Introduction

For a relatively small region with a struggling economy, the Caribbean has played a surprisingly large role in twentieth century world history, in particular cultural and intellectual history. It has exported music (reggae, salsa, calypso, ska) religion (Rastafarianism, santería), politics (via, among others, Marcus Garvey and Che Guevara), and literature (nobel prize winners V. S. Naipaul and Derek Walcott, alongside a host of other writers) not to mention millions of people who now live in Europe and North America. Despite this the Caribbean continues to be stereotyped as a place without history or culture, represented by beaches and sunsets, not people and their struggles.

This module aims to allow you to move beyond the stereotypes to understand the recent past of Caribbean societies. We begin in 1898, with the United States' victory in the Cuban–Spanish-American war, which confirmed the Caribbean's position as part of Uncle Sam's 'backyard'. We examine the range of responses to Caribbean societies' situation as either colonies or former colonies, including different forms of nationalism, socialism, and anti-imperialism. We will move between political, economic, social, and cultural history, trying to place cultural and social developments within the context of political and economic developments, and vice versa.

Teaching and Learning Methods

This module is taught through a mixture of lectures and seminars. There will be one lecture a week, on Mondays at 11 am in Lecture Theatre 6, King George VI building. The lectures will provide an overarching narrative of Caribbean history, and will focus largely on political and economic developments. The module also relies heavily on seminars, which will take up specific problems and larger thematic issues, especially around social, cultural, and intellectual history. You should sign up for one of the seminar groups (Tuesday 1-2, 2-3, or 3-4) immediately. Seminars will meet in Percy Building, room G9. Lists are posted on my notice board, outside my office.

As with all history modules, this one requires you to spend a substantial amount of time reading independently. The lectures will
make more sense to you if you have done some reading in advance. The seminars rely on students maintaining their reading week by week.

Assessment

The module is assessed by a 2 ¼-hour examination taken in the assessment period. You will have to answer three questions. One question will be from a section of relatively general questions, in which you will be required to draw on your understanding of the whole Caribbean. The other two questions will be more specific. A mock exam will be given towards the end of the semester.

However, because the best way of learning is by having to explain things to others, you are expected to write two short essays (1,500 words) while you are taking the module. These essays will be marked and returned to you in tutorials.

READING

Specific reading suggestions are made under each lecture and seminar heading. I recommend that you buy at least one of the following three books. These are the books which will provide you with the general narrative of twentieth-century Caribbean history that the module aims to convey. Portions of each of them are recommended for reading most weeks. They are available in Blackwells.

Jan Rogozinski, A Brief History of the Caribbean: From the Arawak and Carib to the Present (New York: Plume, 1999).

There are some other general histories and studies of the Caribbean that you may also want to refer to. These are not always specifically listed by chapter below, but you may find them useful for many of the topics we will be discussing:

## Module Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture (Monday, 11 am)</th>
<th>Seminar: Tues 1-2, 2-3 or 3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 January</td>
<td>Introduction</td>
<td>No seminar</td>
</tr>
<tr>
<td>6 February</td>
<td>L: The Twentieth-Century Caribbean: An Overview S: Precursors and Groundings</td>
<td></td>
</tr>
<tr>
<td>13 February</td>
<td>L: The United States in the Caribbean to 1940 S: The 1937 massacre of Haitians in the Dominican Republic</td>
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<tr>
<td>20 February</td>
<td>L: The 1930s Labour Rebellions in the British Caribbean S: Garveyism and Black Nationalism</td>
<td></td>
</tr>
<tr>
<td>27 February</td>
<td>L: World War Two and the Caribbean S: Caribbean Marxism: CLR James</td>
<td></td>
</tr>
<tr>
<td>6 March</td>
<td>L: &quot;Modernizing&quot; Caribbean Societies S: Puerto Rican Nationalism</td>
<td></td>
</tr>
<tr>
<td>13 March</td>
<td>L: Cuba: Two revolutions S: No seminar-focus on your essay this week Tuesday 4pm: Hand in essay 1.</td>
<td></td>
</tr>
<tr>
<td>20 March</td>
<td>L: Haiti and the Dominican Republic since WW2 S: The Francophone Intellectual Tradition</td>
<td></td>
</tr>
<tr>
<td>1 May</td>
<td>No lecture: bank holiday S: Black Power and Caribbean Socialism</td>
<td></td>
</tr>
<tr>
<td>8 May</td>
<td>L: The Caribbean in a Globalized World S: Mock exam</td>
<td></td>
</tr>
<tr>
<td>15 May</td>
<td>L: Conclusions and discussion of mock exam S: Individual tutorials on essays and exam issues. On or after 22 May: Final examination.</td>
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</table>

## Reading for Lectures

You should aim to read at least 2 articles or book chapters in advance of each lecture (except the first). I will begin each lecture by asking you to share your thoughts on the reading you have done.

**Lecture 1, 30 January: Introduction**

Derek Walcott, "The Antilles: Fragments of Epic Memory" (The Nobel Prize Lecture, 1992.)

[url](http://www.nobel.se/literature/laureates/1992/walcott-lecture.html)  
[url](http://www.literature-awards.com/nobelprize_winners/derek_walcott.htm)  

Also in Bolland, The Birth of Caribbean Civilization, 591-606


**Lecture 2, 6 February: The Twentieth-Century Caribbean: An Overview**

Knight, chapter 6.


Hoetink, H. "'Race' and Color in the Caribbean" in Mintz and Price, Caribbean Contours


Randall, Stephen J. "The Historical Context" in Hillman and D'Agostino, Understanding the Contemporary Caribbean.


Lecture 3, 13 February: The United States in the Caribbean to 1940.

Primary Sources:
The Platt Amendment to the Cuban constitution (on Blackboard)
The Roosevelt Corollary to the Monroe Doctrine (on Blackboard)

Secondary sources:
Knight, chapters 7-9.
Rogozinski, chapters 16 and 17.
UNESCO General History of the Caribbean v. 5, chapter 1.


Maingot, Anthony P. "Caribbean International Relations" in Knight and Palmer, The Modern Caribbean.


Moreno Fraginal, Manuel. "Plantations in the Caribbean: Cuba, Puerto Rico and the Dominican Republic in the Late Nineteenth Century" in Beckles and Shepherd, CF.

Munro, Dana. The United States and the Caribbean Area. Boston: World Peace Foundation, 1934. (Old but scrupulously researched.)


Williams, Eric. "American Capitalism and the Caribbean Economy" in Beckles and Shepherd, CF.

Lecture 4, 20 February: The 1930s Labour Rebellions in the British Caribbean

Knight, chapter 10.
Rogozinski, chapter 20.

Hart, Richard "Labour Rebellions of the 1930s" and W. Arthur Lewis, "The 1930s Social Revolution," both in Beckles and Shepherd, CF.

UNESCO General History v5, ch. 2.

Hart, From Occupation to Independence, chs 17-19.

Lecture 5, 27 February: World War Two and the Caribbean

UNESCO General History v. 5, ch. 3.
Bolland, Politics of Labour, ch. 6.
Reddock, Rhoda E. Women, Labour and Politics in Trinidad and Tobago: A History. Kingston: Ian Randle Books, 1994, ch. 7. (On order in library-hopefully will come in before we reach this point!)

Lecture 6, 6 March: "Modernizing" Caribbean Societies

Knight, chapter 9.
Rogozinski, chapter 18.
Section 10, "Economic Diversification and Transformation," Beckles and Shepherd, CF.
Reddock, Rhoda E. Women, Labour and Politics in Trinidad and Tobago: A History. Kingston: Ian Randle Books, 1994, ch. 7 and 8. (On order in library-hopefully will come in before we reach this point!)

Lecture 7, 13 March: Cuba: Two Revolutions

Knight, chapter 8
Rogozinski, chapter 16
UNESCO General History v. 5, ch. 7.
Daughters of Caliban, essays by Carollee Bengelsdorf and Ruth Behar
Lutjens, Sheryl L. "Reading Between the Lines: Women, the State, and Rectification in Cuba" in Rereading Women in Latin America and the

Lecture 8, 20 March: Haiti and the Dominican Republic since WW2

Knight, chapter 7 (if not already read) 
Rogozinski, chapter 17 (if not already read) 
Ferguson, James. "Pain and Protest: The 1984 Anti-IMF Revolt in the Dominican Republic" in Beckles and Shepherd, CF. 

BREAK

Lecture 9, 24 April: Labour, Decolonization and Federation in the Anglophone Caribbean

Knight, chapter 11. 
Rogozinski, chapter 20 
UNESCO General History vol. 5, chs. 5 and 9. 
Bolland, Politics of Labour, ch 7-9. 
Thomas, The Poor and the Powerless. Ch. 13. 
Lecture 10, 8 May: The Caribbean in a Globalized World: Tourism and Market Liberalisation

Panton, Dennis. "The Economies of the Caribbean" in Hillman and D'Agostino, Understanding the Contemporary Caribbean. Also chapters 6, 7, 13.
Skelton, The Pan-Caribbean. Chs. 4 and 5.
UNESCO General History v. 5, chs 10, 11, 18.

SEMINARS

For each seminar, you are required to contribute a short (200-500 words) commentary in advance of the session. Post it on Blackboard using the discussion forum section for your seminar group, by 5pm on the day before the seminar. Also bring a hard copy with you to the seminar. You will not be admitted to the seminar if you have not posted your commentary.

Seminar 1, 7 February: Groundings and Precursors

Task for your entry ticket: What are the key similarities and differences between Martí's and Thomas's understanding of Caribbean societies' relationship with the rest of the world? What do you think are the main reasons for these similarities and differences?

Core reading
José Martí, "Our America" 1891
http://www.cubaminrex.cu/josemarti/jose%20marti%20vers%20ingles/marti-our%20america-ing.htm

Additional reading:
Gordon K. Lewis, Main Currents in Caribbean Thought: The Historical Evolution of Caribbean Society in its Ideological Aspects, 1492-1900, ch 5, "The Growth of Nationalist Thought to 1900"
Writings by Martí
José Martí Reader: Writings on the Americas
Work about Martí
Suchlicki, Jaime. "The Political Ideology of José Martí" in Beckles and Shepherd, CF.

Works relating to Thomas
Froude, James Anthony. The English in the West Indies, or the Bow of Ulysses. London: Longmans, 1888. The work that stimulated Thomas to write Froudacity.


Seminar 2, 14 February: The 1937 Massacre of Haitians in the Dominican Republic
Task for 'entry ticket': How can the 1937 massacre of Haitians in the Dominican Republic best be explained?
Related essay question: Compare and contrast the dictatorships of Trujillo in the Dominican Republic and 'Papa Doc' Duvalier in Haiti.

Core reading
Primary Sources (on Blackboard): Memorandum of Howard Eager, December 22, 1937.
Speech by Manuel A. Peña Batlle, November 16, 1942.
Secondary sources:

Additional reading

Seminar 3, 21 February: Garveyism and Black Nationalism

Task for entry ticket: Examine the reasons for and extent of Garveyism's appeal in the Caribbean and the Caribbean diaspora.
Related essay question: To what extent were Garveyism and nationalism compatible political philosophies? (NB By nationalism I am referring to the nationalism of individual states or groups of states: Cuban nationalism, Jamaican nationalism etc.)

Core Reading
Marcus Mosiah Garvey, selected writings (will be available to download from Blackboard)
Robert Hill, "Introduction" to Marcus Garvey: Life and Lessons
http://www.international.ucla.edu/africa/mgpp/lifeintr.asp

Web Resources
Website accompanying the US documentary, Marcus Garvey: Look for me in the Whirlwind-includes primary sources and documentary transcript.
Primary Materials on Garveyism
http://www.international.ucla.edu/africa/mgpp/sample11.asp
http://www.international.ucla.edu/africa/mgpp/sample12.asp

Additional reading
UNESCO General History v. 5, ch. 6.
Edward, Adoph. Marcus Garvey, 1897-1940

Seminar 4, 28 February: Caribbean Marxism: CLR James

Task for Entry Ticket:
What is James's understanding of the relationships among class, race, politics, and colonial power? How (if at all) do his views change between 1933 and 1962?
Related essay question: Compare the political philosophies of CLR James and Marcus Garvey.

Core Reading-writings by James, on Blackboard:
"From Toussaint L'Ouverture to Fidel Castro," from The Black Jacobins 2nd ed.
"The Case for West Indian Self-Government"
"Black Power"

Web Resources:
Paul Dorn, "A Controversial Caribbean: CLR James"  
http://www.runmuki.com/paul/CLR_James.html

Postcolonial web: page on James:  
http://www.postcolonialweb.org/poldiscourse/james/jamesov.html

Anna Grimshaw, "CLR James: A Revolutionary Vision for the Twentieth Century"  
http://www.marxists.org/archive/james-clr/biograph.htm

Tim Hector, "CLR James and the 21st Century"  
http://www.candw.ag/~jardinea/ffhtm/ff991231.htm

CLR James page on Spartacus Schoolnet (includes many important quotes)  
http://www.spartacus.schoolnet.co.uk/SLAJamesC.htm

CLR James, interview with Ken Ramchand  

Supplementary Reading:

Writings by James:
Beyond a Boundary.
The Black Jacobins: Toussaint L'ouverture and the San Domingo Rebellion.
The C. L. R. James Reader, ed. Anna Grimshaw.

Work about James:

Seminar 5, 7 March: Puerto Rican Nationalism and Identity

Task for entry ticket: Compare the perspectives of the Puerto Rican nationalists on the reading list with those of either Marcus Garvey or CLR James.

Related essay question: Was Operation Bootstrap a success?

Core Reading (available to download from Blackboard):
Selected speeches by Puerto Rican nationalist leaders.

Supplementary reading:
Lewis, Gordon K. "American Colonial Integration of Puerto Rico" in Beckles and Shepherd, CF.

Seminar 6, 21 March: The Francophone Intellectual Tradition

Task for Entry Ticket: Can the Francophone thinkers on the reading list be said to share a perspective, in contrast to thinkers from other parts of the Caribbean?
Related essay question: To what extent does the "Creolists'" analysis of Caribbean society stand in opposition to Pan-Africanist perspectives?

Core Readings
Jean Bernabé, Patrick Chamoiseau and Raphael Confiant, "In Praise of Creoleness" Callaloo Vol. 13, No. 4. (Autumn, 1990), pp. 886-909 (JSTOR)
Frantz Fanon, "Reciprocal Bases on National Culture and the Fight for Freedom", Speech to Congress of Black Writers, 1959, from The Wretched of the Earth http://www.marxists.org/subject/africa/fanon/national-culture.htm
Aimé Césaire, selected writings/interview 210-227 from Bolland, Birth of Caribbean Civilisation

Web Resources
Emory University page on Fanon http://www.english.emory.edu/Bahri/Fanon.html and on Césaire http://www.english.emory.edu/Bahri/Cesaire.html
Postcolonial web page on Fanon http://www.thecore.nus.edu.sg/post/poldiscourse/fanon/fanonov.html

Supplementary Reading
Writings by Fanon:
The Wretched of the Earth.
Writings by Césaire
The Collected Poetry
Notebook of a Return to my Native Land
Other work
Laserre, Guy and Albert Mabileau. "The French Antilles and their status as Overseas Departments" in Beckles and Shepherd, CF.

Seminar 7, 25 April: Anglophone Caribbean Decolonization
Task for seminar entry ticket: Why was Guyana's route to decolonization so much more turbulent than that of the other British Caribbean colonies that achieved independence in the 1960s (Jamaica, Barbados, Trinidad & Tobago)?
Related essay question: Account for the failure of Federation in the Anglophone Caribbean.

Core Reading: Web Resources
Cheddi Jagan, "Growing Up" from The West on Trial, http://www.jagan.org/articles5g.htm
"US on Trial in Guyana" (1965) http://www.jagan.org/articles5e.htm#U.S.%20ON%20TRIAL%20IN%20GUIANA

Supplementary:
Knight, ch 10
Rogoziński, ch. 19.
UNESCO General History v. 5, chs. 8.
Lewis, Gordon K. The Growth of the Modern West Indies, chapter 11 (available for download from Blackboard)
Thomas, The Poor and the Powerless, part 3, esp. ch. 11.

Seminar 8, 2 May: Black Power and Caribbean Socialism
Task for seminar entry ticket: Compare the ideas and politics of Walter Rodney, Michael Manley and Maurice Bishop.
Related essay question: To what extent was Michael Manley's first government influenced by the ideas of the Black Power movement?

Core Readings:

Supplementary Reading
Bennett, Herman L. "The Black Power February Revolution in Trinidad," and Jorge Heine, "Grenada: A Revolution Aborted" both in Beckles and Shepherd, CF.


ESSAYS

* You should write two essays. The first should be handed in by 4pm on Tuesday 14 March. The second should be handed in by 4pm on Monday 24 April.

* The essay topics below are about issues that are NOT directly explored in the lectures or seminars, although all of them RELATE to material that will be discussed in lectures and seminars. They are designed to allow you to extend your knowledge into areas of Caribbean history that we cannot cover in lectures and seminars.

* There are also 'related essay questions' listed with the seminar reading above. These are designed to reinforce your understanding of the material covered in seminars and lectures.

* You may write EITHER one essay from the list of questions below and one essay from the 'related essay questions' accompanying the seminars OR two essays from the list of questions below. You may NOT write two essays from the 'related essay questions'.

* These essays do not contribute towards your final mark for the module, which is determined by your exam. However, they are an essential part of the work for the module.

* Each essay should be about 1,500 words long, but I will accept essays of up to 2,000 words. It should be correctly referenced following the school style guide, and should avoid plagiarism.

* You are welcome to devise your own essay questions, but please consult me before embarking on research on a question not on this list.
Question 1: To what extent and why have women's lives in the Caribbean changed during the twentieth century?
OR
How has Caribbean nationalism in the twentieth century been gendered?

General
UNESCO General History v. 5, ch. 13.

Anglophone Caribbean

Cuba

Puerto Rico
Matos Rodriguez, Felix. Women and Urban Change in San Juan, Puerto Rico, 1820-1868. Princeton: Markus Wiener Publishers, 2001. [NB This covers a period before that which our module focuses on, but is nevertheless of use in providing background.]


Daughters of Caliban, essay by Luisa Hernandez Angueira and Frances Aparicio.


Haiti and Dominican Republic


Nicholls, Haiti in Caribbean Context, ch. 6: "Holding the Purse-Strings: Women in Haiti."


Comparative:


Question 2: Have "racial" and "national" identities in the Caribbean reinforced or contradicted one another?

Most writing on Caribbean societies in the post-1898 period is in some way concerned with issues of race and nation. Therefore, you should use the reading lists for the lectures and the general reading list at
the end of the handbook. The reading below will be particularly useful.

Anglophone Caribbean
The following articles from Beckles and Shepherd:
Nettleford, Rex. "Race, Identity, and Independence in Jamaica."
Martin, Tony. "Marcus Garvey, the Caribbean, and the Struggle for Black Jamaican Nationhood."

Cuba
De la Fuente, A Nation for All.

Puerto Rico

Haiti

Dominican Republic

Question 3: To what extent has popular music in the Caribbean expressed resistance to the political, social and economic status quo?

General

Jamaica: Reggae and Dancehall
Manuel, Caribbean Currents, ch. 7.


Trinidad: Carnival and Calypso
Manuel ch. 8.

For calypso and steelband music clips, go to: http://ecaroh.com and follow links on the right to music by Lord Kitchener and The Mighty Sparrow, and on the left for steelpan music.


Harney, Stefano. "Soca and Social Formations: Avoiding the Romance of Culture in Trinidad." In Ibid.

Haiti, the Francophone Caribbean, and the Dominican Republic: Merengue, Zouk, Bachata
Manuel, ch. 5 and 6.


Harney, Stefano. "Soca and Social Formations: Avoiding the Romance of Culture in Trinidad." In Ibid.

Haiti, the Francophone Caribbean, and the Dominican Republic: Merengue, Zouk, Bachata
Manuel, ch. 5 and 6.


Cuba and Puerto Rico: Son, Salsa, Rumba
Manuel, ch. 2-4.


Question 4: Examine the impact of migration on the Caribbean region in the twentieth century.
OR
To what extent has the experience of migration by Caribbean people led to transformations in identity?

General
UNESCO General History vol 5, ch. 12.
Hillman and D’Agostino, Understanding the Contemporary Caribbean, ch. 12.

Intra-Caribbean Migration

West Indian (Anglophone) Migration to North America

West Indian (Anglophone) Migration to Britain
Puerto Rican migration to North America


Cuban migration to North America


Arguelles, Lourdes. "Crazy Wisdoms: Memories of a Cuban Queer" in Ibid.


Dominican Migration


Haitian Migration

Question 5: Examine a twentieth-century Caribbean novel. How does it help you understand Caribbean history?
For suggestions of novels to pursue, go to the Caribbean Writers website: http://core.ecu.edu/engl/deenas/caribbean/carbwtrs.htm
Unfortunately not many of the works are available in the library, but you should be able to get hold of many of the novels cheaply through online bookstores such as Amazon or Blackwells. There are also other Caribbean novels, not mentioned on the website. If you're thinking of writing about one of them, check with me first that it's appropriate.

Question 6: To what extent did the Cuban Revolution of 1959 achieve its goals?
The library has a lot of material about Cuba and the Cuban Revolution. Feel free to browse. Below are some particularly useful items. Make sure you read some of the primary sources as well as the secondary interpretations.

DON'T DO THIS QUESTION IF YOU ARE DOING KEITH BREWSTER'S MODULE ON CUBA—IT MAKES SENSE TO STRETCH YOURSELF!

Primary Sources:

Secondary Sources:

Question 7: To what extent has Caribbean popular religion been a force for social justice in the region? Answer with reference to at least two religious movements.

General
UNESCO General History vol 5, chs. 15 and 16.
Hillman and D'Agostino, Understanding the Contemporary Caribbean, ch. 10.

Jamaica
Section on Rastafarianism: http://religiousmovements.lib.virginia.edu/nrms/rast.html

Cuba
Orisha Net: site maintained by practicers of La Regla de Ocha (Santería) http://www.seanet.com/~efunmoyiwa/ochanet.html
African-Based Religions: information on Afro-Cuban religion and Vodo/ Vodun/ Voodoo, as well as non-Caribbean African-based religions: http://sparta.rice.edu/~maryc/AfroCuban.html
Religions Movements website hosted by University of Virginia: section on Santeria: 
http://religiousmovements.lib.virginia.edu/nrms/santeria.html

Haiti
Chapters by Karen McCarthy Brown

African-Based Religions: information on Afro-Cuban religion and Vodoun, as well as non-Caribbean African-based religions:
http://sparta.rice.edu/~maryc/AfroCuban.html

Haitian Voodoo, part of general website on Haiti maintained by Bob Corbett:

Web Resources:
Orisha Net: site maintained by practitioners of La Regla de Ocha (Santería) http://www.seanet.com/~efunmoyiwa/ochanet.html
African-Based Religions: information on Afro-Cuban religion and Vodoun, as well as non-Caribbean African-based religions:
http://sparta.rice.edu/~maryc/AfroCuban.html

Religions Movements website hosted by University of Virginia: section on Santeria:
http://religiousmovements.lib.virginia.edu/nrms/santeria.html

Section on Rastafari:
http://religiousmovements.lib.virginia.edu/nrms/rast.html

Norman Hughes Redington, "A Sketch of Rastafari History"
http://www.nomadfx.com/old/rastal.html

Haitian Voodoo, part of general website on Haiti maintained by Bob Corbett: http://www.webster.edu/~corbetre/haiti/voodoo/voodoo.htm

GENERAL SUPPLEMENTARY READING LIST
Organized by country/region.

Jamaica and Barbados
Knight, ch. 10.


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**Trinidad and Tobago and Guyana**

Knight, ch. 10.


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**Haiti**

Knight, ch. 7.


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**Dominican Republic**

Knight, ch. 7.


Cuba

Knight, ch 8.


Puerto Rico
Knight, ch. 9.

Sample Exam: Past paper from 2003
Time: 2 hours and 15 minutes.
Answer three question, one from section A and two from section B

Section A
1. To what extent have the countries of the Caribbean region shared a history since 1898?
2. Did the countries of the Caribbean leave the twentieth century with a greater degree of independence than they entered it with?
3. What accounts for the continuing poverty of most Caribbean societies in the twentieth century?
4. To what extent have Caribbean culture and politics since 1898 been characterized by a search for national identity?

Section B
5. Examine the reasons for and consequences of United States interventions in EITHER Haiti OR the Dominican Republic since 1898.
6. What accounts for the longevity of the Cuban revolution?
7. Were the labour rebellions of the 1930s responsible for decolonisation in the Anglophone Caribbean?
8. 'Religion is the sigh of the oppressed creature, the heart of a heartless world, just as it is the spirit of a spiritless situation. It is the opium of the people.' (Karl Marx) To what extent does religious experience and practice in the twentieth-century Caribbean bear out Marx's claim?
9. Compare the contribution of any TWO of the following to the understanding of Caribbean societies: Jean Price-Mars, Frantz Fanon, C. L. R. James, José Martí.

10. 'Caribbean nationalism has done little to improve the lives of the poor.' Discuss with reference to at least TWO Caribbean societies.

11. Account for the differences in women's position in Anglophone and Hispanic Caribbean societies in the twentieth century.

12. Should Caribbean popular culture be understood as a 'culture of resistance'?

13. Assess the impact of the Cold War on the Caribbean.