

# Introduction to Caribbean History: From European Arrival to the 21<sup>st</sup> Century



HISL 1720-01  
Mon/Wed/Fri 10:00-10:50  
Zoom ID: 2425041973

<https://tulane.zoom.us/my/lauradderley>

Instructor: Laura Rosanne Adderley  
Office: 326C GMH / History Building  
Email: [adderley@tulane.edu](mailto:adderley@tulane.edu)  
Telephone: 504-862-8631

Office Hours: **Tuesday 11:00 a.m.-1:00 p.m.** noon and **Wednesday 11:30 a.m.-1:30 p.m.** or by appointment. *Tuesday Office Hours will usually take place online via Zoom.* Wednesday hours will take place at Room 326C. Wednesday meetings may also take place via Zoom if requested. *Note: Students should plan to speak to the course instructor during the office hours indicated above unless they are unable to do because of classes, employment or other mandatory commitments during the hours provided. Office hours by special appointment to accommodate students who cannot come during the scheduled times.*

## OVERVIEW

This course provides a survey introduction to the history of the Caribbean basin including the island territories located in the Caribbean Sea as well as those Atlantic islands and regions of mainland Central and South America which have shared similar historical experience with the Caribbean basin. The course covers the period from the mid fifteenth century immediately before European arrival up to the present day. Major themes will include European conquest and colonialism, African enslavement, the development of multi ethnic societies, U.S. relations with the Caribbean region, and the role of tourism and various forms of migration in recent Caribbean history.

Emphasis will be placed on mastering an overview of Caribbean regional history but also on analysis and understanding major themes and issues which have critically shaped that history. The course will also introduce students to the different sources and methods of reading and writing within the history discipline.

## REQUIRED READING

Stephan Palmie & Francisco Scarano, *The Caribbean: History of the Region & Its People*  
Stuart B. Schwartz, *Sea of Storms: a History of Hurricanes in the Greater Caribbean from Columbus to Katrina* (2015)  
Mimi Sheller, *Island Futures: Caribbean Survival in the Anthropocene* (2020)

## OPTIONAL TEXTS

William Strunk & E.B. White, *The Elements of Style*  
Graeme Mount & Stephen Randall, *The Caribbean Basin: an International History*  
B.W. Higman, *A Concise History of the Caribbean*  
Bartolome de las Casas, *The Devastation of the Indies*  
Moira Ferguson ed., *The History of Mary Prince, a West Indian Slave*  
Jean-Bertrand Aristide, *In the Parish of the Poor*

## CANVAS AND OTHER READING ASSIGNMENTS

The required readings listed will be available for purchase at the Tulane University Bookstore. Other required readings and a series of maps will be available on Canvas. Additionally, students will occasionally receive in-class handouts which will be considered of required reading. Students are responsible for making sure that they receive all such handouts if for some reason they miss a class meeting. *All students enrolled in HISL 1720 must activate and regularly check their Tulane University email address to facilitate class communication via the Canvas system.*

## LEARNING GOALS

Students will become historically literate by demonstrating in written work, oral presentation, and/or classroom discussions the following:

1. Knowledge of historical facts, themes and ideas in Caribbean history from approximately 1492-2000.
2. An ability to evaluate historical evidence in general, and in relation to specific major themes and eras in Caribbean history.
3. An understanding of the concept of *context* and a comprehension of *change over time* as essential components in evaluating historical experience.
4. Recognition that there are different perspectives on the past, whether those are historical, interpretive, or methodological in nature.
5. Writing skills that are coherent and reflective, as well as analytical and grammatically correct.

All aspects of this syllabus are subject to revision at the discretion of the course instructor.

## COURSE REQUIREMENTS

- A. Book Commentary Essay (Paper One) 15%

An analytical essay of approximately 1500 words pages based upon the book *Sea of Storms: a History of Hurricanes in the Greater Caribbean*. Detailed instructions for all papers will be provided in Week Two. Paper One will be due in Week Six.

- B. Document Commentary Essay (Paper Two) 15%

A short analytical essay of approximately 1200 words focused on a single historical document taken from the era of European colonialism in the Caribbean basin between 1600 and 1850. Detailed instructions for Paper Two and a tutorial session with the Latin American Library will be provided in Week Seven. Paper Two will due in Week Eleven.

- C. Research Paper Proposal (Paper Three) 15%

A written proposal of approximately 1000 words and an annotated bibliography for a potential research project on any topic in Caribbean history in the period between approximately 1850 and 2000. Topics will be selected by each student in consultation with the course instructor. Detailed instructions for Paper Three and a research orientation in the Latin American Library will be provided in Week Eleven. Paper Three will be due in Week Fifteen.

*Note: Students who complete Paper Two and Paper Three on topics focused on Jewish experience in the Caribbean may apply for HISL 1720 to count for credit toward the Major or Minor in Jewish Studies. Please see course instructor for details. HISL 1720 automatically counts for Major/Minor Credit in Latin American Studies, History and Africana Studies.*

- D. Presentation on the Caribbean & Environmental Change 15%

All students will participate in a 15-20 minute group presentation based on the book *Island Futures: Caribbean Survival in the Anthropocene*. Students will prepare these presentations in peer study groups of three to five students. Class presentations will take place during the final week of the semester.

- E. Class Participation 20%

Attendance at all class meetings, completion of all required readings and regular, active participation in classroom discussion exercises in person and online. Periodic quizzes related to assigned course readings, lectures, films and in-class handouts will make up a significant part of the participation grade. Students may also have the opportunity to participate in extra-credit events outside of class time which will be counted toward the class participation portion of the final grade. See additional Class Participation guide below.

- F. Final Exam 20%

The final examination will consist of a combination of essays and shorter questions and will take place during the university exam period in May.



## SERVICE LEARNING OPTION FALL 2021

Students may fulfill Tier One Service Learning with 20 hours of work on a Caribbean Performance Project with the Mardi Gras Indian Council of New Orleans. The Mardi Gras Indian Council is in the process of developing an online platform for education about Masking Indians in New Orleans and related traditions around the Americas. To fulfill the Service Learning Option must register separately for: HISL 1890. Students will have multiple work options.

Option A Students will do experimental display projects using different website software to assist MGIC in selecting the best options for their website. Final projects will be presented for review and consideration by MGIC partners.

Option B Students will assist in scanning documents and images from historical records of the Mardi Gras Indian Council.

Option C Students will make short written description of preliminary descriptions of carnival traditions and organizations in multiple Caribbean territories. MGIC aims to have a website that includes comparison of Mardi Gras Indian traditions with similar practices in the Caribbean.

Students may also assist as helpers for on-site events at the Mardi Gras Indian Cultural Campus located in Central City. As the *Mardi Gras Indian Traditions: Going Global & Going Online* is an ongoing project, students may have the option of continued work on the project via internships or in other relevant Tulane courses.

## ADDITIONAL COURSE EXPECTATIONS

G. Students should attend *at least* one informal meeting with the course instructor during the semester. This meeting may be used to discuss preparation of the independent topic assignments for Paper Two and Paper Three, but meetings can occur at any time during the semester for any reason.

H. Several times during the semester students may be required to participate in film, lecture or study group activities outside of class time, for example in preparation for some class discussions or in the development of topics for course papers.



**REQUIRED WRITTEN REFLECTION FOR STUDENTS IN SERVICE LEARNING:** How and why do people compare New Orleans with the Caribbean? What do these comparisons mean in the everyday life of ordinary New Orleans who participate in the cultural traditions around which those comparisons are made? How can we make our university course experiences useful in these communities? Over the course of the semester students will make **THREE JOURNAL ENTRIES** answering the questions posed here in relation to their work with MGIC. Journal Entry #3 must be written after 15<sup>th</sup> November when students will have completed at least six weeks of Service Learning. For one Caribbean example from the Republic of Trinidad and Tobago, see:

### “Traditional Mas Characters–Black Indians”



Photos and research courtesy of the Carnival Institute of Trinidad and Tobago. Source: <http://www.ncctt.org/new/index.php/about-ncc/departments/regional/trad-carnival-characters/321-traditional-mas-characters-black-indians.html>

# COURSE OUTLINE

## WEEK ONE                      EUROPEAN ARRIVAL AUG 23-AUG 27

### READING:

- Chapters 1-2 in Palmie & Scarano, *The Caribbean*
- Walter Rodney, "How Europe Became Dominant Section of World-Wide Trade System" in *Caribbean Slavery Reader (CSR)* on CANVAS
- Christopher Columbus, *Journal of the First Voyage* (excerpts) on CANVAS

### OTHER NOTES:

Service Learning Introduction on Friday in Class: Sergio García, Center for Public Service  
Friday Class Discussion: Walter Rodney "How Europe Became Dominant"

## WEEK TWO                      "DISCOVERY" AND "CONQUEST" AUG 30-SEP 03

### READING:

- "The Earliest Settlers" Chapter 3 in Palmie & Scarano, *The Caribbean*
- Ponce Vázquez, "Hispaniola in the Sixteenth Century" in *Islanders and Empire* on Canvas
- Bartolomé de las Casas, *Devastation of the Indies* (excerpts) on Canvas

### OTHER NOTES:

Friday Class Discussion: Bartolomé de las Casas, *Devastation of the Indies*  
START READING for PAPER ONE: *Sea of Storms*, Chapters 1-3

## WEEK THREE                      CONQUERORS, SETTLERS & OTHER ARRIVALS SEP 06-SEP 10

### READING:

- Chapters 5-7 in Palmie & Scarano, *The Caribbean*

### OTHER NOTES:

*Labor Day Holiday Monday Sep 06*

CONTINUE READING for PAPER ONE: *Sea of Storms*, Chapters 4-6

**MAP QUIZ on WEDNESDAY in CLASS**

## WEEK FOUR                      TRADE, PIRATES AND THE COMING OF SUGAR SEP 13-SEP 17

### READING:

- "Sugar and Slavery in the Mediterranean" Ch.4 in Palmie & Scarano, *The Caribbean*
- Chapters 8-12 in Palmie & Scarano, *The Caribbean*

### OTHER NOTES:

FINISH READING FOR PAPER ONE: *Sea of Storms*, Chapters 7-9

Friday Class Discussion: Schwartz, *Sea of Storms: Hurricane in Greater Caribbean History*

**WEEK FIVE**                      **SLAVE SOCIETIES**  
**SEP 20-SEP 24**

**READING:**

--"Servants and Slaves during Sugar Revolution" Ch. 13 in Palmie & Scarano, *The Caribbean*  
--"French and Dutch Caribbean" Ch. 14 in Palmie & Scarano, *The Caribbean*  
--Michael Craton, "Death, Disease and Medicine on Caribbean Slave Plantations" in *Caribbean Slavery Reader*, (CSR) on Canvas  
N.A.T. Hall, "Slavery in Three West Indian Towns" in CSR on Canvas  
*The History of Mary Prince* (excerpts) in CSR on Canvas

**WEEK SIX**                      **RESISTANCE AND REVOLUTION IN CARIBBEAN SLAVERY**  
**SEP 27-OCT 01**

**READING:**

--"Systems of Domination and Forms of Resistance" Ch. 16 in Palmie *The Caribbean*  
--"The Haitian Revolution" Ch. 18 in Palmie, *The Caribbean*  
--*Speeches and Letters of Toussaint L'Ouverture* (excerpts) in CSR on Canvas  
--Mary Reckford, "The Jamaica Slave Rebellion of 1831" *Past and Present* (1968) on Canvas  
--Pamphlet on *Insurrections in the West Indies* (1830) on Canvas

**OTHER NOTES:**

Papers must be submitted electronically by the end of due date in Central Time Zone

**PAPER ONE due on WEDNESDAY on CANVAS**

**WEEK SEVEN**                      **SLAVE EMANCIPATION**  
**OCT 04-OCT 08**

**READING:**

--Chapters 19-22 in Palmie and Scarano, *The Caribbean*

**OTHER NOTES:**

**Fall Break Holiday on Friday Oct 08**

Optional: Check in with Small Groups about Paper Two

**Document Workshop on Wednesday @ Latin American Library**

**WEEK EIGHT**                      **LABOR AND IMMIGRATION AFTER SLAVERY**  
**OCT 11- OCT 15**

**READING:**

--"Peasants, Immigrants and Workers" Ch. 23 in Palmie, *The Caribbean*  
--"War & Nation Building: Cuban & Dominican Experience" Ch. 24 in Palmie, *The Caribbean*  
-- "Immigrants and Indentured Laborers" (collection of essays & articles) pp. 131-167 in *Caribbean Freedom Reader* (CFR) on Canvas

**OTHER NOTES:**

Note that Quiz #2 Covers Week Five to Week Seven

**CARIBBEAN SLAVERY READING QUIZ on WEDNESDAY in CLASS**

**WEEK NINE**  
**OCT 18-OCT 22**

**WAR OF 1898 AND UNITED STATES-CARIBBEAN AGENDAS**

**READING:**

- Chapters 24-27 in Palmie & Scarano, *The Caribbean*
- John Tone, *War and Genocide in Cuba 1895-1898*, Chapters 2-3 & 18 on Canvas

**OTHER NOTES:**

**Wednesday October 20 at 6pm** in the Lavin-Bernick Center —Author **Rinaldo Walcott** will discuss his book *The Long Emancipation: Moving Toward Black Freedom*. Interested students can read the introduction here : <https://www.dukeupress.edu/the-long-emancipation>) This event will count for Extra Credit.

**WEEK TEN**  
**OCT 25-OCT 29**

**U.S. INTERVENTIONS: ECONOMIC, POLITICAL, MILITARY**

**READING:**

- Randall and Mount, *Caribbean Basin: International History*, pp. 53-84 on Canvas
- Chapters 28-30 in Palmie & Scarano, *The Caribbean*

**OTHER NOTES:**

*Recommended Office Hours Appointments to Discuss Papers Two & Three*  
**Research Workshop on Friday @ Latin American Library**

**WEEK ELEVEN**  
**NOV 01-NOV 05**

**WORLD WARS & CARIBBEAN LABOR UNREST**

**READING:**

- Randall & Mount, *Caribbean Basin: International History*, pp. 85-114 on Canvas
- Chapters 31-33 in Palmie & Scarano, *The Caribbean*

**OTHER NOTES:**

Optional Check-In with Small Groups for Class Presentations  
**PAPER TWO due on WEDNESDAY on CANVAS**

**WEEK TWELVE**  
**NOV 08-NOV 12**

**CARIBBEAN NATIONHOOD & DECLINE OF COLONIALISM**

**READING:**

- Chapters 35-37 in Palmie & Scarano, *The Caribbean*
- W. Andrew Axiline, "From Carifta to Caricom" in Caribbean Freedom Reader on Canvas

**OTHER NOTES:**

**START READING for CLASS PRESENTATION:** *Island Futures*, Introduction & Chapter 1  
**Ideas for Paper Three due Friday on Canvas**

**WEEK THIRTEEN      CUBAN REVOLUTION AND THE COLD WAR CARIBBEAN**  
**NOV 15-NOV 19**

**READING:**

--Randall and Mount, *Caribbean Basin International History*, pp. 115-142  
--"The Long Cuban Revolution" Ch. 34 in Palmie & Scarano, *The Caribbean*

**OTHER NOTES:**

CONTINUE READING for PRESENTATION: *Island Futures*, Chapters 2-4  
Note that Quiz #3 covers Week Nine to Week Eleven

**U.S. CARIBBEAN INTERVENTIONS QUIZ on WEDNESDAY in Class**

**WEEK FOURTEEN      THANKSGIVING HOLIDAY WEEK**  
**NOV 22-26**

**OTHER NOTES:**

CONTINUE READING for PRESENTATION: *Island Futures*, Chapters 5-6  
Remember that Paper Three is due the Week after Thanksgiving

**WEEK FIFTEEN      CONTEMPORARY POVERTY AND POLITICS**  
**NOV 29-DEC 3**

**READING:**

--Chapters 38-39 in Palmie & Scarano, *The Caribbean*  
--Ferguson, "Pain Protest: the 1984 Anti-I.M.F. Revolt in the Dominican Republic" in *CFSR on Canvas*  
--Jean-Bertrand Aristide, *In the Parish of the Poor* (excerpts) on Canvas

**OTHER NOTES:**

Schedule final practice with Small Group for Class Presentation

**PAPER THREE DUE Wednesday on Canvas**

**WEEK SIXTEEN      DIVERSITY, INEQUITY & CARIBBEAN FUTURES**  
**DEC 6-DEC 10**

**OTHER NOTES:**

FINISH READING for PRESENTATION, *Island Futures*, Conclusion, Afterword

**CLASS PRESENTATIONS on Wednesday & Friday in Class**

**WEEK SEVENTEEN      FINAL EXAM**  
**DEC 13-DEC 18**

A cumulative Final Exam will take place according to the university-wide exam schedule on  
**FRIDAY 17<sup>th</sup> December @ 8:00 a.m.** in the regular classroom in the History Building



## **SOME ONLINE RESOURCES FOR CARIBBEAN STUDIES**

Caribbean News & Commentary: <https://repeatingislands.com/>

Digital Library of the Caribbean: <http://www.dloc.com/>

Stone Center for Latin American Studies: <https://stonecenter.tulane.edu/>

Cuban & Caribbean Studies at Tulane: <http://cuba.tulane.edu/>

Tulane CPS Summer Program in Saint Martin: <https://cps.tulane.edu/academics/international-program>

Center for Global Education: <http://cge.tulane.edu/>

Latin American Library at Tulane: <http://lal.tulane.edu/>

Create Caribbean Research Institute: <https://createcaribbean.org/create/>

*Archipelagos*: a journal of Caribbean Digital Praxis: <https://www.archipelagosjournal.org/>

North American Congress on Latin America (NACLA): <https://nacla.org/>

## **CODE OF ACADEMIC CONDUCT**

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#) and [Code of Student Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

*Unless I indicate differently on instructions, all assignments and exams are to be completed individually and without any study aid, including textbooks, class notes, or online sites. If you have any question about whether a resource is acceptable, you must ask the instructor rather than assume.*

## **LEARNING ACCOMMODATIONS**

Students who may need particular learning accommodations with regard to test-taking procedures or any aspect of this course should explore the assistance available through the Goldman Center for Student Accessibility: <http://accessibility.tulane.edu/>

## **REMOTE LEARNING for FALL 2021**

This course is designed as an in-person class with a mixture of lectures and group discussion. However, students who must isolate or quarantine due to Covid-19 concerns will be able to complete the class successfully: **(1)** Students will be able to listen to any in-class lectures via Zoom. There will not be separate pre-recorded lectures. **(2)** For class discussion days there will be alternative participation assignments on Canvas. *Please see Remote Learning Details in designated on Canvas site for this course.*

## Policy Statements for HISL 1720

### **Note on Assessment of Final Grades**

Students will normally be expected to complete ALL the requirements listed above--both graded and ungraded-- in order to receive a final grade for the course.

e.g. If a student fails to complete Paper Two they will not simply receive an "F" for that portion of the final grade. Rather, they will receive no grade for the entire course until the missing paper is submitted.

The percentage values indicated for individual assignments are intended as a guide rather than a rigid means of calculation. In particular, students should note that improvement over the course of the semester will be taken into account in the determination of final grades.

### **Policy on Paper Deadlines**

Except in cases of serious illness or other emergencies, extensions will not be granted for the research paper proposal or for any written assignment connected with a specific class discussion. In most cases extensions will also not be granted for other papers. Students wishing to request an extended deadline for these written assignments must communicate with the instructor BEFORE the paper is due. Except in cases of serious illness or other emergencies, unexcused late assignments will be penalized 1/3 of a grade for each day late, including weekends. However, no assignment will receive a failing grade simply due to lateness.

e.g. A paper which would have received a B+ if submitted on time will receive only a B- if submitted two days late, without prior arrangement with the instructor.

A paper which would have received a C if submitted on time will receive a minimum passing grade of D if submitted five days late, without prior arrangement with the instructor.

### **Attendance Policy**

Attendance at all class meetings is considered mandatory. Students should inform the instructor in advance if they anticipate missing two or more classes due to some unavoidable circumstance. Any unexcused absences will result in a lower assessment for the class participation portion of the final grade. Ten (10) or more unexcused absences may result a failing grade for the entire course.

### **Academic Integrity**

Students are reminded that in all course work they are required to comply with the Code of Academic Conduct as explained at the online site of the Newcomb Tulane Undergraduate College and via links provided above in this syllabus. Students are strongly advised to save and/or print a copy of the complete Code of Academic Conduct from Newcomb-Tulane College or online at: [Academic Integrity | Newcomb-Tulane College](#) Any academic violation will result in disciplinary action according to this code or the Code of Student Conduct.

### **CLASS PARTICIPATION SCORES for HISL 1720**

Class participation will be graded on a 100 point scale as follows:

43	possible points for each day of class attendance
55	possible points for three quizzes
14	points for Canvas discussion board check-ins
3	points for submission of preliminary ideas for Paper Three
115	TOTAL POSSIBLE POINTS

Note that the above system allows students 115 opportunities to earn the maximum participation score of 100 points.

Extra Credit: Students may also earn up to 10 additional points for attendance at events related to Caribbean History or Caribbean Studies. Such events will be regularly announced in class. Students will earn 2 points of extra credit for attending an approved event AND writing a 3-5 sentence email summary addressing how the event related to Caribbean History. Extra Credit email summaries must be submitted no later than 10 days after the event attended.

### **GRADING SCALE for HISL 1720**

≤ 58	F
59-62	D
63-66	D+
67-70	C –
71-74	C
75-78	C+
79-82	B –
83-86	B
87-90	B+
91-95	A –
96-100	A

Note: The grade of D is the lowest passing grade. A score that is at the middle point between two letter grades will receive the higher letter grade. For example, a score of 82.5 will receive a B grade.

### **NOTE on Canvas Grading System**

The Canvas online system sometimes automatically calculates student grades. The grading for this course is based on this syllabus. The Canvas automatic calculations are often incorrect. Please speak to the course instructor about any grading questions.

## **ADA/Accessibility Statement**

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **Goldman Center contact information:** [goldman@tulane.edu](mailto:goldman@tulane.edu); (504) 862-8433; [accessibility.tulane.edu](http://accessibility.tulane.edu).

## **Religious Accommodation Policy**

Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered. A [religious calendar](#) is available.

## **Title IX**

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [allin.tulane.edu](http://allin.tulane.edu). Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns).



Tulane's commitment to  
stop all sexual violence.

Tulane University is All In to stop all forms of sexual violence. Learn more about what you can do to be a part of All In on this website. You can also [subscribe to the monthly e-newsletter](#).

Tulane University affirms the right of all students to access an education free of sexual violence. The All In website brings together information, resources, and opportunities to empower our campus community in our efforts to prevent, intervene in, and respond to acts of sexual violence.

Survivors of sexual violence are encouraged to explore the [Get Help](#) section for information about both short and long term support services, as well as information about medical, legal, and therapeutic options available on and off campus. Similarly, the [How to Support](#) section provides guidance for friends, parents, and faculty/staff searching for ways to support their loved ones. The below video explains the changes made to Title IX in 2020 and what that means for survivors of sexual violence at Tulane.

Confidential	Private
<p><i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i></p> <ul style="list-style-type: none"><li>▪ Counseling &amp; Psychological Services (CAPS)   (504) 314-2277</li><li>▪ The Line (24/7)   (504) 264-6074</li><li>▪ Student Health Center   (504) 865-5255</li><li>▪ Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543</li></ul>	<p><i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i></p> <ul style="list-style-type: none"><li>▪ Case Management &amp; Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a></li><li>▪ Tulane University Police (TUPD)   Uptown - (504) 865-5911   Downtown – (504) 988-5531</li><li>▪ Office of University Sexual Misconduct Response and Title IX Administration   (504) 865-5611 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a></li><li>▪ Student Affairs Professional On-Call (24/7)   (504) 920-9900</li></ul>



# Emergency Preparedness & Response:

EMERGENCY NOTIFICATIONS: TU ALERT	SEVERE WEATHER
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> <li>▪ Follow all TU Alerts and outdoor warning sirens</li> <li>▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given</li> <li>▪ Do not use elevators</li> <li>▪ Do not attempt to travel outside if weather is severe</li> </ul> <p>Monitor the Tulane Emergency website (<a href="http://tulane.edu/emergency/">tulane.edu/emergency/</a>) for university-wide closures during a severe weather event</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	EVERBRIDGE APP
<ul style="list-style-type: none"> <li>▪ <b><u>RUN</u></b> – run away from or avoid the affected area, if possible</li> <li>▪ <b><u>HIDE</u></b> – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT</li> <li>▪ <b><u>FIGHT</u></b> – do not attempt this option, except as a last resort</li> <li>▪ For more information or to schedule a training, visit <a href="http://emergencyprep.tulane.edu">emergencyprep.tulane.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Download the Everbridge app from the App Store or Google Play store</li> <li>▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers</li> <li>▪ The SOS button allows you to notify TUPD if you need help</li> <li>▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD</li> </ul>

Source: Tulane Office of emergency preparedness and response

# QUICK REFERENCE for COURSE ASSIGNMENTS

(Note: see full course outline above for Weekly Themes and Required Readings)

Week	Assignment-Related Work	Assignments Due
<b>1</b> Aug 23	Form Small Groups	Submit Names on Canvas
<b>2</b> Aug 30	Early Prep for Paper One	Start Reading <i>Sea of Storms</i>
<b>3</b> Sep 6	<b>QUIZ #1</b>	Map Quiz <b>in Class Wednesday</b>
<b>4</b> Sep 13	Final Prep for Paper One	Finish <i>Sea of Storms</i> for Discussion in Class on Friday
<b>6</b> Sep 27	<b>PAPER # 1</b>	Commentary Paper on book <i>Sea of Storms</i> <b>due on Canvas on Wednesday</b>
<b>7</b> Oct 4	Prep for Paper Two – Weds 6 <sup>th</sup> Oct	Workshop on historical documents at Latin American Library on Wednesday
<b>8</b> Oct 11	<b>QUIZ #2</b>	Quiz on Slavery in the Caribbean <b>in Class on Wednesday</b>
<b>10</b> Oct 25	Prep for Paper Three – Friday 29 <sup>th</sup> Oct	Workshop on book and article research at Latin American Library on Friday
<b>11</b> Nov 1	<b>PAPER #2</b>	Document analysis on Caribbean history 1600-1850 <b>due on Canvas on Wednesday</b>
<b>12</b> Nov 8	Paper Three Ideas: Open Topic on Caribbean History 1850-2000	Topic Notes due on Canvas on Friday
<b>13</b> Nov 15	<b>QUIZ #3</b>	Quiz on US Intervention in Caribbean <b>in Class Wednesday</b>
<b>14</b> Nov 22	Final reading for Class Presentation	Reading up to Chapter 6 of book <i>Island Futures</i> by end of Thanksgiving Break
<b>15</b> Nov 29	<b>PAPER #3</b>	Research Proposal & Bibliography Assignment <b>due on Canvas on Wednesday</b>
<b>16</b> Dec 6	<b>Class Presentation</b> (by Small Groups)	Class Presentations on book <i>Island Futures</i> <b>in class on Wednesday and Friday</b>
<b>17</b> Dec 13	<b>FINAL EXAM</b>	Final Exam in Exam Period at <b>8am on Friday 17<sup>th</sup> December</b>