

# Nottingham Trent University

## Module Specification

Basic module information		
1	Module Title:	Caribbean Transnationalisms
2	Module Code:	GLOB39310
3	Credit Points:	20
4	Duration:	Year-long
5	School:	School of Arts and Humanities
6	Date:	December 2013

7	<b>Pre, Post and Co-requisites:</b>	
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session	
	<u>Pre, Co, Post</u>	<u>Module Code</u> <u>Module Title</u>

8	<b>Programmes containing the module</b>			
	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u> <u>Programme Title</u>
	3	Option	FT/PT	BA (Joint Honours) Humanities
	3	Option	FT/PT	BA (Joint Honours) Modern Languages

9	<b>Overview and Aims</b>
	<p>In this class we will examine the complex cultural, political and economic histories and geographies of the English-speaking Caribbean. Unlike traditional regional studies courses, we will approach the Caribbean in relation to transnational processes, and therefore, other places. We will follow the flows of people, commodities and cultures across space to demonstrate how local inequality, political unrest and struggle are all produced through relationships that span geographic scales. Our collective goal is to unpack stereotypes and images to reveal the processes and connections that produce spatial difference and, in the process, create a critical awareness of the foundations for global responsibility. You will be invited to interrogate your own encounters with the Caribbean through a critical analysis of music, travel, consumption and literature.</p>

10	<b>Module Content</b>
	The first part of the module introduces the theoretical frameworks and conceptual

issues (for example, post-colonialism, post-development and transnationalism) that inform the module. We will then move on to consider the Caribbean in detail, beginning with histories of slavery, colonialism and migration to foreground the region's insertion into the global economy. We will trace these colonial inheritances through to the present to examine how they shape contemporary Caribbean engagements with development and globalisation, focussing on issues such as national independence, economic integration, geopolitics and aid, race and gender. Case studies will be drawn from different parts of the region but the class also considers Caribbean diaspora in the UK, US and Canada. In addition to exposing you to various theoretical approaches within geography and development studies, the module is designed to expose you to critical scholarship and literature from another part of the world. We will use a variety of resources to achieve this, including contemporary Caribbean novels, so you are asked to come to this class with an open mind and a readiness to explore different learning styles.

#### 11 Indicative Reading

Dubois, L. (2012) *Haiti*, Henry Holt & Co

Gilroy, P. (2004) *After Empire: Melancholia or Convivial Culture?: Multiculture or Postcolonial Melancholia*

Hulme, P. (1986) *Colonial encounters: Europe and the native Caribbean 1492-1797*, Routledge

Higman, B.W (2011) *A Concise History of the Caribbean*, Cambridge University Press

Knight, F. W. (2011) *The Caribbean: The genesis of a fragmented nationalism*, 3rd edition (Oxford: Oxford University Press)

Rogozinski, J. A. (2000) *Brief History of the Caribbean: From the Arawak and Carib to the Present*, Plume

Prentice, R. (2012) 'Kidnapping Go Build Back We Economy': Discourses of Crime at Work in Neoliberal Trinidad. *Journal of the Royal Anthropological Institute*, 18 (1). pp. 45-64.

Richardson, Bonham C. (1992) *The Caribbean in the wider world, 1492-1992* Cambridge University Press

Sheller, M. (2003) *Consuming the Caribbean*, Routledge

Thomas, D. A. (2011) *Exceptional Violence: Embodied Citizenship in Transnational Jamaica*, Duke University Press

#### 12 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

<b>Knowledge and understanding.</b> After studying this module you should be able to:
<ul style="list-style-type: none"> <li>• Explain how Caribbean ‘development’ is shaped by colonialism, trade, migration, media and global integration</li> <li>• Demonstrate how the construction of local class, race and gender identities in particular regions take place in relation to local, regional and transnational processes.</li> <li>• Critically evaluate the insights of post-colonial theory, critical development studies, feminist theory and transnational studies for understanding Caribbean geographies and histories</li> <li>• Apply concepts such as scale, space and transnationalism to understanding issues beyond those considered in this module</li> <li>• Demonstrate the social relations embedded in familiar commodities such as music, literature, soft-drinks and alcohol and how, therefore, such cultural productions are sites of political struggle</li> <li>• Demonstrate the connections between local struggles for social justice, political struggles in other places and at wider scales</li> </ul>
<b>Skills, qualities and attributes.</b> After studying this module you should be able to:
<ul style="list-style-type: none"> <li>• Employ cross-disciplinary theoretical approaches to the study of grounded problematics such as economic development, political sovereignty, and cultural autonomy</li> <li>• Effectively gather, organise and digest ideas and information drawn from a diversity of academic and non-academic sources</li> <li>• Deliver work to a given length, format and deadline, properly referencing sources and ideas and making use, as appropriate, of critical evaluation techniques, and with an adequate mastery of the English language appropriate for academic purposes</li> <li>• Effectively communicate ideas and information in written and oral forms</li> <li>• Think independently, creatively and confidently in relation to new ideas and ways of learning</li> </ul>

<b>13 Teaching and Learning</b>
<i>Range of modes of direct contact</i> This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
Lectures, seminars   <div style="text-align: right;">Total contact hours: 39</div>
<i>Range of other learning methods</i> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
Alongside the standard package of lecture / seminar sessions, you will be invited to participate in a number of more independent learning exercises. These will involve independent research for module assessments as well as less formal activities such

as reviewing recommended films, music and internet sources. You will be given guided reading tasks for seminars and more general 'further reading' lists.

Total non-contact hours: 161

**14 Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Weighting</u>	<u>Type</u>	<u>Description</u>
50%	Coursework	Portfolio of Short Reviews
50%	Coursework	Exam

**Diagnostic/ formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

Formative assignments related to portfolio

**Further information on assessment**

This section provides further information on the module's assessment where appropriate

Coursework 1 involves writing a portfolio of short reviews (2500 words equivalent). These will be distributed across the year but reviews for terms one and two will be more intensive. You will submit all of the papers for marking but there will be opportunities to receive formative feedback throughout the year. The portfolio is designed to encourage you to keep up with required reading.