its influence on Heritage - the Great House and the Chattel House. Agro-industrial heritage.***

Early economic structures and the evolution of monumental heritage - the role of sugar in the seventeenth and eighteenth centuries, the society it created and the legacy of its Heritage: the Great House and the Chattel House. Architectural styles-French Creole, English Georgian, Spanish Baroque, Dutch Antillean.

**Objectives**

*To demonstrate:*

- 1. That Sugar played a vital role in the transformation of the natural landscape and to the character of the emerging cultural landscape.*
- 2. The impact of the Great House and the Chattel House. Architectural styles-French Creole, English Georgian, Spanish Baroque, Dutch Antillean.*
- 3. The importance of the development of towns to the heritage of the Caribbean.*

**UNIT 7      *The military landscape***

Forts, garrisons/ barracks, signal towers in the Caribbean. The role they played in the military history and heritage in changing the face of the Islands. The reasons for their construction etc.

### **Objectives**

To demonstrate:

1. *That the military heritage resources of the Eastern Caribbean have contributed to the transformation of the natural landscape and to the character of the emerging cultural landscape.*
2. *The impact of the natural environment on the citing of military structures*
3. *That the military landscape can be read and interpreted in the same manner as a paper document.*

### **UNIT 8      *Our unique heritage.....Out of many one people ?***

Whose heritage is it? Out of many one people ? – contested heritage in multi racial, multi class Caribbean societies, African, European, Indian, other minorities versus the Creole ideal.

#### **Objectives**

*Examine the historical and economic developments which have created the region's unique Creole styles.*

### **UNIT 9      *Conservation and Preservation. NGO's / National Trust***

What is Conservation? What is Preservation? What steps are being taken towards them? The role of NGO's / National Trust.

#### **Objectives**

*Make students more aware:*

1. *of the need to conserve natural resources, preserve wilderness, and control pollution.*
2. *Of the steps being taken in this area*
3. *Of the work of the Non-Governmental Organisations and the National Trust of the various Islands.*

### **UNIT 10      *Heritage and Tourism in the Caribbean.***

Tourism from 'above' versus tourism from 'below. 'i.e. tokenism in community based tourism, the stated ideal versus the practical reality. "Tourism everywhere is the enemy of authenticity and cultural identity."(Turner & Ash).

#### **Objectives**

*In most of the islands the most significant attractions are the mountains, breathtaking landscapes, lush green forests, dramatic coastlines, and historic buildings; all of these combine to make nature and heritage tourism a promising new area for the region to explore. As a result students would discuss practical measures that might facilitate the financing of nature and heritage tourism in the Caribbean.*

## **INSTRUCTIONAL MATERIALS**

### **Required Reading**

**Watts, David:** The West Indies: Patterns of Development, Culture and Environmental Changes since 1492 : Chapters 1, 2, & 3. Cambridge: Cambridge University Press (1987).

**Gravette, Andrew.** Architectural Heritage of the Caribbean – A-Z of Historic Buildings. Ian Randle Publishers, 2000.

**Frazier, Henry.** A- Z of Barbadian Heritage

### **RECOMMENDED READING**

**Lowenthal, David.** 'Landscape as Heritage', (C. 1) In: Fladmark 1993.

**Wilson, Edward.** In Search of Nature

**Stoudemire, Sterling A.** The Natural History of the West Indies. By Gonzalo Fernandez De Oveido. University of North Carolina Press 1959.

**Ashmore, Wendy & Robert Sharer.** Discovering our Past McGraw Hill

**Schomburgk Robert.** History of Barbados

**Hume, Peter & Neil Whitehead.** Wild Majesty: *Encounters with Caribs from Columbus to the Present Day.* Clarendon Press Oxford 1992.

**Drewett, Peter L.** Amerindian Stories: An Archaeology of Early Barbados. Coles Printery

**Hine, F. C.** The Pre-sugar era of European Settlement in Barbados.

**Weingartner, Rudolph.** What Museums are Good For. *American Association of Museum.* Aug 1984

**Hall, Stuart.** Whose Heritage?

**Cannizzo Dr. Jeanne.** How Sweet it is: Cultural Politics in Barbados.

**Goodridge, Sehon.** Facing the Challenge of Emancipation Cedar Press 1981.

**Sealey, Neil.** Caribbean World. Cambridge University Press

**Fletcher, Sir Bannister.** A History of Architecture. The Athlone Press, University of London. 1963.

**Museum Handbook** - Article on Preservation

**BMHS Journals**

### **INTERNET**

UN website

UNESCO website

Barbados National Trust

Barbados Museum and Historical Society

## **GENERAL READING**

**Beckles, Hilary M.** 1989. *History of Barbados*. Cambridge University Press. 1990

**Curtis, Philip D.** *The Atlantic Slave Trade: A Census*. Madison, WI: University of Wisconsin Press.

**McGlynn, & Seymore.** 1992. *The Meaning of Freedom: Economics, Politics and Culture After Slavery*. Pittsburgh, PA: University of Pittsburgh Press.

**Sheridan, R.B.** 1974. *Sugar and Slavery: An Economic History of the British West Indies, 1623-1775*. Bridgetown, Barbados: Caribbean University Press.

**Williams, Eric.** 1970. *From Columbus to Castro: The History of the Caribbean, 1492-1969*. NY: Vintage Books.