



**CARIBBEAN
EXAMINATIONS
COUNCIL**

**Caribbean Advanced
Proficiency Examination®**

SYLLABUS HISTORY

CXC A4/U2/26

Effective for examinations from May–June 2027



CAPE®

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200

Facsimile Number: + 1 (876) 967-4972

E-mail Address: cxcwzo@cxc.org

Website: www.cxc.org

Copyright ©2026 by Caribbean Examinations Council
Prince Road, Pine Plantation Road, St Michael BB11091

Contents

INTRODUCTION	i
RATIONALE	1
AIMS	2
SKILLS AND ABILITIES TO BE ASSESSED	3
PREREQUISITES OF THE SYLLABUS	4
STRUCTURE OF THE SYLLABUS	4
APPROACHES TO TEACHING THE SYLLABUS	4
UNIT 1: <i>THE NATURE AND STRUCTURE OF PHILOSOPHY AND HISTORY: ATLANTIC WORLD HISTORY</i> ..	5
<i>MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE</i>	5
MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY	13
MODULE 3: <i>CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD</i>	24
UNIT 2: <i>IDEOLOGIES, CONFLICTS AND GLOBAL DEVELOPMENT: IMPACT ON THE ATLANTIC WORLD</i> 37	
<i>MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY</i> 37	
MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD	47
MODULE 3: <i>IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY</i> ...	63
OUTLINE OF ASSESSMENT	80
REGULATIONS FOR PRIVATE CANDIDATES	88
REGULATIONS FOR RESIT CANDIDATES	88
ASSESSMENT GRID	88
APPENDIX	89
ADDITIONAL BIBLIOGRAPHY	89
GLOSSARY OF TERMS	93
GLOSSARY OF EXAMINATION VERBS	97

NOTE TO TEACHERS AND LEARNERS

This document CXC A4/U2/26 replaces CXC A4/U2/15.

Please note that the syllabus has been revised and amendments are indicated by italics.

First published in 1997
Revised in 2004, 2016, 2026

Please check the website www.cxc.org for updates on **CXC®**'s syllabuses.

For access to short courses, training opportunities and teacher orientation webinars and workshops go to our Learning Institute at <https://pli.cxc.org/>

PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

Introduction

The Caribbean Advanced Proficiency Examination (**CAPE®**) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under **CAPE®** may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification at the **CAPE®** level. The first is the award of a certificate showing each **CAPE®** Unit completed. The second is the **CAPE®** Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the **CXC®** Associate Degree, awarded for the satisfactory completion of a prescribed cluster of *ten* **CAPE®** Units including Caribbean Studies, Communication Studies *and Integrated Mathematics. Integrated Mathematics is not a requirement for the CXC® Associate Degree in Mathematics.* The complete list of Associate Degrees may be found in the **CXC®** Associate Degree Handbook.

For the **CAPE®** Diploma and the **CXC®** Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years. *To be eligible for a CXC® Associate Degree, the educational institution presenting the candidates for the award, must select the Associate Degree of choice at the time of registration at the sitting (year) the candidates are expected to qualify for the award.* Candidates will not be awarded an Associate Degree for which they were not registered.

History Syllabus

♦ RATIONALE

The discipline of History consists of three aspects – its content, its organising principles, and its methods of enquiry. The syllabus seeks to promote these aspects of the historian’s craft and has been organised accordingly. Its content emphasises the historical experiences *and relationships of the peoples of the Caribbean and the Atlantic World*.

The Atlantic World is more than a geographical description of the countries that are connected by the Atlantic Ocean. It is the history of the interactions among the peoples and empires bordering the Atlantic Ocean from the 15th to the early 21st century. Over nearly six centuries, the Atlantic-based trade shaped modern world history and life in the Caribbean, the Americas more broadly, Africa, Europe and later Asia. European colonisation and maritime commerce connected the peoples and nations that bordered the Atlantic in a system of conquest, colonisation, settlement, indentureship and enslavement.

Therefore, the concept of an Atlantic World is central to the syllabus *because of the geo-political and socio-economic relations among the peoples on all the shores of the Atlantic (Africa, Europe, and the Americas)*. The syllabus takes into account the roles played by *the peoples* in the creation of Caribbean societies. *It also recognises unequal power relations among the countries in the Atlantic World, and the Atlantic World and other geographical zones, which often resulted in the development of instability, resistance and anti-colonialism.*

The selection, structure and content of themes and modules have been informed by a desire to promote an understanding of the historical as well as the contemporary relationships among the nations and societies *of the Atlantic World and other regions*. The syllabus has been organised to enhance the in-depth study of themes that will enable students to acquire and practise the skills of the historian and to engage in applied history; that is using history to understand our societies and explain current happenings.

The aims and objectives of this syllabus are identified with reference to the diverse methods of historical enquiry. The historian raises questions, identifies problems, gathers evidence, collates and interprets information, makes informed judgements and reports conclusions. The objectives of the Units and Modules are designed to enable students *to develop identity and respect for cultural heritage*, the skills of a historian, and *use historical knowledge to understand and explain contemporary issues*. Students will develop as independent and critical thinkers in the context of historical enquiry, and in keeping with the UNESCO Pillars of Learning. This will occur *as they learn to live together and transform themselves and society*.

Through the advanced study of history, *students should utilise the Information, Communications Technology (ICT) skills*, and knowledge that will extend the scope of their general education and provide a foundation for the professional study of history. The course of study prescribed in this syllabus, along with the use of learner-centred teaching, learning and assessment approaches, seeks to enhance the interests, capabilities, skills and attitudes of students. This approach enables them to develop as autonomous human beings capable of acting as rational and ethical individuals, and as responsible members of their community.

Based on the attributes of the Ideal Caribbean Person as articulated by CARICOM, this course of study in CAPE® History can contribute to the development of a Caribbean person who is imbued with a respect for human life; is emotionally secure with a high level of self-confidence and self-esteem; and respects ethnic, gender, religious and other diversities.

◆ AIMS

The syllabus aims to:

1. *introduce students to the basics of philosophy as an academic discipline and how it relates to and facilitates an understanding of the study and practice of history (its nature and structure);*
2. *foster an appreciation of the thinkers and practitioners who contribute to the development of history as a discipline;*
3. empower students to use methods and processes of historical investigation while engaged in research and writing;
4. develop an understanding of the Caribbean world by locating it within the larger history of the *Atlantic World and other geographical regions;*
5. develop knowledge and understanding of the historical linkages between the peoples of the Caribbean and peoples in other areas of the world;
6. assist students to view themselves as citizens of states of *Caribbean nations* sharing a common Caribbean culture;
7. stimulate an interest in the past, *and develop an understanding of how the past has influenced and shaped contemporary Caribbean societies;*
8. enable *students to recognise* social, political and economic contradictions, paradoxes, and ambiguities *which affect relations within Caribbean societies;*
9. enable an understanding *of the historical roots of contemporary Caribbean* beliefs and value systems;
10. encourage the development of a sense of moral responsibility, *respect for life* and commitment to social justice *(including reparatory justice);*
11. *develop a commitment to* gender equity and respect for people of different ethnicities, *customs and beliefs;*
12. produce students who will be able to understand *and operate effectively in* a world characterised by rapid scientific and technological changes; and,
13. prepare students for tertiary education in the study of History and other disciplines *for example, Law and International Relations.*

◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under two headings:

1. Knowledge and Comprehension; and,
2. Enquiry and Communication.

1. **Knowledge and Comprehension**

The ability to:

- (a) understand the themes, topics, periods, individuals, ideas, events and processes covered by the syllabus;
- (b) *identify and assess different approaches to, interpretations of, and opinions about the past;*
- (c) understand a range of historical concepts and theories as they apply to historical knowledge, for example, concepts of time, chronology, cause, effect, historical significance and interpretation;
- (d) differentiate among historical facts, opinions and biases, and among different historical perspectives; and,
- (e) *understand historical phenomena in terms of change, continuity and relevance to contemporary issues.*

2. **Enquiry and Communication**

The ability to:

- (a) analyse and evaluate various historical sources;
- (b) identify and use various methods of historical investigation, engaging both primary and secondary sources;
- (c) *apply historical methods to historical questions, problems and issues;*
- (d) communicate the conclusions of historical enquiries in appropriate formats, clearly and logically; and,
- (e) *apply historical knowledge to an understanding of contemporary issues.*

◆ PREREQUISITES OF THE SYLLABUS

*Any potential candidate interested in pursuing **CAPE®** History, should have a foundation in historical studies, typically, having obtained at least a Grade 3 in **CSEC®** Caribbean History or its equivalent.*

◆ STRUCTURE OF THE SYLLABUS

The subject is organised in two (2) Units. A Unit comprises three (3) Modules each requiring fifty (50) hours. The total time for each Unit, is therefore, expected to be one hundred and fifty (150) hours. While each Unit is independent of the other, together they form a holistic vision of the Caribbean and the *Atlantic World* as a theatre in which some foundations of the modern world were established.

Unit 1: *The Nature and Structure of Philosophy and History: Atlantic World History*

Module 1	-	<i>Philosophy and History: Nature and Structure</i>
Module 2	-	<i>Debates in Atlantic World History</i>
Module 3	-	<i>Caribbean and Global Events in the Atlantic World</i>

Unit 2: *Ideologies, Conflicts and Global Developments: Impacts on the Atlantic World*

Module 1	-	<i>Philosophical Ideas and Global Development in Atlantic World History</i>
Module 2	-	<i>Global Conflicts and their Impacts on the Atlantic World</i>
Module 3	-	<i>Ideological Developments and Post Colonial Advocacy</i>

◆ APPROACHES TO TEACHING THE SYLLABUS



It is recommended that Unit 1 be taken first as the content in Module 1 prepares students to engage effectively with the knowledge and skills required for the SBA and provides a foundational understanding of the nature and structure of history. Studying Unit 2 first may compromise the coherence of the learning experience intended in this syllabus.

Teachers are reminded that Modules are not tied to traditional school terms. It is recommended that a **Module should require approximately 10 weeks, at 5 hours per week.**

♦ **UNIT 1: THE NATURE AND STRUCTURE OF PHILOSOPHY AND HISTORY: ATLANTIC WORLD HISTORY**
MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *develop an understanding of the meaning, nature and structure of philosophy as an academic discipline;*
2. *appreciate the foundational relationship between philosophy and history;*
3. *understand the concept of the philosophy of history and its link to the practice of history; and,*
4. *know the structure of history, that is, the methods and processes of historical investigation, including the steps involved in historical research and writing.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Nature and Structure of Philosophy

Sub-Theme 1: The Nature of Philosophy

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. <i>explore the nature and structure of philosophy;</i> | <p>Nature of Philosophy (its meaning and Purpose).</p> <ol style="list-style-type: none"> (a) <i>Philosophy as a term is derived from the Greek root words Philo (love) and Sophos (wisdom), interpreted to mean love of wisdom;</i> (b) <i>Philosophy is a paid professional activity – an academic discipline;</i> (c) <i>Philosophy provides explanations about and understanding of other disciplinary fields; it is focused on the fundamental - nature of knowledge, reality and existence (or the nature of the real/observable world); and,</i> (d) <i>Philosophy at its very basic is about answering questions.</i> |
|---|--|

UNIT 1

MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

Sub-Theme 2: *The Structure of Philosophy*

CONTENT

Structure of Philosophy

Structure refers to how philosophy as a discipline is organized; its core units/branches and how this organization facilitates philosophical inquiry.

Philosophy has a specialized language and consists of a number of branches. The branches which are focused on in this syllabus are Epistemology and Logic.

- (a) *Epistemology (the branch of philosophy that asks questions about knowledge and knowing); and,*
- (b) *Logic (the branch of philosophy that is concerned with reasoning – deductive and inductive).*

One of the many specialized fields of philosophy is the philosophy of history.

- 2. *explain what is meant by the philosophy of history; and,*

- (a) *Philosophy of history provides explanations of how history works (the nature of history).*
- (b) *Philosophy clarifies the language and theoretical ideas used by historians.*
- (c) *Two traditional branches of the philosophy of history are speculative (or substantive) philosophy of history and critical (or analytical) philosophy of history. The syllabus focuses on critical (or analytical) philosophy of history.*

UNIT 1

MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: *The Structure of Philosophy (cont'd)*

- | | |
|---|--|
| 3. <i>examine the issues and concerns of critical or analytical philosophy of history from its emergence to the mid 1970's.</i> | <ul style="list-style-type: none">(a) <i>Critical or Analytical Philosophy of History is a branch or sub-field of the philosophy of history which emerged in the early 20th century.</i>(b) <i>It is concerned with the method of history, questions to do with what historical knowledge is, the status of historical knowledge, how historical knowledge is produced by historians and the process by which historians engage in historical reasonings.</i>(c) <i>In other words, critical or analytical philosophy of history is concerned with the methods/approaches and categories (concepts) and skills used by historians to understand the events/materials they study.</i>(d) <i>This philosophy of history emerged in the 20th century and was a dominant subfield of the philosophy of history until the 1970's when narrative philosophy of history emerged.</i> |
|---|--|

UNIT 1

MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: The Nature and Structure of History

Sub-Theme 1: The Nature of History

- | | |
|---|---|
| 1. <i>explore the varied views of what history is;</i> | <ul style="list-style-type: none">(a) <i>Early to more contemporary views of history by notable historians over time for example, R. G. Collingwood, E. H. Carr, A Marwick, and J. Tosh.</i>(b) <i>History has been defined in various ways to include the following:</i><ul style="list-style-type: none">(i) <i>history as a body of facts;</i>(ii) <i>history as a study of the past based on surviving record;</i>(iii) <i>history as an account of the past reconstructed by the historian; and,</i>(iv) <i>history as a discipline with its own method of inquiry.</i>(c) <i>Changing perspectives on history, for example historical objectivity versus historical relativism (noted in the views of Leopold von Ranke and E. H. Carr).</i> |
| 2. <i>explain what is meant by the nature of history;</i> | <p><i>The nature of history refers to the enduring qualities and features that characterises history as a subject and disciplinary field. History is characterised by:</i></p> <ul style="list-style-type: none">(a) <i>Its specific area of study (the retrievable past);</i>(b) <i>Its use of historical sources (primary and secondary);</i>(c) <i>Its focus (people, events, developments, changes; and,</i>(d) <i>Its specific language and concepts (chronology, causation, change/continuity among others).</i> |

UNIT 1

MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: The Nature and Structure of History (cont'd)

Sub-Theme 1: The Nature of History (cont'd)

- | | | | |
|----|--|-------|---|
| 3. | <i>examine the meaning and process of historiography as an aspect of the nature of history; and,</i> | (a) | <i>Historiography is traditionally conceived of as the history of history.</i> |
| | | (b) | <i>Historiography is a process that involves the analysis of historical writing and interpretations over time. It reveals changes in interpretations, methodologies and perspectives.</i> |
| 4. | <i>explain some key conceptions of the nature of history.</i> | (a) | <i>History as subjective reconstruction (all historical accounts are reconstructions that contain some degree of subjectivity. These accounts are personalized version based on incomplete and imperfect evidence – Furray and Salevouris, 2010, p.13).</i> |
| | | (b) | <i>History as interpretation (historical interpretation: the deliberate and thoughtful attempt to reconstruct and explain events in the past, rooted in genuine evidence drawn from several different sources (Haydn et al., 2001, p.127).</i> |
| | | (c) | <i>History as revisionist (Meaning of Historical revisionism: alteration in historical interpretations as a result of challenges to existing interpretations). Some rationale for revisionism include:</i> |
| | | (i) | <i>the fragmentary, incomplete, and controversial nature of historical sources;</i> |
| | | (ii) | <i>the historians own background, interest; and,</i> |
| | | (iii) | <i>the social, economic, political climate in which they work.</i> |

UNIT 1

MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: The Nature and Structure of History

Sub-Theme 1: The Nature of History

- (d) *Historical controversies: (during the process of historical investigation historians' critique, evaluate and derive conclusions from the sources used. In this process historians draw different conclusions from the same sources. These lead to a range of alternative perspectives which in turn generate historical debates. The nature of these debates are the sources of controversies in history.*

Sub-Theme 2: The Structure of History: Methods of Historical Investigation/Inquiry

- 1. *explain the concept and process of historical research; and,*
 - (a) *Definition of historical research – a systematic process involving the generation of historical questions.*
 - (b) *The process of historical research reveals the structure of history as a discipline.*
 - (c) *Historical research entails a series of interrelated and iterative activities, drawing on a combination of disciplinary skills.*
 - (d) *Literature search – for primary and secondary historical sources.*
 - (e) *The analysis and evaluation of historical sources. Source evaluation (primary sources) refers to the process of:*
 - (i) *external criticism; and,*
 - (ii) *internal criticism – establishing the reliability of sources, cross-referencing and corroborating with other sources.*

UNIT 1

MODULE 1: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: The Structure of History: Methods of Historical Investigation/Inquiry

- | | |
|---|---|
| 2. <i>examine the steps in the historical research process.</i> | <ul style="list-style-type: none">(a) Identification of a research problem/topic.(b) Delineation of the research purpose.(c) Development of the research question (subject to refinement).(d) Identification and selection of relevant primary and secondary sources (literature search).(e) Source evaluation (external but more so internal source criticism).(f) Writing up the result of the investigation:<ul style="list-style-type: none">(i) the introduction (background, purpose, research question and thesis statement);(ii) the body (which contains the arguments to support the thesis as well as counter arguments); and,(iii) the conclusion (to summarize main arguments and in support of <i>the</i> thesis).(g) Use of the relevant rhetorical mode of writing — narration, description, argumentation, exposition. |
|---|---|

UNIT 1

MODULE 2: PHILOSOPHY AND HISTORY: NATURE AND STRUCTURE (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. Research and compile the views of historians on the nature and philosophy of history.
2. Complete mini research utilising the steps in the historical research process.

RESOURCES

Shepherd, V. and Beckles, H. (eds.) *Caribbean Slavery in the Atlantic World*, Kingston: Ian Randle Press, 2000.

Van Sertima, I. *They Came Before Columbus*, London: Random House, 1977.

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the claims of pre-Columbian contact with the Americas, with a focus on the presence of West Africans and Vikings before 1492;*
2. *appreciate the traditional and revised narrative surrounding the 'discovery' of the New World by Christopher Columbus;*
3. *understand the historical factors that contributed to the decline of the Indigenous population following European contact and conquest, utilizing case studies of Hispaniola, Mexico, and Peru;*
4. *understand and appreciate the relationship between the transatlantic trade in enslaved Africans, with a focus on Eric Williams' economic thesis and the historiographical debates surrounding his decline thesis; and,*
5. *understand the evolution of Caribbean women's historiography.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Historical Controversies and Debates

Sub-Theme 1: West African and Nordic Presence in the Americas Before 1492

- | | |
|--|--|
| <ol style="list-style-type: none">1. <i>examine the evidence of the presence of the West Africans in the Americas before 1492;</i> | <p><i>Arguments presented by Van Sertima in his book 'They came before Columbus':</i></p> <ul style="list-style-type: none">(a) <i>Archaeological evidence;</i>(b) <i>Oral tradition and linguistic evidence;</i>(c) <i>Geographical and technological evidence; and,</i>(d) <i>Botanical evidence.</i> |
|--|--|

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Historical Controversies and Debates (cont'd)

Sub-Theme 1: West African and Nordic Presence in the Americas Before 1492 (cont'd)

- | | |
|---|--|
| 2. assess the arguments which have been offered to support and/or reject Van Sertima's thesis; and, | Counterarguments and alternative perspectives on Van Sertima's claim of West African presence before Christopher Columbus' arrival in the Americas.

See the following:

(a) Bernard Ortiz de Montellano, Gabriel Heslop-Viera and Warren Barbour (1997) <i>They were NOT here before Columbus: Afrocentric Hyperdifusionism in the 1990's.</i>

(b) Fitzroy and Enrique Okenve (2010). <i>They came before Columbus: A critical review of the Van Sertima thesis.</i> |
| 3. assess the evidence presented in support of a Viking presence in the Americas prior to 1492. | (a) Settlement of L'Anse aux Meadows.
(b) The Vikings Saga of Erik the Red. |

Theme 1: Historical Controversies and Debates (cont'd)

Sub-Theme 2: Concepts of Discovery and Encounter

- | | |
|---|---|
| 1. examine the traditional view of the 'discovery' of a 'new world' in relation to Christopher Columbus' arrival in the Americas in 1492; | (a) Early colonial writings:

(i) Christopher Columbus' diaries; and,

(ii) Letter of Dr Chanca of Seville on the second voyage of Columbus.

(b) Their descriptions and interpretations of the meeting between the Europeans and the Indigenous population of the Caribbean. |
|---|---|

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Historical Controversies and Debates (cont'd)

Sub-Theme 2: Concepts of Discovery and Encounter (cont'd)

- (c) *The notion of 'discovery' of a 'new world' and the arguments surrounding the 'myth of discovery' linked to the claim by Columbus himself of discovering and taking possession of lands that were already peopled.*
- See Heike Paul (2014) 'The Myth that made America: An introduction to American studies – Chapter 1: Christopher Columbus and the myth of discovery' – Open access).*
2. *justify the reasons for the changes in the interpretation by historians from the claim of 'discovery' to the arguments based on the concept of encounter; and,*
- (a) *Late colonial and post-colonial writings on Caribbean history – revisionist in nature. Note the nature of arguments provided or the reasoning used to justify new perspectives on Columbus' arrival in the Americas.*
- (b) *Influence of popular culture.*
3. *examine the views of Alfred Crosby on the Columbian Exchange.*
- (a) *The Columbian Exchange:*
- (i) *diseases;*
- (ii) *ideas;*
- (iii) *food crops; and,*
- (iv) *population.*
- (b) *Consider the initial arguments/thesis proposed by Crosby in 1967 and his subsequent reassessment of those arguments in 1989.*

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (*cont'd*)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 3: Historical Debate on the factors contributing to the decline of the indigenous population on Contact/Wars with Europeans: (Case Study – Hispaniola, Mexico and Peru).

- | | |
|---|---|
| 1. <i>identify the factors which contributed to the decline of the indigenous population in Hispaniola, Mexico and Peru; and,</i> | <ul style="list-style-type: none">(a) <i>Disease;</i>(b) <i>Technology;</i>(c) <i>Internal divisions;</i>(d) <i>Local alliances;</i>(e) <i>Terrain;</i>(f) <i>Religious beliefs; and,</i>(g) <i>Fatalism.</i> |
| 2. <i>evaluate the factors which contributed to the decline of the indigenous population in Hispaniola, Mexico and Peru.</i> | <ul style="list-style-type: none">(a) <i>Type and role of diseases which were introduced by Europeans including: Smallpox, Measles, Whooping Cough, Chicken Pox, Bubonic Plague, Typhus, and Malaria.</i>(b) <i>Role of:</i><ul style="list-style-type: none">(i) <i>technology in the wars of resistance in Hispaniola, Mexico and Peru and their outcomes;</i>(ii) <i>civil war (Peru);</i>(iii) <i>leadership;</i>(iv) <i>local alliances formed with disaffected members in both empires;</i>(v) <i>terrain;</i> |

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (*cont'd*)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 3: Historical Debate on the Factors contributing to the decline of the indigenous population on contact/wars with Europeans: (Case Study – Hispaniola, Mexico and Peru) (cont'd)

(vi) conditions of Indian enslavement;

(vii) religious beliefs; and,

(viii) fatalism.

(c) Consider the similarities and differences in the three cases.

Sub-Theme 4: Debate on the contribution of the trade in enslaved West African and Caribbean Enslavement to British Industrialism

1. assess the interpretations of the causes of the English industrial Revolution;

(a) Arguments based on the internal factors in England:

(i) capital;

(ii) natural resources;

(iii) population;

(iv) geography; and,

(v) political climate (noninterference).

(b) External factors:

(i) Contributions of the Atlantic economies:

- interdependent economic activities;

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (*cont'd*)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 4: Debate on the contribution of the trade in enslaved West African and Caribbean Enslavement to British Industrialism (cont'd)

- colonies created a demand for British goods; and,
 - income from the Atlantic trade developed Britain's infrastructure and industries (Examples: Development of the shipping industry; Development of the banking industry; development of the metallurgy industries).
2. examine Eric Williams' thesis on the role of economic factors in the demise of the system of enslavement; and,
- (a) William's argument:
- (i) contribution of the Atlantic economies;
 - (ii) importance of the trade itself to the British economy;
 - (iii) the development of British capitalism;
 - (iv) the new industrial order;
 - (v) the British abolition movement; and,
 - (vi) response of the enslaved.

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 4: Debate on the contribution of the trade in enslaved West African and Caribbean Enslavement to British Industrialism (cont'd)

- | | | | |
|----|---|-----|---|
| 3. | evaluate the historiographic debate on Eric Williams' decline thesis. | (b) | Eric Williams – <i>Capitalism and Slavery</i> : text derived from his PhD thesis in which he contended that the origin and demise of slavery was linked to Britain's changing economic interest and fortunes. |
| | | | <i>The historiography of the Debate on Capitalism and Slavery/the decline thesis (the thesis was also a response to earlier interpretations):</i> |
| | | (a) | Lowell Ragatz (1928); |
| | | (b) | Roger Anstey (1968); |
| | | (c) | Seymour Drescher (1977, 1987); and, |
| | | (d) | Selwyn Carrington (1989, 1991, 2000, 2003). |

Sub-Theme 5: Early Debates on women's roles in Caribbean History Engendering Caribbean Historiography

- | | | | |
|----|--|------|---|
| 1. | explain the reasons for the absence of women in secondary sources on Caribbean history up to the 1970's/80's; and, | (a) | The nature of society: |
| | | (i) | patriarchy; and, |
| | | (ii) | the position of women (class, race). |
| | | (b) | Androcentric (male-centred) and Ethnocentric (culture) early historical writings on the Caribbean were predominantly written by males – Bryan Edwards, Edward Long, Thomas Thistlewood, Matthew Monk Lewis (Jamaica), Richard Ligon (Barbados) – are some notable examples. |

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 5: Early Debates on women's roles in Caribbean History Engendering Caribbean Historiography (cont'd)

2. *examine the ways in which women were "rescued from the past" through the work of feminist and gender historians by the final decades of the twentieth century.*
- (a) *Differentiating among the following concepts: feminist/feminism; women's history; gender history; sex vs gender; engendering history.*
 - (b) *Features and criticism of feminist history; the emergence of gender history and how it changed the way both men and women were represented in the historical writings.*
 - (c) *Engendering Caribbean history - the revisit by historians of traditional archival and archaeological records which included data on women:*
 - (i) *autobiographies – Mary Prince and Lady Nugent.*
 - (d) *Revisiting 'established topics' from a woman and/or gendered perspective:*
 - (i) *punishment;*
 - (ii) *labour distribution;*
 - (iii) *enterprise; and,*
 - (iv) *resistance.*
 - (e) *Work of known Caribbean historians in engendering history:*
 - (i) *Lucille Mathurin Mair;*
 - (ii) *Bridget Brereton;*
 - (iii) *Marjorie Thorpe;*
 - (iv) *Verene Shepherd;*

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (*cont'd*)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 5: Early Debates on women's roles in Caribbean History Engendering Caribbean Historiography

- (v) Hilary Beckles;
- (vi) Bernard Moitt;
- (vii) Barbara Bush;
- (viii) Mary Butler;
- (ix) Trevor Burnard;
- (x) Mairretta Morrisey; and,
- (xi) Rhoda Reddock among others.

(Reference – Gelien Matthews – Bridget Brereton's *Gendered Historiography of Caribbean History*).

- (f) Methodologies of gender history:
 - (i) employment of interdisciplinary approach through collaboration with social anthropologists, economists, literary critics, psychologists, sociologists among others; and,
 - (ii) use of sources such as oral history methods, use of literary sources, gendered testimonies – diaries, journals, memoirs, autobiographies, private letters produced by women.

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (*cont'd*)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. Organise class debate on contacts before 1492.
2. Students in group create a podcast/vlog/blog of key authors and their works on women in Caribbean history.
3. Create forms of cultural expressions to appreciate the development of indigenous people.
4. Simulate 'trial' of a European conquistador for crimes of genocide in the New World.
5. Students may attend a virtual tour or site visit of Kalinago villages, Maya and other archaeological sites – to appreciate their cultural achievements.
6. Complete map work to illustrate the impact of Spanish invasion of the Americas up to the sixteenth century.
7. Compile a glossary of concepts used within the Module.

RESOURCES

- | | |
|-------------------------------------|---|
| Andrews, K. | <i>The Spanish Caribbean: Trade and Plunder 1530 – 1630</i> , New Haven: Yale University Press, 1978. |
| Diamond, J. | <i>Guns, Germs and Steel: The Fate of Human Society</i> , New York: W. W. Norton, 1999. |
| Higman, B. W. | <i>A Concise History of the Caribbean</i> (2 nd ed). Cambridge University Press, 2021. |
| Restall, M. and Lane, K. | <i>Latin America in Colonial Times</i> . Cambridge, N. Y: Cambridge University Press, 2011. |
| Robinson, R. | <i>The Debt: What America Owes to Blacks</i> . New York: Penguin, 2001. |
| Rouse, I. | <i>The Tainos</i> , New Haven: Yale University Press, 1992. |
| Shepherd, V. and Beckles, H. (eds.) | <i>Caribbean Slavery in the Atlantic World</i> , Kingston: Ian Randle Press, 2000. |
| Shepherd, V.A & Hemmings, G.D. | <i>Introduction to Reparation for Secondary Schools</i> . University of the West Indies Press, 2002. |
| Van Sertima, I. | <i>They Came Before Columbus</i> , London: Random House, 1977. |

UNIT 1

MODULE 2: DEBATES IN ATLANTIC WORLD HISTORY (*cont'd*)

VIDEO PRODUCTIONS

1. *Columbus and the Age of Discovery - An Idea Takes Shape.*
2. *Columbus' World: This videotape looks at China, the Spice Islands, Cairo, Venice, Genoa and Istanbul and examines the world of the fifteenth century.*
3. *Vikings Saga (1995): This videotape explores the saga of the Norsemen like Eric the Red who explored Greenland and as far as eastern Canada.*
4. *In Search of Columbus: This videotape follows the path of Columbus' fourth and final voyage and explores how different nations and cultures perceived Columbus.*
5. *The Columbian Exchange: This tape examines the interchange of horses, cattle, corn, potatoes and sugar cane between the Old World and the New, and the lasting impact of this interchange on the peoples of both worlds.*
6. *The Incas Remembered: This videotape looks at the Inca building techniques, agriculture and architecture - The Jarvis Collection.*
7. *Guns, Germs and Steel: Conquest, 2005.*
8. *Nial Ferguson, The Rise and Fall of the West.*
9. *"Tainos".*
10. *Taínos BBC Spirits of the Jaguar 3 of 4 Hunters of the Caribbean Sea.*
11. *Aztecs BBC Spirits of the Jaguar 4 of 4 The Fifth World of the Aztecs.*
12. *National Geographic Documentary - The Maya: The Lost Civilization [Documentary 2015].*
13. *The Year China Discovered America | Top Documentary Films.*

These videotapes can be obtained from Films for the Humanities and Sciences, Inc., Box 20533, Princeton New Jersey, 28543-2053, USA. WGBH Educational Foundation, Boston. Also search Amazon.com (videos).

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the internal and external factors influencing Haiti's post-independence development;
2. appreciate the reasons for, and the impact of, popular protests on the Caribbean in the mid nineteenth century;
3. understand the reasons for, and impact of the Scramble for Africa;
4. appreciate the response of Africans to European colonisation; and,
5. understand the Legacies of European Imperialism (Portuguese and British) on Africa.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Haitian reconstruction in the 19th century (1804 – 1826)

Sub-Theme 1: The process of Nation Building and its obstacles (1804 – 1826)

- | | |
|--|---|
| 1. discuss the challenges faced by Haiti in creating a free society during the period 1804 – 1826. | (a) Internal challenges: |
| | (i) Political: |
| | - division of Haiti into north (Christophe) and south (Petion) provinces; |
| | - rapid change over of leaders between 1804 and 1826; and, |
| | - civil war. |
| | (ii) Quality of leadership (Dictatorship – Henri Christophe). |
| | (iii) Social: |
| | - race and class tensions. |

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Haitian reconstruction in the 19th century (1804 – 1826)

Sub-Theme 1: The process of Nation Building and its obstacles (1804 – 1826) (cont'd)

- (iv) *Economic:*
- agricultural reconstruction (peasantry);
 - destruction of the Planter class;
 - subsistence economy;
 - redistribution of land;
 - problems of adequate labour; and,
 - loss of agricultural property.

- (b) External challenges:
- (i) challenge of a black state (first black state in *the Americas as problematic*).
 - (ii) France's attitude/response (continued claim to Haiti; indemnity; constant threat).
 - (iii) international/regional fears (*Caribbean planters, European colonial powers*).
 - (iv) delay of recognition; unease in the international community.
 - (v) economic relations (lack of external investment; *trade embargoes*; complete isolation).

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: Protest Movements in the English-Speaking Caribbean

Sub-Theme 1: Causes, nature and impact of protest movements in the Caribbean in one of the following: Vox Populi (1862 St Vincent); Morant Bay (1865 Jamaica); and Confederation rebellions (1876 Barbados)

1. examine the causes, nature and impact of protests in the British Caribbean between 1840 and 1878.

Choose only ONE: Vox Populi 1862 OR Morant Bay Revolt 1865 OR Confederation Revolt 1876.

(a) Vox Populi:

(i) Causes – economic, political and social:

- Economic:

- long-term causes (decline of sugar; industry; planters' response to depression of the 1860s; reduction in wages; withdrawal of customary allowances); and,
- immediate causes.

- Political exclusion of the masses; failure of Britain to upgrade infrastructure (roads, bridges); new militancy by workers; use of force by authorities; a pattern of confrontation between employers and workers).

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Causes, nature and impact of protest movements in the Caribbean in one of the following: Vox Populi (1862 St Vincent); Morant Bay (1865 Jamaica); and Confederation rebellions (1876 Barbados) (cont'd)

- Social (entrenched class relations; *racial tensions*; limited funding for public institutions; attitudes of planters/plantation managers remained unchanged).
- (ii) Nature:
 - *leaders and* participants, objectives of rioters, extent of leadership.
- (iii) Impact:
 - destruction of property, loss of life.
- (b) *The Morant Bay Revolt:*
 - (i) Causes:
 - Economic (decline in sugar industry; abandonment of plantations; increase in price of food; *shortage of food stuff due to American Civil War*; response of imperial authorities; trespassing; land tenure; high fees).

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Causes, nature and impact of protest movements in the Caribbean in one of the following: Vox Populi (1862 St Vincent); Morant Bay (1865 Jamaica); and Confederation rebellions (1876 Barbados) (cont'd)

- Political (failure of Old Representative System – policy of Governor Eyre; insensitivity of Colonial authorities; politics characterised by unfairness):
 - Underhill meetings; and,
 - the Queen's advice.
- Social (unchanged social divisions; injustices suffered by masses; grievances against the Church of England; drought; cholera outbreak; eviction of squatters):
 - leadership (George William Gordon; refusal of petitioners by Eyre; Courthouse affair).

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Causes, nature and impact of protest movements in the Caribbean in one of the following: Vox Populi (1862 St Vincent); Morant Bay (1865 Jamaica); and Confederation rebellions (1876 Barbados) (cont'd)

- (i) Nature:
 - participants, objectives of rioters, extent of property destruction, leadership, loss of life.

- (ii) Impact:
 - *Leaders executed and heavy suppression;*
 - *Governor Eyre recalled; and,*
 - *Old Representative System abolished and Crown Colony Government introduced.*

- (c) The Confederation Rebellion in Barbados:

- (i) Causes:
 - *A defence of the Old Representative system;*
 - *John Pope Henessey's proposal for Confederation;*

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Causes, nature and impact of protest movements in the Caribbean in one of the following: Vox Populi (1862 St Vincent); Morant Bay (1865 Jamaica); and Confederation rebellions (1876 Barbados) (cont'd)

- *Planters' rejection of the 1875/1876 Confederation proposal;*
- *The masses response to Confederation; and,*
- *Political contest between the Barbados Defence Association and the Confederationists.*
- *Economic:*
 - *low wages;*
 - *high unemployment;*
 - *punitive masters and servants' legislation;*
 - *restrictions on migration;*
 - *insecurity of tenure; and,*
 - *withdrawal of customary allowances.*

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Causes, nature and impact of protest movements in the Caribbean in one of the following: Vox Populi (1862 St Vincent); Morant Bay (1865 Jamaica); and Confederation rebellions (1876 Barbados) (cont'd)

- Social:
 - *lack of educational opportunities at the secondary level;*
 - *lack of access to healthcare;*
 - *inefficient/poor law system; and,*
 - *dilapidated housing and poor sanitation.*

(ii) Nature:

- participants;
- objectives of rioters, extent of property destruction; *and,*
- leadership (*Local leaders – General Henry Green and Colonel Smith Baird*).

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 1: Causes, nature and impact of protest movements in the Caribbean in one of the following: Vox Populi (1862 St Vincent); Morant Bay (1865 Jamaica); and Confederation rebellions (1876 Barbados) (cont'd)

- (iii) Impact:
- failed to topple the ruling planter/merchant elite;
 - negative effects on planters; unable to topple government;
 - confederation shelved;
 - Crown Colony Government rejected; and,
 - Pope-Hennessy 'promoted' to Hong Kong.

Theme 3: Developments in the Atlantic World: Imperialism in Africa

Sub-Theme 1: European Imperialism in African

1. explain why there was little expansion by Europeans into Africa before 1800; and,
- (a) The challenges posed by the physical environment in Africa (size, diseases, rivers, forests).
- (b) African demography (numerous ethnolinguistic groups); African networks of their own trade; (East coast/Indian Ocean; Trans Saharan Trade).
- (c) Lack of European interest in African colonisation.

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: Developments in the Atlantic World: Imperialism in Africa (cont'd)

Sub-Theme 1: European Imperialism in African

- | | |
|---|---|
| 2. <i>examine the ideological and technical factors which facilitated imperialism in the 19th century.</i> | <ul style="list-style-type: none">(a) <i>The Industrial Revolution and imperialism in Europe. The need for raw materials and markets.</i>(b) <i>Ideological factors behind imperialism; Racism, Social Darwinism; Religion; European Rivalry; greed.</i>(c) <i>European technological advancements that aided colonisation (Steam engine, maxim gun, railways; medicine [malaria]).</i> |
|---|---|

Sub-Theme 2: The Scramble for and Partition of Africa: Strategies and Consequences

- | | |
|---|--|
| 1. <i>explain how European nations, Portuguese and British in particular, gained control over various geographical regions in Africa;</i> | <i>Trading settlements on the West, Central, South and Eastern coasts of Africa.</i> |
| 2. <i>assess the impact of 19th century capitalism on African colonisation; and,</i> | <ul style="list-style-type: none">(a) <i>Industrialisation (raw materials and tropical products).</i>(b) <i>Economic and political rivalry among European states.</i>(c) <i>African vulnerabilities:</i><ul style="list-style-type: none">(i) <i>willingness to trade;</i>(ii) <i>various ethnolinguistic groups; and,</i>(iii) <i>militarily outgunned.</i>(d) <i>Outlet for excess European population.</i> |

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Sub-Theme 2: The Scramble for and Partition of Africa: Strategies and Consequences (cont'd)

- | | |
|---|---|
| 3. assess the legacy of European colonisation (Portuguese and British) in Africa. | <p>(a) Negative legacy:</p> <ul style="list-style-type: none">(i) disruption of traditional agriculture, governance and trade;(ii) creation of artificial boundaries which ignored ethnic relations;(iii) subjugation of African leaders; and,(iv) exploitation of African labour and natural resources. <p>(b) Positive legacy:</p> <ul style="list-style-type: none">(i) infrastructural improvements; and,(ii) introduction of health and education systems. |
|---|---|

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module.

1. Organise students to role play a government press conferences in France and Haiti in the aftermath of the 1804 declaration by Haiti of independence.
2. Organise a debate comparing the pros and cons of independence within Haiti.
3. Teacher could organize the class in groups to do a chart showing the causes, and outcomes of the major protests in the British Caribbean and then engage in a discussion of the similarities and differences among the protest movements. Students can then discuss what these protest movements indicate about the social, political and economic climate of the time in the British Caribbean.

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

Suggested Teaching and Learning Activities

4. *Create a newspaper article highlighting the social and political challenges faced in the British West Indies in the second half of the 19th Century.*
5. *Map Analysis Activity- Provide students with blank maps of Africa (pre-1884) and maps showing colonial possessions after the Berlin Conference. Have students label territories, identify which European powers controlled which regions, and discuss patterns.*
6. *Share excerpts from primary sources, for example, King Leopold's letters, conference agreements, explorers' journals. Students analyse motives: economic (resources), political (power rivalry), and social (civilising mission) and share in class discussion.*
7. *Group debate about the motives for the scramble and partition of Africa. Which motive was most important? Why?*
8. *Role-Play the Berlin Conference. Assign students roles as representatives from European nations (Britain, France, Belgium, Germany, Portugal). Conduct a mock "conference" where they negotiate who gets which territories, highlighting economic and strategic reasons.*
9. *Create a large classroom 'Impact Wall or Chart' divided into political, economic, social, and cultural impacts and have students post their contribution under each category.*
10. *Assign each group an African kingdom or leader for example, Samori Toure, Menelik II of Ethiopia, Zulu resistance, Ashanti resistance. Students research and present: how did they respond — resist, negotiate, or collaborate? What were the outcomes?*
11. *Ask students to write diary entries or letters from the point of view of an African warrior, farmer, leader, or child during colonisation. Share and discuss in class to build empathy and deeper understanding.*
12. *Comparative Discussion: Resistance vs. Collaboration. Have a debate: Which was more effective or practical — resistance or collaboration? In the debates ensure to discuss if European colonisation contributed to development in Africa. Students can use historical evidence to support their points*
13. *Creative Expression: Students write poems, design posters or visual collages showing African resistance movements or cultural resilience.*
14. *Compile a glossary of concepts used within the Module.*

UNIT 1

MODULE 3: CARIBBEAN AND GLOBAL EVENTS IN THE ATLANTIC WORLD (cont'd)

RESOURCES

Ajayi, J.F.A. & Crowder, M. (Eds.)	<i>History of West Africa</i> . New York: Columbia University Press.
Boahen, A.	<i>Topics in West African History</i> .
Brown, D. and Carter, H.	<i>Atlantic Interactions</i> 2 nd ed. Kingston: Ian Randle Publishers, 2013.
Carter, H.	<i>Labour Pains: Resistance and Protest in Barbados, 1838-1904</i> . Kingston: Ian Randle, 2012.
Fick, C.	<i>The Making of Haiti. The Saint Domingue Revolution from Below</i> . Knoxville: University of Tennessee Press, 1993.
Gilbert, E. & Reynolds, J.	<i>Africa in World History</i> 3rd Edition.
Grenade W.	<i>The Grenada Revolution: Reflections and Lessons</i> . Jackson: University Press of Mississippi, 2015.
Heuman, G.	<i>The Killing Time: The Morant Bay Rebellion in Jamaica</i> . London: Macmillan, 1995.
Hutton, C.	<i>Colour for Colour, Skin for Skin: Marching with the Ancestral Spirits into War Oh at Morant Bay</i> . Kingston: Ian Randle Publishers, 2015.
James, C. L. R.	<i>The Black Jacobins, Toussaint L'Ouverture and the San Domingo Revolution</i> . New York: Random House, 1963.
Jemmott, J., Josephs, A. and Monteith, K.	<i>The Caribbean, the Atlantic World and Global Transformation. Social History Project, Department of History and Archaeology. University of the West Indies</i> , 2010.
Kemp, T.	<i>Industrialisation in the Non-Western World</i> . New York: Longman, 1989.
Ki-Zebro, J.	<i>General history of Africa, abridged edition, v. 1: Methodology and African prehistory</i> . UNESCO & University of California Press, 1981.
Laurence, K. O.	<i>A Question of Labour: Indentured Immigration into Trinidad and British Guiana 1875–1917</i> . New York: St. Martin's Press, 1994.
Williams. E.	<i>From Columbus to Castro: The History of the Caribbean 1492-1969</i> .

AUDIO/VIDEO PRODUCTIONS

The Outbreak of the First World War – Warwick History Videos. The University of Warwick: Coventry CU7AL, United Kingdom.

♦ UNIT 2: IDEOLOGIES, CONFLICTS AND GLOBAL DEVELOPMENT: IMPACT ON THE ATLANTIC WORLD

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *appreciate the principles and impact of the Enlightenment on global revolutions and Latin American independence movements;*
2. *explore the causes and impact of the American and French Revolutions;*
3. *demonstrate understanding of South American Independence movement in Venezuela or Brazil;*
4. *understand the nature and impact of Pan-Africanism and the Garveyite and Negritude movements;*
5. *understand the nature and dismantlement of Apartheid in South Africa;*
6. *appreciate the nature and impact of the Non-Aligned movement on the Caribbean; and,*
7. *appreciate the origins and nature of the global debate on reparations.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events

Sub-Theme 1: Principles of the Enlightenment/Philosophers

- | | |
|---|---|
| 1. <i>discuss the main English and French philosophers of the Enlightenment; and,</i> | <i>Enlightenment Philosophers: (English) Thomas Hobbes, John Locke, (French) Jean Jacques Rousseau, François-Marie Arouet (Voltaire), Charles-Louis de Secondat (Montesquieu), Denis Diderot, Cesare Beccaria (Milan, Italy).</i> |
| 2. <i>explain the principles of the Enlightenment.</i> | <i>Principles of the Enlightenment:</i>
<div style="margin-left: 20px;"><i>(a) Natural rights;</i>
<i>(b) Rule of law;</i>
<i>(c) Democracy;</i>
<i>(d) Checks and balances;</i></div> |

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events (cont'd)

Sub-Theme 1: Principles of the Enlightenment/Philosopher (cont'd)

- (e) Separation of powers;
- (f) Separation of church and state;
- (g) Consent of the governed; and,
- (h) Habeas Corpus.

Sub-Theme 2: The Enlightenment and the American Revolution: Causes and Impact

1. discuss the causes of the American Revolution;

Internal causes:

- (a) Longstanding resentment against British colonial rule; against British mercantilist policies (Navigation Act, Molasses Act, Corn Act, Wollens Acts and Iron Act 1660-1750).
- (b) Resentment at subservient role in the British Empire.
- (c) Growing frustration with British Colonial policies, especially after 1763 (Proclamation Act).
- (d) The birth of American Enlightenment: spurred on by the enlightenment thinking/thinkers Thomas Paine (Common Sense).
- (e) Desire for independence/self-determination: American Identity.

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events (cont'd)

Sub-Theme 2: The Enlightenment and the American Revolution: Causes and Impact

External causes:

- (a) *Britain's attempt to recover the expenses accrued in America as a result of the (French and Indian War (1754-1763)/ Seven Years War).*
- (b) *Passage of legislations and tax measures (examples: Stamp Act, Sugar Act, Townshend Duty Act, Quartering Act).*
- (c) *Intolerable Acts as a response to the Boston Tea Party.*
- (d) *Dutch relationship with the American colonies (capital, loans, war materials, trade).*

2. *explain the main impact of the Enlightenment on the American Revolution; and,*

Impact of the Enlightenment:

Influence of the Enlightenment on American Revolutionary thoughts – Thomas Paine (Common Sense); Thomas Jefferson (Declaration of Independence); James Otis Jr (Taxation without representation is tyranny); James Madison; John Adams.

3. *examine the influence of enlightenment on the American constitution.*

The nature of the American Constitution (state constitutions and the Articles of Confederation):

- (a) *Republicanism;*
- (b) *Separation of powers;*
- (c) *Checks and balances;*
- (d) *Habeas Corpus; and,*
- (e) *Social contract.*

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events (cont'd)

Sub-Theme 3: The Enlightenment and the French Revolution: Causes and Impact

- | | |
|---|---|
| 1. assess the causes of the French Revolution; | <p><i>Political causes:</i></p> <ul style="list-style-type: none">(a) <i>Divine Right of Monarchs – Ancien Regime (Feudal society);</i>(b) <i>Failure of the Estates General to meet for over a century.</i>(c) <i>Imbalance in the representation of the Estates General.</i> <p><i>Social causes:</i></p> <ul style="list-style-type: none">(a) <i>Inequalities amongst the estates – led to grievances for the third Estates.</i>(b) <i>Population increase up to the revolution.</i> <p><i>Economic causes:</i></p> <ul style="list-style-type: none">(a) <i>Costly wars led to bankruptcy (Seven Years War, The American War of Independence).</i>(b) <i>The building of the Versailles Palace.</i>(c) <i>The inequity in the taxation system.</i>(d) <i>Periodic cycles of drought, food scarcity and inflation leading to riots.</i>(e) <i>The rise of the Bourgeoisie.</i> |
| 2. evaluate the main impact of the Enlightenment on the French Revolution; and, | <p><i>Impact of the Enlightenment:</i></p> <ul style="list-style-type: none">(a) <i>Slogan of the French Revolution; and,</i>(b) <i>Political and social reforms (for example the abolition of privileges, separation of church and state).</i> |

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events (cont'd)

Sub-Theme 3: The Enlightenment and the French Revolution: Causes and Impact (cont'd)

- | | |
|---|---|
| 3. examine the influence of enlightenment on the French constitution. | (a) Declaration of the Rights of Man and Citizen and the Constitution.
(b) Abolition of Monarchical rule.
(c) Separation of powers. |
|---|---|

Sub-Theme 4: Independence Movement in Brazil OR Venezuela

- | | |
|---|--|
| 1. examine the external and internal factors that led to the independence of Brazil OR Venezuela. | (a) Brazil:
(i) Internal factors: <ul style="list-style-type: none">- enlightenment (application of Enlightenment; the ideas of the French philosophes; Brazilians studied abroad; Revolutionary ideas);- British industrialisation (stimulated economy; export and imports; raw materials);- Free trade (thesis of Adam Smith);- revolutionary wars (inspiration from other revolutionary wars);- Portugal/Brazil Relationship (the symbiotic relationship); |
|---|--|

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events (cont'd)

Sub-Theme 4: Independence Movement in Brazil OR Venezuela (cont'd)

- Mercantilism (Mercantilist policy of Portugal); and,
- Brazil became a kingdom with elevated status; the presence of the Portuguese Court).

(ii) External factors:

- *Napoleonic Wars (Napoleon Bonaparte's invasion of the Iberian Peninsula; change in status of Rio de Janeiro;*
- *Portugal's economic difficulties/decline;*
- *Constitutionalist/Liberal Revolution in Portugal (1820);*
- *Pressure from Portuguese parliament following the return of King João to Portugal led Prince Pedro to declare Brazilian independence; and,*
- Revolts.

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events (cont'd)

Sub-Theme 4: Independence Movement in Brazil OR Venezuela (cont'd)

(b) Venezuela:

(i) Internal influences:

- repercussions of events in Europe (ousting of governor; masses remained loyal to crown; attacks by Spanish royalists);
- influence of the leadership of Miranda and Bolivar;
- the First Republic 1811 (declaration of Independence; Miranda command of the army and the leadership of the junta; civil war; end of the Republic);
- the Second Republic 1813 (Bolivar's capture of Caracas; failure to create egalitarian society; end of Second Republic in 1814);
- the Third Republic 1819 (War between Spaniards and Venezuelans from 1814–1819; emergence of Bolivar as the leader; retreat by patriots); and,

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The Enlightenment and its role in Atlantic World Historical Events

Sub-Theme 4: Independence Movement in Brazil OR Venezuela

- continuation of War 1819–1821 (Bolivar was named Venezuela's first President; defeat of Spaniards Independence).
- (ii) External influences:
 - enlightenment (spread beyond Europe and were known in the Americas; USA Independence; Simon Bolivar exposed to Enlightenment ideas);
 - external assistance (English intervention); and,
 - impact of the Napoleonic Wars in Europe.

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. *Group Work: Assign each group one philosopher to research using provided materials (texts, videos, short readings). Each group creates a mini-poster/profile of their philosopher.*
2. *Peer Teaching and Visual Presentation: Learning Stations for Each Principle. Definition, Quote, real-life or historical example (Guyana Constitution, Haitian Revolution) A guiding question for example, "How does this principle protect individual freedom?".*
3. *Have students engage in a mini lecture with a visual and interactive map-based learning activity: Must highlight economic, political, and social causes using timelines and primary images for example, posters, coins, newspaper excerpts.*
4. *Mini lecture and Concept Mapping: Lecture conducted by the resource person. Each group creates a concept map on poster paper showing cause-effect relationships or Enlightenment influences.*
5. *Whole-Class Debate - "Were Enlightenment ideas the most important force behind the French Revolution and its constitutional reforms?" Students will prepare speeches for and against.*
6. *Inquiry-Based Learning + Role-Play + Document Analysis: Group 1: Garvey's Philosophy Group 2: Formation and Functions of the UNIA Group 3: Impact of the Garvey Movement (Caribbean and North America) Primary sources (excerpts from Garvey's writings, UNIA pamphlets, newspaper clippings from The Negro World, and photos). The group analyses its documents and prepares to teach its topic to the rest of the class.*
7. *A five-minute presentation from each student on the Main Ideas of Negritude, Philosophers (Léopold Senghor, Aimé Césaire, Léon Damas), and their Impact on Africa and the Caribbean.*
8. *Engages students in a multi model Learning Experience – Concept Mapping – source analysis – Analysis of Four Apartheid Laws – Documentary (Human Impact) – Essay Writing.*
9. *Whole Class Discussion and Essay Writing: "To what extent was the dismantling of apartheid a result of the ANC's resistance versus international pressure? Students should support their answer with specific examples.*
10. *Group Discussion and Reflection: Use guiding questions to explore resistance to reparations, moral vs. legal arguments, and recent political developments.*

UNIT 2

MODULE 1: PHILOSOPHICAL IDEAS AND GLOBAL DEVELOPMENT IN ATLANTIC WORLD HISTORY (cont'd)

RESOURCES

Browne, V.C. and Carter, H.	<i>Atlantic Interactions</i> . Kingston: Ian Randle Publishers, 2013.
Jemmot, J. Josephs A. Monteith, E (eds)	<i>The Caribbean, The Atlantic World & Global Transformation</i> . UWI (Mona), 2010.
Rodney, W.A	<i>How Europe Underdeveloped Africa</i> . London: Bogle- L'Ouverture, 1972.
Rosenthal, M	<i>The French Revolution</i> . Longman (London), 1965.
Skidmore, T. and Smith, P.	<i>Modern Latin America</i> . OUP, 1994.
Waller, S.	<i>France in Revolution, 1776–1830</i> . Heinemann, 2002.
Williams, E.	<i>Capitalism and Slavery</i> . Kingston: Ian Randle Publishers, 2005.

VIDEO PRODUCTIONS

The French Revolution – Warwick History Videos.



This video can be obtained from The University of Warwick, Coventry CU7AL, United Kingdom. **Teachers are advised to order the VHS NTSC version.**

Documentaries on the American and French Revolutions.

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *develop an understanding of World War I by exploring its causes, nature and global consequences;*
2. *appreciate the impact of World War I on West Indian Colonies;*
3. *understand the causes of the Russian Revolution of 1917 and its impact on Russia and the wider world; and,*
4. *understand the causes, course and consequences of World War II, noting the involvement of the colonies of the major players and the context the war provided for another war, 'The Cold War'.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The First World War (1914-1918): Causes, Course, Consequences

Sub-Theme 1: Causes of the First World War

1. *examine the causes of World War 1;*
 - (a) *Long-term causes:*
 - (i) *Imperialism;*
 - (ii) *Militarism;*
 - (iii) *Nationalism (The Balkan Wars); and,*
 - (iv) *The alliance system.*
 - (b) *Immediate cause:*
 - (i) *The assassination of Archduke Franz Ferdinand and his wife Countess Sophie of Austria, Hungary.*

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The First World War (1914-1918): Causes, Course, Consequences

Sub-Theme 2: Course of the First World War

- | | | |
|----|---|--|
| 2. | <i>compare the roles of the major countries in the First World War;</i> | (a) <i>Central powers:</i>

(i) <i>Germany;</i>

(ii) <i>Austria-Hungary;</i>

(iii) <i>Ottoman Empire; and,</i>

(iv) <i>Bulgaria.</i>

(b) <i>Allied powers:</i>

(i) <i>Serbia;</i>

(ii) <i>Russia;</i>

(iii) <i>France;</i>

(iv) <i>Great Britain; and,</i>

(v) <i>United States of America.</i> |
| 3. | <i>assess the major events of the first world war;</i> | <i>Major events:</i>

(a) <i>The attack on Serbia by Austria and how it activated the pre-war Alliance System.</i>

(b) <i>Germany's Schlieffen Plan;</i>

(c) <i>Russia's withdrawal from the war; and,</i>

(d) <i>Entry of the United States of America.</i> |

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The First World War (1914-1918): Causes, Course, Consequences (cont'd)

Sub-Theme 3: Consequences of the First World War

4. *examine the consequences of the first world war.*
- (a) *Political:*
- (i) *Collapse of major empires:*
- *German;*
 - *Austria-Hungarian;*
 - *Ottoman; and,*
 - *Russian.*
- (ii) *Treaty of Versailles (War-Guilt Clause);*
- (iii) *Establishment of the League of Nations;*
- (iv) *formation of new nations (Poland, Finland, Lithuania, Estonia, Czechoslovakia, Yugoslavia and Latvia; and,*
- (v) *Demilitarisation of Germany.*
- (b) *Economic:*
- (i) *Europe left in debt and destruction (for example, France):*
- *infrastructural damages;*
 - *heavy financial losses; and,*
 - *Germany's loss of key economic areas for example the Rhineland, Alsace-Lorraine, the Saar Basin; payment of reparations.*

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: The First World War (1914-1918): Causes, Course, Consequences

Sub-Theme 3: Consequences of the First World War (cont'd)

- (c) *Social:*
 - (i) *The traditional role of women changed, entry into the workforce and engagement in job tasks formerly done by men;*
 - (ii) *loss of lives, especially men; and,*
 - (iii) *displacement of people from their homeland.*
- (d) *Military:*
 - (i) *innovations for example chemical and trench warfare.*

Sub-Theme 4: Colonial involvement in the first World War

1. *discuss the ways in which European colonies were involved in the war and the consequences of their involvement.*

Ways in which European colonies were involved:

- (a) *Manpower.*
- (b) *Economic resources (oil, sugar, rum).*
- (c) *Money.*
- (d) *Moral support.*

Consequences of their involvement:

Conditions of service.

- (a) *Notable individuals (Capt. Arthur Cipriani – Trinidad, Norman Manley – Jamaica).*
- (b) *Mutiny.*
- (c) *Evolution of political movements.*

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: The Russian Revolution

Sub-Theme 1: Causes of the Russian Revolution – March and October 1917

1. *explain the causes of the October 1917 Russian Revolution.*
 - (a) *Political:*
 - (i) *failure of the February 1917 Revolution;*
 - (ii) *impact of World War I;*
 - (iii) *failure of the Provisional Government;*
 - (iv) *Bolsheviks' seizure of power; and,*
 - (v) *violent suppression of political opposition.*
 - (b) *Economic:*
 - (i) *high prices of food;*
 - (ii) *fuel and food shortages; and,*
 - (iii) *insufficient lands given to the peasants.*
 - (c) *Social:*
 - (i) *lingering remnants of feudalism;*
 - (ii) *widespread poverty and hunger;*
 - (iii) *mutiny in the army and diseases;*
 - (iv) *failure in the War (loss of many lives in the War); and,*
 - (v) *humiliation from the fallout from World War I (Armistice) with Germany.*

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: The Russian Revolution

Sub-Theme 2: Impact of the Russian Revolution

- | | |
|---|--|
| 1. examine the impact of the 1917 Russian Revolution. | <ul style="list-style-type: none">(a) Political:<ul style="list-style-type: none">(i) the Russian civil war (fight between the reds and the whites);(ii) the killing of political opponents including the Russian royal family (red terror);(iii) the dictatorship of Lenin; and,(iv) establishment of a Socialist state.(b) Economic:<ul style="list-style-type: none">(i) loss of Russian territories through the Brest-Litovsk Armistice, then Treaty;(ii) abolition of private property;(iii) decline in economic activities;(iv) land and factory distribution to workers; and,(v) decline in industrial output.(c) Social:<ul style="list-style-type: none">(i) poverty;(ii) famine;(iii) extreme violence during the civil war;(iv) mass migration; and,(v) suppression of social freedoms including religion. |
|---|--|

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences

Sub-Theme 1: Rise and Impact of Totalitarianism in Europe

- | | |
|---|---|
| 1. explain the concept of totalitarianism in Europe; and, | Definition: <ul style="list-style-type: none">(a) Absolute control;(b) Single party rule;(c) Charismatic leadership;(d) Militarism;(e) Suppression of dissent;(f) Use of propaganda; and,(g) Key regimes (Fascist Italy, Nazi Germany, Stalinist USSR). |
| 2. discuss the factors that facilitated the rise of totalitarian governments in Europe after the 1920s. | <ul style="list-style-type: none">(a) The Treaty of Versailles.(b) The Great Depression (economic collapse).(c) Political instability (collapse of liberal democracies).(d) Fear of Communism.(e) Technological advancements in communication and control.(f) Ideologies of the leaders. |

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences

Sub-Theme 2: Causes of the Second World War 1939-1945

1. *examine the immediate and long-term causes of World War II.*
 - (a) *Discontent with the terms of the Treaty of Versailles – Japan, Italy, Germany; division of territories.*
 - (b) *Political and socio-economic factors for example extreme poverty, labour unrest, unemployment, nationalist tendencies amongst new nations and minorities being displaced, rise of Hitler.*
 - (c) *Britain, France and the policy of appeasement.*
 - (d) *Japanese and German militarism and expansion.*
 - (e) *Weakness of the League of Nations.*
 - (f) *The Great Depression of 1929.*

Factors that led to the failure of the League of Nations.

 - (a) *Actions of Hitler (withdrawal from the treaty, German remilitarization of the Rhineland and Anschluss).*
 - (b) *Failure of Collective Security (The Manchurian Crisis (1931-1933), The Sino – Japanese War 1937, The Abyssinian Crisis (1935-1936).*
 - (c) *The absence of the US.*
 - (d) *Inherent Weaknesses in its Structure and Design (no standing army and moral authority undermined).*
 - (e) *League did not achieve its objectives.*

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences

Sub-Theme 3: Major Developments during the Second World War

- | | |
|--|---|
| 1. evaluate the major developments during World War II up to 1945. | <ul style="list-style-type: none">(a) The Fall of France, 1940.(b) Battle of Britain – Operation Sea Lion. (The Blitzkrieg tactics, use of Royal Airforce).(c) Policy of Lend Lease.(d) Entry of the US, use of the atomic bomb (Hiroshima and Nagasaki), defeat of Japan.(e) Nazi atrocities (Holocaust).(f) Defeat of Germany (D-Day, Battle of Berlin) and the death of Hitler. |
|--|---|

Sub-Theme 4: The Cold War

- | | |
|---|--|
| 1. discuss the meaning of the Cold War; | <ul style="list-style-type: none">(a) The phrase 'Cold War' differentiates from the typical nature of war – whether aerial, naval or land fighting between combatants. It represents a battle of the mind where competing ideologies determine and influence rivalries, antagonism and competition between/amongst nations.(b) The phrase Cold War is used to describe the state of being in the post World War II period between two nations that emerged as superpowers and among whom, along with their allies, there existed political, military and ideological hostility and tension.(c) These nations, the USA and the USSR, waged this largely non-combative war with the support of their respective allies for over 40 years (circa 1945 to 1991). |
|---|--|

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences (cont'd)

Sub-Theme 4: The Cold War (cont'd)

- | | |
|---|--|
| 2. discuss the nature of the Cold War; and, | <ul style="list-style-type: none">(d) <i>At the core of the meaning of Cold War is the notion of conflicting and irreconcilable ideologies that pitted two major nations against each other.</i>(a) <i>The cold war was characterized by proxy wars (wars fought by nations allied to the superpowers but not them directly – except for the Korean War); competition for support based on the conflicting ideologies, political and economic belief system that the two superpowers espoused (capitalism versus socialism-communism);</i>(a) <i>Aggressive and diplomatically hostile relationships which was only restrained by the possession of nuclear war capabilities by both superpowers – exemplified in the relationship between leaders of both nations from Roosevelt to Reagan (USA) and Stalin to Gorbachev (USSR).</i>(b) <i>Key events which characterized the Cold War Period:</i><ul style="list-style-type: none">(i) <i>Bay of Pigs Invasion;</i>(ii) <i>Cuban Missile Crisis;</i>(iii) <i>Countervailing policies which characterized the Cold War Period:</i><ul style="list-style-type: none">- <i>NATO/Warsaw Pact; and,</i>- <i>Marshall Plan/Berlin Blockade – Berlin Airlift.</i> |
|---|--|

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences (cont'd)

Sub-Theme 4: The Cold War (cont'd)

- (iv) *Nuclear based rivalries: development of intercontinental ballistic missiles by both the USA and USSR;*
- (v) *Treaties and agreements to offset threats between the major powers: Nuclear Test-Ban Treaty (1963); Strategic Arms Limitations Talk (SALT I – 1972 & SALT II – 1979);*
- (vi) *Invasions/intervention to stem or prevent spread of competing ideologies: Soviet intervention in Hungary (1956), Czechoslovakia (1978), Afghanistan (1979); US invasion of Guatemala (1954), Dominican Republic (1965), Grenada (1983). Involvement of both powers in the Korean and Vietnam Wars;*
- (vii) *The Iron Curtain – a phrase used by Sir Winston Churchill former Prime Minister of Britain – summed up the physical and ideological divide between east and west, Soviet controlled nations and the United States and its western allies;*
- (viii) *The Cold War period had instances when tensions were reduced as in the détente initiated by Brezhnev (1967 to 1979) and saw increased trade with the US; and,*

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences (cont'd)

Sub-Theme 4: The Cold War (cont'd)

- (ix) Similarly, and in what became the closing years of the Cold War, Mikhail Gorbachev initiated policies such as Perestroika (restructuring) and Glasnost (openness) within the Soviet Union that contributed to an easing of tensions and the creation of a more collaborative foreign policy climate that contributed to the ending of the Cold War.
3. evaluate the debate on the origins and end impact of the Cold War.
- (a) Scholars and journalists have provided different views on the question of the origins of the Cold War.
- (b) Some have dated it as far back as the Russian Revolution of October 1917 and the subsequent Civil War which saw the involvement of foreign countries. In addition, there was the international ostracism of the Bolshevik regime.
- (c) Others have dated its origins to the events of World War II when the Allied powers were showing signs of distrust among themselves. Stalin's role in the defeat of Hitler/Germany and his actions on the way to Berlin was not in keeping with the general post war plans of the other Allies in relation to discussions at the Yalta (Feb 1945) and Potsdam Conferences (July -August 1945) among the Big Three – USA, Britain and the USSR.

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences (cont'd)

Sub-Theme 4: The Cold War (cont'd)

- (d) *The Cold War is also dated to the Churchill speech 'The Sinews of Peace' on March 5, 1946, at Fulton University, Missouri where he warned of a Soviet threat and of the division of Europe between a Soviet controlled East and the democratic West by an Iron Curtain.*
- (e) *The debate on the origins of the Cold War has been grouped into categories to reflect the focus of the interpretation and the debate:*
 - (i) *initial studies done by Americans are referred to as the orthodox view;*
 - (ii) *the revisionists – emerged in the 1960's – had a pro-Soviet perspective;*
 - (iii) *post revisionist perspective – a main proponent is John Lewis Gaddis;*
 - (iv) *1980's – British contributed their perspectives;*
 - (v) *1990's – the Chinese began to write on the Cold War;*
 - (vi) *interpretations changed as more sources became available and there was a return to the orthodox view based on newly released documents; and,*

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: The Second World War: Causes, Course, Consequences (cont'd)

Sub-Theme 4: The Cold War (cont'd)

- (vii) *discussion on the ending of the Cold War generally focus on individual players such as the American presidents and their advisors.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. *Students could create interactive timeline of the main events of World War I.*
2. *Students could view a documentary on West Indian involvement on World War I and write a reflective piece.*
3. *Students could write newspaper article highlighting the consequences of World War I.*
4. *Have students select the most appropriate political maps of Europe and explain the changes observed in maps before and after World War I.*
5. *Engage students in creating a timeline on the Russian Revolution up to 1925.*
6. *Students could research and create a podcast (in groups or individually) on the social, political and economic outcomes of the Russian Revolution.*
7. *Have students compile a glossary of concepts taught or discussed within the Module.*

RESOURCES

- | | |
|----------------|---|
| Asamoah, O. Y. | <i>The Political History of Ghana: (1950-2013): The Experience of a Non-Conformist.</i> Arthur House. 2014. |
| Beevor Antony, | <i>The Second World War;</i> Weidenfeld & Nicholson. 2012. |
| Bourret, F.M. | <i>Ghana, the Road to Independence, 1919-1957.</i> California: Stanford University Press, 1960. |

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD (cont'd)

RESOURCES (cont'd)

- Brown, D. and Carter, H. *Atlantic Interactions 2nd ed.* Kingston: Ian Randle Publishers, 2013.
- Bullock, A. *Hitler: A Study in Tyranny.* London: Odhams, 1964.
- Carr, E. H. *The Russian Revolution: From Lenin to Stalin.* London: Macmillan, 1979.
- Charman Isobel *The Great War: A Nation's Story;* Arrow Books, 2015.
- Fergusson Nial *The Pity of War 1914-1918;* Penguin Books 1998.
- Fischer, L., ed. *The Essential Gandhi: His Life, Work and Ideas.* London: Vintage Books, 1983.
- Fogarty Richard, Jarboe Andrew T. *Fighting Colonial Soldiers in a Global Conflict.* Cambridge University Press 2014.
- Gaddis John L. *The Cold War,* Penguin Books.
- Grischow, J. D. Kwame Nkrumah *Disability and Rehabilitation in Ghana, 1957-1966.* Journal of African History 52.2 (2011): 179-199. Print.
- James C. L. R. *Nkrumah and the Ghana Revolution.* Duke University Press, 2022.
- Jemmott, J., Josephs, A. and Monteith, K. *The Caribbean, The Atlantic World and Global Transformation. Social History Project, Department of History and Archaeology.* University of the West Indies, 2010.
- Kemp, T. *Industrialization in the Non-Western World.* New York: Longman, 1989.
- Kennedy-Pipe Caroline *The Origins of the Cold War;* Bloomsbury Academic, 2017.
- Kochan Lionel, Abraham, Richard *Modern Russia.* Penguin Books, 1986.
- Levering Ralph B, et. al *Debating the Origins of the Cold War. American and Russian Perspectives.* Rowman & Littlefield 2002.
- Lucas Sir Charles Westwood *The Empire at War, Vol. 2 The British West Indies;* Oxford University Press 1923.
- MacMillan Margaret *The War That Ended Peace: How Europe Abandoned Peace for the First World War;* Profile Books, 2014.

UNIT 2

MODULE 2: GLOBAL CONFLICTS AND THEIR IMPACTS ON THE ATLANTIC WORLD

RESOURCES

McMeekin Sean	<i>The Russian Revolution: A New History</i> ; Profile Books; 2018.
Milne, J.	<i>Forward Ever. Kwame Nkrumah: A Biography</i> . Panaf Books, 2006.
Nkrumah, K.	<i>Class Struggle in Africa</i> . London: Panaf Books, 2006.
Phillips Steve	<i>Lenin and the Russian Revolution</i> ; Heinemann, 2000.
Segal, R.	<i>The Black Diaspora</i> . Boston: Faber and Faber, 1993.
Service, Robert	<i>The Russian Revolution, 1900-1927</i> ; Palgrave Macmillan, 4 th ed. 2009.
Smith Richard	<i>The Caribbean and the Great War</i> : Ian Randle Press 2005.
Rabinowitch Alexander	<i>The Bolsheviks Come to Power: The Revolution of 1917 in Petrograd</i> ; W. W Norton & Co; 1978.
Taylor, A.J.P., ed.	<i>History of World War 1</i> . London: Octopus Books, 1974.
Taylor, A.J.P.	<i>The Second World War: An Illustrated History</i> . London: Penguin Books, 1975.
Trotsky Leon	<i>The Russian Revolution</i> ; Doubleday Anchor Books; 1959.
Ward, W. E. F.	<i>A History of Ghana</i> . George Allen & Unwin Ltd. 1958.
Williams William A.	<i>The Tragedy of American Diplomacy</i> . W. W. Norton & Co. 1972.

AUDIO/VIDEO PRODUCTIONS

The Outbreak of the First World War – Warwick History Videos. The University of Warwick: Coventry CU7AL, United Kingdom.

Faces of Africa – Kwame Nkrumah.

<https://www.youtube.com/watch?v=TMYOiTcspNA> (Faces of Africa – Kwame Nkrumah) CGTN Africa

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *explore the reasons for, and impact of Totalitarian regimes in Europe;*
2. *understand the causes of and impact of the Second World War and the Cold War;*
3. *know the reasons for, and impact of the Scramble for Africa; and,*
4. *appreciate the nature of the movement for decolonisation in India or Ghana.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Pan-Africanism: The Garveyite and Negritude Movements

Sub-Theme 1: The UNIA/Garveyite Movement

- | | |
|--|---|
| <ol style="list-style-type: none">1. <i>explain the philosophy of Marcus Garvey;</i> | <p><i>The main philosophical ideas of Marcus Garvey:</i></p> <ol style="list-style-type: none">(a) <i>Pan-Africanism;</i>(b) <i>Racial pride;</i>(c) <i>Black enterprise;</i>(d) <i>African redemption;</i>(e) <i>Self-determination; and,</i>(f) <i>Repatriation.</i> |
| <ol style="list-style-type: none">2. <i>discuss the formation and operations of the UNIA; and,</i> | <ol style="list-style-type: none">(a) <i>Formation of the UNIA: 1914 Kingston Jamaica, Establishment of chapters in North America and the Caribbean.</i>(b) <i>Arms of the UNIA: Black Cross Nurses, Liberty Hall, Black Star Line.</i> |

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Pan-Africanism: The Garveyite and Negritude Movements (cont'd)

Sub-Theme 1: The UNIA/Garvey Movement (cont'd)

- | | |
|---|--|
| 3. <i>examine the impact of the Garvey Movement on the Caribbean and North America.</i> | <i>Impact of Garvey:</i>

(a) <i>Influence in Caribbean (formation of the first Political Party in Jamaica, Influence on Rastafari, the formation of UNIA groups in the Caribbean, influence of Afrocentric literature and social philosophy in the Caribbean, influence of Garveyism on protest movements of the 1930s).</i>

(b) <i>Influence in North America (Harlem, and Black Power movement).</i> |
|---|--|

Sub-Theme 2: The Negritude Movement

- | | |
|---|---|
| 1. <i>discuss the main ideas of the Negritude Movement;</i> | <i>Main ideas of the Negritude Movement in the 20th Century:</i>

(a) <i>affirmation of the Black Identity;</i>

(b) <i>reconnection between the African Diaspora and Africa;</i>

(c) <i>rejection of Colonialism, European Assimilation and Racism; and,</i>

(d) <i>African Cultural Renewal (Celebration of African Culture and Heritage).</i> |
| 2. <i>compare the views of the key Pan-African thinkers of the Negritude Movement; and,</i> | <i>Negritude Thinkers of the 20th Century:</i>

(a) <i>Aime Cesaire (Martinique);</i>

(b) <i>Leopold Senghor (Senegal); and,</i>

(c) <i>Leon Damas (French Guiana).</i> |

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 1: Pan-Africanism: The Garveyite and Negritude Movements

Sub-Theme 2: The Negritude Movement (cont'd)

- | | |
|---|---|
| 3. <i>examine the impact of the Negritude Movement on the Caribbean and Africa.</i> | <i>Impact on Caribbean and Africa:</i> <ul style="list-style-type: none">(a) <i>rise of 'radical' Caribbean writers and literary identity (for example Frantz Fanon and Derek Walcott);</i>(b) <i>advancements of black consciousness (Renewal in Black Pride);</i>(c) <i>fuelled anti-colonial movements in Africa and the Caribbean;</i>(d) <i>influence on the Harlem Renaissance (1920s) and the Black Power Movements of the 1960s and 1970s;</i>(e) <i>consolidation of Rastafarianism; and,</i>(f) <i>connection with other Caribbean writers (Claude McKay).</i> |
|---|---|

Theme 2: Decolonisation and the Emergence of the Non-Aligned Movement in the Caribbean

Sub-Theme 1: India's decolonisation movement (1857-1970) OR Ghana's decolonisation movement 1957-1965

- | | |
|---|--|
| 1. <i>explain the concepts of decolonisation and colonisation as used in India or Ghana; and,</i> | <ul style="list-style-type: none">(a) Factors that led to decolonisation in the 20th Century:<ul style="list-style-type: none">(i) impact of global conflicts;(ii) rise of Nationalism/ anti-colonial ideologies; and,(iii) effective leadership.(b) The nature of British colonialism in India or Ghana. |
|---|--|

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: Decolonisation and the Emergence of the Non-Aligned Movement in the Caribbean (cont'd)

Sub-Theme 1: India's decolonisation movement (1857-1970) OR Ghana's decolonisation movement 1957-1965 (cont'd)

2. examine the key strategies, movements and personalities involved in the decolonisation of India or Ghana.
- (a) India:
 - (i) Indian Rebellion (1857);
 - (ii) The role of the Indian National Congress (INC);
 - (iii) Contribution of key nationalist leaders:
 - Mahatma Gandhi: non-violent resistance, mass mobilisation; and,
 - Jawaharlal Nehru: diplomacy, state-building vision.
 - (iv) Other movements and events, for example, Quit India Movement, Salt March.
 - (b) Ghana:
 - (i) Formation of the United Gold Coast Convention (UGCC) (1947);
 - (ii) Role of Kwame Nkrumah and the Convention People's Party (CPP);
 - (iii) Mobilisation strategies: trade unions, press, civil disobedience; and,
 - (iv) British colonial response and transition to independence.

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: Decolonisation and the Emergence of the Non-Aligned Movement in the Caribbean

Sub-Theme 1: India's decolonization movement (1857-1970) OR Ghana's decolonization movement (1957-1965) (cont'd)

- | | | | |
|----|--|-------|---|
| 3. | <i>discuss how decolonisation in India OR Ghana influenced similar movements in the British empire; and,</i> | (a) | <i>India/Ghana as models for other colonies.</i> |
| | | (b) | <i>Support for anti-colonial activism in Africa, the Caribbean, and Asia.</i> |
| | | (c) | <i>The symbolism of their independence in global advocacy for self-determination.</i> |
| 4. | <i>assess the impact of decolonisation in India OR Ghana on international relations.</i> | (a) | <i>India/Ghana's Role in the Non-Aligned Movement and Cold War diplomacy.</i> |
| | | (b) | <i>The influence on the United Nations:</i> |
| | | (i) | <i>advocacy for decolonisation within the UN;</i> |
| | | (ii) | <i>changing composition and balance of power; and,</i> |
| | | (iii) | <i>support for newly independent states.</i> |

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: Decolonisation and the Emergence of the Non-Aligned Movement in the Caribbean

Sub-Theme 2: The emergence of the Non-Aligned movement in the Caribbean to the 1990's

1. discuss the origin, meaning and purpose of the Non-Aligned Movement;
 - (a) The Non-Aligned Movement (NAM) was formally established in 1961 (though it was conceptualized from as early as 1955) in Belgrade (Yugoslavia). At its establishment, it was led by key historical /political figures such as Josip Broz Tip (Yugoslavia), Jawaharlal Nehru (India), Gamal Abdel Nasser (Egypt), Kwame Nkrumah (Ghana) and Sukarno (Indonesia).
 - (b) The concept of non-alignment meant that states that were members of this movement were united in their decisions not to formally align themselves with any major power bloc during the Cold War and the rivalry which characterized the main feature of that 'War'.
 - (c) The NAM became a collective voice for newly independent countries who were interested in protecting their newly minted independent status and sovereignty.
 - (d) Its core purpose was to protect the national sovereignty of member states and avoid involvement in great-power rivalries. This was reflected in its core principles such as:
 - (i) Independence and sovereignty of states.
 - (ii) Non-interference in internal affairs.

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: Decolonisation and the Emergence of the Non-Aligned Movement in the Caribbean

Sub-Theme 2: The emergence of the Non-Aligned movement in the Caribbean to the 1990's (cont'd)

- | | | |
|---|-------|---|
| | (iii) | Opposition to colonialism, imperialism and racism. |
| | (iv) | Peaceful coexistence and support for global disarmament among others. |
| 2. assess the role of the Non-Aligned Movement in International Affairs; and, | (a) | The NAM at its foundation consisted of newly independent countries from Africa as well as India and Indonesia. |
| | (b) | Unlike other international organizations such as the United Nations, it had no permanent secretariat. Decisions were made at summits and ministerial meetings where members had common standings. |
| | (c) | The NAM emerged in the aftermath of the Cold War and was a response to it. Its international role therefore mirrored the international climate brought about by the Cold War rivalry between the US and the USSR. |
| | (d) | Among the strengths of the NAM was its role in providing a voice for developing nations in international affairs, in pushing for economic development, fairer trade systems and an end to colonialism and discrimination. |
| | (e) | Its main weakness was that the NAM was not truly neutral because several states were economically or militarily dependent on the superpowers in reality. The NAM was also affected by internal divisions. |

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 2: Decolonisation and the Emergence of the Non-Aligned Movement in the Caribbean

Sub-Theme 2: The emergence of the Non-Aligned movement in the Caribbean to the 1990's

- | | |
|---|--|
| 3. examine the involvement of the Caribbean in the Non-Aligned Movement up to the 1990's. | <ul style="list-style-type: none">(f) The effectiveness and role of the NAM have been variously interpreted by historians in relation to their perspectives on the Cold War and the role of newly independent states in global politics.(a) The Caribbean was drawn to the NAM because of small size, economic vulnerability, and strategic location.(b) Cuba stands out as the most influential Caribbean participant in the Non-Aligned Movement. After the 1959 Cuban Revolution, the island joined NAM and later hosted a major summit in Havana in 1979, positioning itself as a leading voice of the Global South.(c) Political and Diplomatic Impact on the Caribbean: The NAM enhanced the international voice. Caribbean states gained access to collective diplomacy that would have been difficult individually. It reinforced foreign policy autonomy; Gave regional confidence.(d) Economic and Development Dimensions: NAM strongly supported initiatives such as South-South cooperation and calls for a New International Economic Order (NIEO).(e) Limits and legacy: Despite its benefits, NAM had limitations for the Caribbean: It lacked enforcement power or binding economic mechanisms; Internal divisions; Global geopolitical shifts after the Cold War reduced NAM's centrality. |
|---|--|

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: Ideological Developments and Post Colonial Advocacy

Sub-Theme 1: The Institutionalisation and dismantling of Apartheid in South Africa

- | | | |
|----|--|--|
| 1. | <i>explain the concept of Apartheid;</i> | <i>The Apartheid System: definitions and practices. (segregation based on race and colour).</i> |
| 2. | <i>examine the main factors that led to the formation and institutionalisation of Apartheid in South Africa;</i> | <div style="padding-left: 20px;"><i>Main factors that led to the rise:</i><ul style="list-style-type: none">(a) <i>racial ideologies;</i>(b) <i>the establishment of Afrikaaner Nationalism (The Boer War, South African Union 1910 and The National Party Victory 1948);</i>(c) <i>fear of Black Activism; and,</i>(d) <i>economic domination.</i><i>Legal framework:</i><ul style="list-style-type: none">(a) <i>The Prohibition of Mixed Marriages Act (1949);</i>(b) <i>Population Registration Act (1950);</i>(c) <i>Group Areas Act (1950);</i>(d) <i>Bantu Education Act (1953);</i>(e) <i>Native Resettlement Act (1954);</i>(f) <i>Resettlement Act (1954); and,</i>(g) <i>Bantu Homelands Citizenship Act (1970).</i></div> |

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: Ideological Developments and Post Colonial Advocacy (cont'd)

Sub-Theme 1: The Institutionalisation and dismantling of Apartheid in South Africa

- | | |
|--|---|
| 3. evaluate the impact of Apartheid on black South Africans. | <i>Impact on Black South Africans:</i> <ul style="list-style-type: none">(a) Discrimination;(b) Legal restrictions;(c) Segregation;(d) Lack of access to proper social amenities (housing, education, health and public facilities); and,(e) Disenfranchisement, brutal policing for enforcement. |
| 4. examine the lives of three South African icons and the ANC in contributing to the liberation struggle in South Africa and the ending of Apartheid; and, | <i>Architects of the Liberation Movement in South Africa (Nelson Mandela, Steven Biko, Winnie Mandela, and Desmond Tutu).</i>

<i>The Role of the African National Congress – role of the youth arm, Soweto uprising, armed struggle.</i> |
| 5. assess the contribution of the international community to the dismantling of the Apartheid regime in South Africa. | <i>The contribution of the international community:</i> <ul style="list-style-type: none">(a) Trade embargoes;(b) Political sanctions;(c) United Nations' condemnation and sanctions;(d) Diplomatic pressures;(e) Sporting boycotts (West Indies Cricket);(f) Expressions through the arts; and,(g) Support for anti-Apartheid from neighbouring African countries. |

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: Ideological Developments and Post Colonial Advocacy (cont'd)

Sub-Theme 2: Movement for Reparatory Justice (1990s up to 2020)

- | | |
|--|---|
| 1. explain the concept of reparatory justice; | (a) Acknowledgment or apology.
(b) Legal (treaties, formal agreements).
(c) Moral concepts (for example, human rights).
(d) Financial compensation. |
| 2. examine the historical examples for reparations; | <p>Historical injustices:</p> <p>(a) Haiti's repayment (France).
(b) Planters' compensation of twenty million pounds (Britain).
(c) Historical justice for reparation.
(d) Failure to finance the development of the Caribbean arising from the Moyne Commission Report.</p> <p>Models such as:</p> <p>(a) Reparations for the Jews from Germany for their freedom.
(b) Reparations to the Mau Mau (Kenya).
(c) South Africa's Truth and Reconciliation as a model.</p> |
| 3. assess the framework provided by CARICOM in leading the advocacy for reparatory justice; and, | <p>(a) Reasons for:</p> <p>(i) Recommendations of the Moyne Commission;
(ii) Precedence;
(iii) Crime against humanity;
(iv) Legacy;</p> |

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: Ideological Developments and Post Colonial Advocacy (cont'd)

Sub-Theme 2: Movement for Reparatory Justice (1990s up to 2020) (cont'd)

- (v) *British responsibility;*
 - (vi) *Compensation (lack of organic economic development); and,*
 - (vii) *British industrialization (Britain benefitted from enslavement).*
 - (b) *Arguments against:*
 - (i) *Slavery was a legal institution;*
 - (ii) *Statute of limitation;*
 - (iii) *Incalculable;*
 - (iv) *Squandermania;*
 - (v) *Transfer of responsibility;*
 - (vi) *Inability of reparations to adequately address trauma;*
 - (vii) *Reparations were already paid; and,*
 - (viii) *Caribbean governments should seek to develop in the present.*
- 4. *critique the nature of the movement for reparatory justice.*
 - (a) *Groups demanding reparatory justice:*
 - (i) *CARICOM Reparations Commission;*
 - (ii) *The UWI (Centre for Reparations Research);*

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

Theme 3: Ideological Developments and Post Colonial Advocacy

Sub-Theme 2: Movement for Reparatory Justice (1990s up to 2020)

- (iii) *The Rastafari Movement;*
- (iv) *The Repair Campaign; and,*
- (v) *Heirs of Slavery (descendants of enslavers in support of the movement for reparations).*
- (b) *The CARICOM 10 Point Plan:*
 - (i) *Full formal apology;*
 - (ii) *Repatriation;*
 - (iii) *Indigenous Peoples Development Programme;*
 - (iv) *Cultural institutions;*
 - (v) *Public health crisis;*
 - (vi) *Illiteracy eradication;*
 - (vii) *African Knowledge Programme;*
 - (viii) *Psychological Rehabilitation;*
 - (ix) *Technology transfer; and,*
 - (x) *Debt cancellation.*

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. *Students will analyse the symbols, slogans, and messages on real propaganda posters from Nazi Germany, Fascist Italy, or Soviet Russia and discuss how propaganda help leaders maintain control.*
2. *Students create a timeline showing major causes of WWII: Treaty of Versailles, rise of fascism, appeasement, invasion of Poland. Add images or short descriptions for each event.*
3. *Create a podcast analysing the causes of World War II. Which country was to blame? Was appeasement a reasonable policy? Was the 'Treaty of Versailles too rigid'? Students use historical evidence to argue their points.*
4. *Create a "before and after" photo exhibit showing the devastation in Europe, Japan, and the changes in world order. Discuss long-term impacts for example, emergence of US and USSR as the major superpowers.*
5. *Assign students roles as representatives from the USA, USSR, Western Europe, and non-aligned countries. Discuss crises (Berlin Blockade, Cuban Missile Crisis) and negotiate peaceful solutions.*
6. *Berlin Conference Simulation: Students represent different European powers; discuss motives (resources, markets, prestige, "civilising mission"). After simulation, evaluate impacts: artificial borders, cultural disruptions, economic exploitation.*
7. *In groups, create an "impact web" showing economic, social, political, and cultural effects of the 'Scramble for Africa and Decolonisation in Africa'. Excerpts from documentaries for example, Africa: A Voyage of Discovery or BBC's Scramble for Africa) can be used to provide information.*
8. *Students research leaders like Mahatma Gandhi, Jawaharlal Nehru (India), or Kwame Nkrumah (Ghana). Students will then prepare a creative piece (poem, drama, song or painting) about the impacts of these leaders.*
9. *Divide class into two groups and have students debate Non-violent vs. Violent Resistance. Include effectiveness and ethical considerations.*
10. *Create a detailed timeline marking major events leading to independence in either India or Ghana.*

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

Suggested Teaching and Learning Activities

11. Have students engage in a structured debate on the motion: “The Great Depression/ economic decline was the primary cause of the rise of totalitarian regimes.”
12. Have students compose a formal essay in response to the prompt: “The League of Nations was destined to fail from its inception.
13. Invite students to watch a selected documentary or film segment on World War II and respond to guided questions that focus on key developments and the global impact of the war.
14. Have students research and perform a reenactment of a speech delivered by Mahatma Gandhi or Kwame Nkrumah, advocating for national independence.
15. Invite students to participate in a mini–Model UN session focused on the theme of decolonisation in India or Ghana. They should represent various countries and debate the influence of these movements within the British Empire.
16. Students may develop a glossary of terms and definitions of concepts taught and discussed in the Unit.

RESOURCES

- Biko, S. *I write what I like: selected writings.* University of Chicago Press, 2002.
- Beckles, H. *Britain’s Black Debt: Reparations for Slavery and Native Genocide.* Kingston: The Press, UWI, 2013.
- Bourret, F.M. *Ghana, the Road to Independence, 1919-1957.* California: Stanford University Press, 1960.
- Coates, T. “The Case for Reparations”, *The Atlantic*, June 2014. (www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)
- Eccles, K. & McCollin, D. *World War II and the Caribbean.* University of the West Indies Press, 2017.
- Grischow, J. D. Kwame Nkrumah, Disability and Rehabilitation in Ghana, 1957-1966. *Journal of African History* 52.2 (2011): 179-199. Print.
- Lewis, R. *Marcus Garvey.* University of the West Indies Press, 2018.
- Mbeki, G. *The Struggle for Liberation in South Africa.* Cape Town, 1992.
- Milne, J. *Forward Ever. Kwame Nkrumah: A Biography.* Panaf Books, 2006.

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

RESOURCES (cont'd)

- Nkrumah, K. *Class Struggle in Africa*. London: Panaf Books, 2006.
- Peacock, H.L. *Europe and Beyond 1870-1978*. Heinemann Educational Books, 1977.
- Segal, R. *The Black Diaspora*. Boston: Faber and Faber, 1993.
- Shepherd, V.A & Hemmings, G.D. *Introduction to Reparation for Secondary Schools*. University of the West Indies Press, 2002.
- Steward, J. H. *Handbook of the South American Indians, Washington D.C.: The Smithsonian Institute, 1946-1959, (6 vols)*.
- Thompson, Alvin *Visualising Slavery: Images and Texts*. Bridgetown: Thompson Business Services, 2015.
- Wilson, R. *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State*. Cambridge: CUP, 2001 (paperback).

AUDIO/VIDEO PRODUCTIONS

Oxford Union Speech, Sashi Tharoor www.youtube.com/watch?v=f7CW7S0zxv4.

Interview with Dr Ray Winbush www.youtube.com/watch?v=vLau6XhLLyU.

Dr Ray Winbush "What is Reparations?" www.youtube.com/watch?v=18cNBDknJYs.

Lecture by Hilary Beckles (Repairing the Nation) www.youtube.com/watch?v=IEvltuAensY.

Mr Perfect "Reparation for my soul" www.youtube.com/watch?v=95yrMrwGSNc.

Long Night's Journey into Day: Reveals a South Africa trying to forge a lasting peace in the post-apartheid period through 'truth and reconciliation'. (Iris Films, 2600 Tenth St.; Suite 413, Berkeley, California 94710, USA. Tel 510-845-5414).

Sarafina and Invictus.

Nelson Mandela and the struggle to end Apartheid (30 minutes.) This videotape can be obtained from Educational Media Film and Video Ltd. 235 Imperial Drive Rayner's Lane, Harrow Middlesex HA27HE.

UNIT 2

MODULE 3: IDEOLOGICAL AND POLITICAL DEVELOPMENTS AND POST COLONIAL ADVOCACY (cont'd)

AUDIO/VIDEO PRODUCTIONS (cont'd)

Long Night's Journey into Day: Reveals a South Africa trying to forge a lasting peace in the post-apartheid period through 'truth and reconciliation'. (Iris Films, 2600 Tenth St.; Suite 413, Berkeley, California 94710, USA. Tel 510-845-5414).

Struggle Against Apartheid: Amandla! A Revolution in Four-Part Harmony.

VHS and DVD 103 minutes

PG-13 Director: Lee Hirsch

Amandla! recounts the history of the anti-apartheid struggle from 1950-1990's by examining different freedom songs. Particularly valuable for its interviews, archival footage, and filmed performances, the film shows that music was crucial not only in communicating a political message to protesters and opponents but also in strengthening the resistance itself.

Faces of Africa – Kwame Nkrumah.

www.youtube.com/watch?v=TMYOiTcspNA (Faces of Africa – Kwame Nkrumah) CGTN Africa

More information from the African Media Project:

www.africanmedia.msu.edu/php/showfilm.php?id=29501

◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The same scheme of assessment will be applied to each Module in each Unit. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit. Grades will be awarded independently for each Unit.

Candidate assessment on each Unit will consist of three papers: Paper 01, multiple-choice paper, Paper 02, a structured paper and Paper 032 (the Alternate to the SBA).

Candidates registering for examinations (starting with the May/June 2027 session) are required to do the Alternate Paper 032 for the first Unit for which they register. Candidates may opt to carry forward their Alternate Paper 032 score to any subsequent Unit or Units taken.

The Alternate Paper 032 score may be carried forward for one or more Units taken, provided any subsequent examination is within two years of taking the first Unit. Those candidates may opt to do the Alternate Paper 032 of the second Unit taken and not carry forward their score from the first Unit taken.

The School Based Assessment score for candidates who sat the examinations in 2025 or 2026 may be carried forward for one or more Units taken, provided any subsequent examination is within two years of taking the first Unit. Candidates may opt to do the Alternate Paper 032 of the second Unit taken and not carry forward their score from the first Unit taken.

Paper 01 1 hour 30 minutes (54 marks)	45 multiple choice questions, 15 on each Module. All questions are compulsory.	30 per cent
--	--	-------------

Paper 02 2 hours 40 minutes (90 marks)	Section A: Module 1 Section B: Module 2 Section C: Module 3	50 per cent
---	---	-------------

Each section consists of one document-based question and one essay question.

Paper 032 1 hour 30 minutes (36 marks)	A written paper consisting of questions testing the skills of the historian.	20 per cent
---	--	-------------

ASSESSMENT DETAILS

External Assessment

There will be a combined question paper and answer booklet for Paper 01.

Paper 01 (1 hour 30 minutes – 30 per cent of Total Assessment)

1. Number of Questions

This paper consists of forty-five multiple-choice questions covering all three Modules.

2. Syllabus Coverage

Knowledge of all topics is required. The intention is to test candidates' knowledge and comprehension across the breadth of the syllabus.

3. Question Type

Questions on this paper are multiple-choice questions.

4. Mark Allocation

One mark will be awarded for each correct multiple-choice response.

The maximum number of marks available for this paper is 54 and this paper contributes 30 per cent to the total mark for the Unit.

Paper 02 (2 hours 40 minutes – 50 per cent of Total Assessment)

1. Number of Questions

This paper consists of **SIX** questions with two questions on each Module. Candidates are required to answer ALL questions

2. Syllabus Coverage

Two questions will be set on each Module and will test candidates' in-depth understanding of the themes across the syllabus.

3. Question type

Each section consists of one document-based question and one essay question. Each document-based question consists of several parts based on two extracts related to a particular theme. A range of stimulus material will be used to test students understanding of primary and secondary sources. Among these are:

- (a) Primary sources – written documents (letters, diaries, autobiographies, memoirs, contemporary sources, and newspapers) visual sources (pictures, political cartoons, illustrations, maps.

- (b) Secondary sources – statistical data, illustrations and excerpts from secondary history text.

Candidates must answer **SIX** questions, **TWO** from each Module.

4. When responding to the essay question, candidates are expected to write an introduction and a conclusion. Marks will be awarded for the well-structured and argued introduction and conclusion. The introduction should: include an introductory statement on the subject matter; a definition and explanation of key words; where the question demands a position, the student should state hypothesis and briefly explain why and; an outline of the main points to be discussed must be offered. The conclusion should restate the thesis; summarise the main sub-points and end the response with a strong and impactful statement.

5. Mark Allocation

Each question will be worth 15 marks. The maximum number of marks for this paper is 90. The paper contributes 50 per cent of the total marks of the Unit.



GUIDELINES FOR THE ALTERNATE PAPER 032 **(1 hour and 30 minutes - 20 per cent of Total Assessment)**

RATIONALE

The Alternate Paper 032 is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject.

1. Composition of Paper

Section A: Source Evaluation (12 marks)

Candidates will be provided with 2 short sources (one primary, one secondary). Candidates **MUST** answer ALL questions in Section A.

1. Primary Source Analysis
 - Assess reliability and usefulness of the source for a historian studying the given topic.
 - Critically evaluates sources *e.g. making inferences, cross-referencing* and corroboration.
2. Secondary Source Evaluation
 - Critically evaluates sources *e.g. making inferences, cross-referencing* and corroboration using internal and external criticism.
 - Shows an understanding of the *Historiography* of the topic (Assess strengths and limitations of the interpretation).
 - Demonstrates an awareness of *Revisionism* in History.

Section B: Thematic/Analytical Essay (12 marks)

Candidates will choose ONE of two generic prompts framed around specific themes for example, causation, change and continuity and historical significance. Each essay (300 – 500 words) should have:

- A clear thesis
- Structured arguments
- Evidence of knowledge from the syllabus
- Engagement with historical concepts

Section C: Historical Interpretation (12 marks)

One compulsory extended response.

Candidates are given a short extract presenting two contrasting historical interpretations.

Candidates will:

- Summarise the main differences in interpretation. (4 marks)
- Explain reasons why historians may differ (context, sources available, perspective, philosophy). (4 marks)
- Reflect on the provisional nature of historical conclusions (revisionism, “history as an argument without end”). (4 marks)

2. Syllabus Coverage

The questions will test candidates’ in-depth understanding of the themes across the syllabus.

3. When responding to the essay question, candidates are expected to write an introduction and a conclusion. Marks will be awarded for the well-structured and argued introduction and conclusion. The introduction should: include an introductory statement on the subject matter; a definition and explanation of key words; where the question demands a position, the student should state hypothesis and briefly explain why and; an outline of the main points to be discussed must be offered. The conclusion should restate the thesis; summarise the main sub-points and end the response with a strong and impactful statement.

4. Mark Allocation

Each question will be worth 12 marks. The maximum number of marks for this paper is 36. The paper contributes 20 per cent of the total marks of the Unit.

TOPICS FOR PAPER 032 (2027-2036)

The topics for the examination years for Paper **032** for Unit 1 and Unit 2 for the years 2027-2036 are listed below. The following identifies the examination year and the topics to be investigated.

UNIT 1: THE NATURE AND STRUCTURE OF PHILOSOPHY AND HISTORY: ATLANTIC WORLD HISTORY

YEAR	MODULE	THEME	TOPIC
2027	2	1	Historical Controversies and Debates: <i>Sub-Theme 5: Early Debates on women's roles in Caribbean History Engendering Caribbean Historiography</i>
2028	3	3	Developments in the Atlantic World: Imperialism in Africa
2029	1	1	The Nature and Structure of History
2030	2	1	Historical Controversies and Debates: <i>Sub-Theme 4: Debate on the contribution of the trade in enslaved West African and Caribbean Enslavement to British Industrialism</i>
2031	3	2	Protest Movements in the English-Speaking Caribbean
2032	1	1	The Nature and Structure of Philosophy
2033	2	1	Historical Controversies and Debates: <i>Sub-Theme 2: Concepts of Discovery and Encounter</i>
2034	3	1	Haitian reconstruction in the 19th century (1804 – 1826)
2035	2	1	Historical Controversies and Debates: <i>Sub-Theme 3: Historical Debate on the factors contributing to the decline of the indigenous population on Contact/Wars with Europeans: (Case Study – Hispaniola, Mexico and Peru).</i>
2036	1	1	The Nature and Structure of History

UNIT 2: IDEOLOGIES, CONFLICTS AND GLOBAL DEVELOPMENT: IMPACT ON THE ATLANTIC WORLD

YEAR	MODULE	THEME	TOPIC
2027	3	2	Decolonization and the Emergence of the Non-Aligned Movement in the Caribbean
2028	1	1	The Enlightenment and its role in Atlantic World Historical Events: <i>Sub-Theme 1 & 2: Principles of the Enlightenment/Philosophers & The Enlightenment and the American Revolution: Causes and Impact</i>
2029	3	1	Pan-Africanism: The Garveyite and Negritude Movements
2030	2	3	The Second World War: Causes, Course, Consequences
2031	1	1	The Enlightenment and its role in Atlantic World Historical Events: <i>Sub-Theme 4: Independence Movement in Brazil OR Venezuela</i>
2032	3	3	Ideological Developments and Post Colonial Advocacy
2033	2	2	The Russian Revolution
2034	3	2	Decolonization and the Emergence of the Non-Aligned Movement in the Caribbean
2035	1	1	The Enlightenment and its role in Atlantic World Historical Events: <i>Sub-Theme 3: The Enlightenment and the French Revolution: Causes and Impact</i>
2036	2	1	The First World War (1914-1918): Causes, Course, Consequences

In order to aid their preparation for the Paper 032, candidates are encouraged to complete the following formative project. While the project itself does not contribute to the final examination grade, it is useful to the development of the skills tested in the Paper 032.



The Formative Project

The formative project will consist of one research project consisting of three parts: **proposal, research paper, and reflection essay** for each Unit of the syllabus. Candidates may select the topic from within the Unit and develop their own research proposals with guidance from their teacher.

The research paper may be presented entirely in writing or may be a combination of writing and other media (for example, video or audio recordings).

The research paper can provide evidence of the candidate's mastery of the skills used by the historian in conducting investigations of historical questions, problems or issues. *The project should be structured following the generally accepted rules for writing a research project. (See Guidelines below).*

The research paper should be typewritten and double-spaced. *Students must use the Modern Languages Association (MLA) style of referencing throughout their research paper (See Modern Languages Association Handbook).*

GUIDELINES FOR STRUCTURING THE RESEARCH PROJECT

PROJECT CRITERIA: A guide to assessment for the Teacher

Part A – Proposal (4 Marks)

Candidates must submit a **research proposal** before undertaking the full research. The proposal should include:

1. Identification of a Research Topic/Problem (1 mark)
 - Topic should be clear and focused.
 - Related to the syllabus and preliminary literature search.
2. Statement of the Research Rationale and Purpose. (2 marks)
 - Rationale is a clear justification or reason for selecting the topic or the problem.
 - The purpose is aligned to the rationale.
3. Clear Research question (1 mark)
 - Must reflect the method/source of data.
 - Must be specific, relevant, and investigable.

Part B – Research Project (24 Marks)

Length: 1500–1800 words. The paper should follow a structured essay format.

1. **Introduction (4 marks)**
 - Clear framing of the research topic, rationale and questions. (1)
 - Stated thesis or central argument. (1)
 - Clear outline of the historical or philosophical context. (2)
2. **Core Argument and Discussion (14 marks)**
 - Literature Search & Review (8 marks)
 - Demonstrates appropriate use of Primary and Secondary sources
 - Critically evaluates sources *e.g. making inferences, cross-referencing* and corroboration
 - Secondary Source Evaluation
 - Shows an understanding of the *Historiography* of the topic (Assess strengths and limitations of the interpretation)
 - Demonstrates an awareness of *Revisionism* in History

- Argument & Analysis (6 marks)
 - Develops well-supported arguments.
 - Shows ability to make comparative points and/or assess change and continuity.
- 3. **Conclusion (2 marks)**
 - Summarises key findings.
 - Reinforces the thesis and demonstrates synthesis of evidence and interpretations.
- 4. **Organisation & Communication (4 marks)**
 - Logical structure, coherence, clarity of expression.
 - Correct and consistent use of MLA referencing.
 - Correct grammar, spelling, and presentation.

Part C – Reflection on the Research Process (8 Marks)

Candidates must submit a **separate reflection piece** (600–800 words) on the research process and the nature of history.

1. **Insight into the Nature of History (3 marks)**
 - Share personal thoughts about the nature of history
2. **Evaluation of Research Process (5 marks)**
 - Identifies personal strengths and limitations experienced during the research process (source selection, evaluation, or application of historical methods).
 - Reflects on how they built on their strengths and addressed the limitations.
 - Well-articulated and reflective in tone.

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for examination through the Local Registrar or private institutions in their respective territories and will be required to sit Papers 01, Paper 02, and the Alternate Paper 032.

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Paper 01, Paper 02 and Paper 03 of the examination for the year for which they reregister.

CAPE® candidates may reuse their Paper 032 score (for examinations starting May/June 2028) or any moderated SBA score within a two-year period. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's Paper 032 score or any moderated SBA score is less than 50 per cent in a particular Unit. Candidates reusing their Paper 032 or moderated SBA scores should register as "Resit candidates" and must provide the previous candidate number when registering.

Resit candidates must be entered through a school, recognised educational institution or the local Registrar's office.

◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to paper and to Module, and percentage contribution of each paper to total score.

PAPERS	MODULE 1	MODULE 2	MODULE 3	TOTAL	(%)
<i>Paper 01 (1 hour 30 minutes)</i>	<i>18 (15 raw)</i>	<i>18 (15 raw)</i>	<i>18 (15 raw)</i>	<i>54 (45 raw)</i>	<i>30</i>
<i>Paper 02 (2 hour 30 minutes)</i>	<i>30</i>	<i>30</i>	<i>30</i>	<i>90</i>	<i>50</i>
<i>Paper 032 (2 hour)</i>	<i>12</i>	<i>12</i>	<i>12</i>	<i>36</i>	<i>20</i>
<i>Total (Weighted)</i>	<i>60</i>	<i>60</i>	<i>60</i>	<i>180</i>	<i>100</i>

◆ ADDITIONAL BIBLIOGRAPHY

(To provide extra resources for Teachers. Note that books that already appear as resources for each Module are not repeated here)

- Amin, S. *Unequal Development*. New York: Monthly Review Press, 1976.
- Andrews, K. *Trade, Plunder and Settlement: Maritime Enterprise and the Genesis of the British Empire, 1480–1630*. New York: Cambridge University Press, 1984.
- Atmore, A. and Oliver, R. *The African Middle Ages 1400–1800*. New York Press: Cambridge University, 1981.
- Bailyn, B. *The Ideological Origins of the American Revolution*. Cambridge: Harvard University Press, 1967.
- Bailyn, B. "Political Experience and Enlightenment Ideas in 18th Century America". *American Historical Review*, 67, (1961).
- Beckles, H. *Natural Rebels: A Social History of Enslaved Black Women in Barbados*. New Brunswick, New Jersey: Rutgers University Press, 1989.
- Beckles, H. *A History of Barbados: From Amerindian Settlement to Nation-state*. Cambridge: Cambridge University Press, 1990.
- Benjamin, T., Hall, T. and Rutherford, D. *The Atlantic World in the Age of Empire*. Boston: Houghton Mifflin, 2001.
- Bethell, L. *Spanish America after Independence*. New York: Cambridge University Press, 1987.
- Blackburn, R. *The Overthrow of Colonial Slavery, 1776–1848*. London and New York: Verso Press, 1988.
- Brereton, B. "Post-emancipation Protest in the Caribbean: the Belmana Riots in Tobago, 1876". *Caribbean Quarterly*, 30, 3 and 4, (1984).
- Canny, N. "The Ideology of English Colonisation: From Ireland to America". *William and Mary Quarterly*, 1973.
- Carter, H. "Food Riots and Labour Protest in Post-slavery Barbados: An Analysis of the 1863 Riots." Paper presented to the 28th Annual Conference of Caribbean Historians, April 1996.
- Charlesworth, N. *British Rule and the Indian Economy, 1800–1914*. London: Macmillan, 1982.

- Cottrell, P. L. *British Overseas Investment in the 19th Century*. London: Macmillan, 1975.
- Craton, M. *Testing the Chains – Resistance to Slavery in British West Indies*. Ithaca: Cornell University Press, 1982.
- Dabydeen, D. and Samaroo, B. *India in the Caribbean*. London: Hansib, 1987.
- Davies, K. G. *The North Atlantic World in the 17th Century*. Minneapolis: University of Minnesota Press, 1976.
- Davis, R. *Rise of the Atlantic Economies*. London: Weidenfeld and Nicolson, 1973.
- Drescher, S. *Capitalism and Anti-Slavery: British Mobilization in Comparative Perspective*. New York and Oxford: Oxford University Press, 1987.
- Drescher, S. *Econocide: British Slavery in the Era of Abolition*. Pittsburgh: University of Pittsburgh Press, 1977.
- DuBois, W.E.B. *The World and Africa*. New York: International Publisher, 1968.
- Edwards, P. *Equiano's Travels*. London: Heinemann, 1977.
- Ferguson, J. *The Story of the Caribbean People*. Kingston: Ian Randle Publishers, 1999.
- Frank, A.G. *Crisis in the World Economy*. New York: Homes and Meirer Publishers, 1980.
- Henry, Z. *Labour Relations and Industrial Conflict in Commonwealth Caribbean Countries*. Trinidad: Columbus Publishers, 1992.
- Hobsbawm, E. *The Age of Revolution: Europe 1789–1848*. London: Cardinal, 1988.
- Hobsbawm, E. *Industry and Empire*. London: Weidenfield and Nicholson, 1965.
- Hulme, P. *Colonial Encounters: Europe and the Native Caribbean 1492–1797*. New York: Routledge, 1992.
- Kadish, D.Y., ed. *Slavery in the Caribbean Francophone World*. Athens, Georgia: University of Georgia Press, 2000.
- Kemp, T. *The Industrialisation in 19th Century Europe*. London: Longman 1985.
- Knight, F. *The Genesis of a Fragmented Nationalism*. New York: Oxford University Press, 1985.

- Knight, F., ed. *General History of the Caribbean: The Slave Societies of the Caribbean: Vol. 111.* Paris: UNESCO Publishing, 1997.
- Knight, F. and Palmer, C., eds. *The Modern Caribbean.* Chapel Hill: The University of North Carolina Press, 1989.
- Lane, A., ed. *The Debate Over Slavery: Stanley Elkins and his Critics.* Chicago: University of Illinois Press, 1971.
- Lewis, G. K. *Main Currents in Caribbean Thought: The Historical Evolution of Caribbean Society in its Ideological Aspects, 1492–1900.* London: Heinemann, 1983.
- Look Lai, W. *Indentured Labour, Caribbean Sugar: Chinese and Indian Migrants to the British West Indies, 1838– 1918.* Baltimore and London: The Johns Hopkins University Press, 1993.
- Lovejoy, P. and Rogers, N., eds. *Unfree Labour in the Making of the Atlantic World.* Essex: Frank Cass and Co. Publishers, 1994.
- Marshall, W. K. “Vox Populi”, *The St. Vincent Riots and Disturbances of 1862,”* In Barry Higman, ed. *Trade, Government and Society in Caribbean History, 1700–1920.* Kingston: Heinemann, 1983.
- Moore, C., ed. *African Presence in the Americas.* Trenton, New Jersey: Africa World Press, 1995.
- Moore, B. and Wilmot, S., eds. *Before and After 1865.* Kingston: Ian Randle Publishers, 1998.
- Morgan, E. *The Birth of the American Republic, 1763–1789.* Chicago: University of Chicago Press, 1977.
- Oostindie, G., ed. *Ethnicity in the Caribbean.* London: MacMillan, 1996.
- Perkin, E. J. and Walton, G. M. *A Prosperous People: The Growth of the American Economy.* Englewoods Cliff, New Jersey: Prentice Hall, 1985.
- Porter, B. *Lion’s Share: A Short History of British Imperialism, 1850–1970.* New York: Longman, 1984.
- Pemberton, R., et al *Caribbean History Textbooks: A Gender Review.* Kingston: Pelican Publishers Ltd., 2012.
- Ramesh, R. *United States Investment in Latin America and the Caribbean.* London: Hodder and Staughton, 1985.
- Rubin, V. and Tuden, A. eds. *Perspectives on Slavery in the New World Plantation Societies.* New York: The New York Academy of Societies, 1977.

- Seecharan, C. *'Tiger in the Stars': The Anatomy of Indian Achievement in British Guiana, 1919–1929*. London: MacMillan, 1997.
- Sheller, M. *Democracy after Slavery: Black Publics and Peasant Radicalism in Haiti and Jamaica*. London: MacMillan, 2000.
- Sheridan, R. *Sugar and Slavery*. Kingston, Jamaica: Canoe Press, 1994.
- Shepherd, V.A. *Transients to Settlers: The Experience of Indians in Jamaica*. Leeds: Peepal Tree/Warwick University, 1994.
- Shepherd, V.A. *Engineering History: Caribbean Women in Historical Perspectives*. Brereton, B. and Bailey, B., eds. Kingston: Ian Randle Publishers, 1995.
- Van Sertima, I. *African Presence in Early America*. New Brunswick: Transaction Publishers, 1992.
- Walvin, J. *Questioning Slavery*. New York: Routledge, 1996.

◆ GLOSSARY OF TERMS

<i>African Diaspora</i>	<i>People descended from Africa, commonly refers to those who were forcibly traded during the trans-Atlantic slave trade between the 16th and 19th centuries.</i>
<i>Afrocentric</i>	<i>Related to the culture and history of people from Africa or of African descent.</i>
<i>Ancien Régime</i>	<i>The old political and social system of France before the French Revolution.</i>
<i>Androcentric</i>	<i>Practice of perceiving the world from a masculine perspective, male centred.</i>
<i>Apartheid</i>	<i>A system of institutionalised racial segregation and discrimination in South Africa from 1948 to 1994.</i>
<i>Appeasement</i>	<i>A policy of giving in to an aggressor's demands to avoid conflict, notably used before WWII.</i>
<i>Autocracy</i>	<i>A system of government where one person holds absolute power without input from others.</i>
<i>Bolshevik</i>	<i>A member of the Russian socialist party that seized power in 1917 to form a communist state.</i>
<i>Capitalism</i>	<i>Economic system based on private ownership of means of production and free market competition.</i>
<i>Checks and Balances</i>	<i>A system ensuring no branch of government becomes too powerful by limiting each other.</i>
<i>Cold War</i>	<i>A period of political tension and military rivalry between the U.S. and Soviet Union after WWII.</i>
<i>Cold War</i>	<i>Period of geopolitical tension in the twentieth century, primarily between the United States and the Soviet Union.</i>
<i>Colonialism</i>	<i>Control and exploitation of one country by another, often by settlement and economic dominance.</i>
<i>Communism</i>	<i>A political and economic ideology that promotes a classless society. A system where all property is publicly owned and each person works and is paid equally.</i>
<i>Constitution</i>	<i>A document that outlines the fundamental laws and principles of a government.</i>

<i>Decolonisation</i>	<i>The process by which colonies become independent of the colonising country. It involves identifying colonial systems, structures and relationships, and working to challenge those systems.</i>
<i>Decolonisation</i>	<i>The process by which colonies gained independence from European colonial powers, especially post-WWII.</i>
<i>Democracy</i>	<i>A system where power is held by the people, often through elected representatives.</i>
<i>Divine Right of Kings</i>	<i>The belief that monarchs derive their authority from God, not from their subjects.</i>
<i>Ethnocentric</i>	<i>Belief that people, customs, values, traditions of your own race or nationality are better than others.</i>
<i>Fascism</i>	<i>An authoritarian, nationalist system of government and social organisation led by a dictatorial leader.</i>
<i>Fatalism</i>	<i>The belief that all events are predetermined by fate and cannot be changed.</i>
<i>Feminism</i>	<i>A broad-based movement concerning the social, political and economic rights of women. Its advocates have for the most part demanded equal rights for both sexes, although some have asserted the right of women to separate development (Oxford Dictionary of World History 2000, p. 212).</i>
<i>Feudalism</i>	<i>A medieval social system where land was exchanged for service and loyalty to a lord. A combination of social, political and economic conditions that flourished western Europe during the early Middle Ages (9th century to 15 century).</i>
<i>Garveyism</i>	<i>Refers to impact of Jamaican activist Marcus Garvey's ideology and political movement on the African Diaspora in the twentieth century.</i>
<i>Gender</i>	<i>The social organisation of relations between the sexes. This term refers to a way of perceiving and studying people, an analytic tool which helps us to discover neglected areas of history. It is a concept which challenges the sex blindness of traditional historiography and is a concept which is as much about men as it about women. It is used to mean the social organization of relations between the sexes (Bourdillon, 1994, p.67).</i>
<i>Habeas Corpus</i>	<i>A legal right requiring a person under arrest to be brought before a judge or court.</i>
<i>Imperialism</i>	<i>A policy of extending a country's power and influence through colonisation or military force.</i>
<i>Marxism</i>	<i>A political theory by Karl Marx advocating class struggle and a classless society.</i>

<i>Militarism</i>	<i>The belief in building up a strong military and being prepared to use it aggressively. A focus on military power is a fundamental part of a nation's policy.</i>
<i>Moyne Commission</i>	<i>Appointed by British government to investigate social and economic conditions in the British West Indies as result of the wave of labour protests/riots in the Caribbean in the 1930s.</i>
<i>Nationalism</i>	<i>Strong identification with and pride in one's nation, often placing it above others.</i>
<i>Natural Rights</i>	<i>Basic rights all humans are born with, such as life, liberty, and property</i>
<i>Nazism</i>	<i>A form of fascism associated with the Nazi Party in Germany, characterised by racism and totalitarian rule.</i>
<i>Negritude</i>	<i>A literary and political movement celebrating Black culture and identity, especially among Africans and Caribbeans.</i>
<i>Pan-Africanism</i>	<i>A movement advocating for unity and solidarity among African nations and people of African descent.</i>
<i>Philosophe</i>	<i>A French Enlightenment thinker who promoted reason, knowledge, and reform in society.</i>
<i>Protest movement</i>	<i>An unrelenting pursuit of freedom against colonial systems and racial injustices.</i>
<i>Rastafari movement</i>	<i>A religion and social movement that originated in Jamaica in the twentieth century.</i>
<i>Rebellion</i>	<i>A series of uprisings by enslaved Africans during the 18th century and 19th century, characterised as violent resistance.</i>
<i>Reparations</i>	<i>Measures to acknowledge, redress, repair the causes and consequences wrongdoing, crime or atrocity by an individual, group or society. Often related to African enslavement or war.</i>
<i>Reparatory justice</i>	<i>Demand for justice and compensation for the victims of the trans-Atlantic slave trade, genocide of indigenous peoples, African enslavement and other historical injustices from former colonial powers.</i>
<i>Republic</i>	<i>A government where there is no monarchy and officials are elected by citizens.</i>
<i>Revisionist history</i>	<i>The reinterpretation of historical events, challenges established narratives, introduces new evidence or perspectives.</i>
<i>Revolt</i>	<i>Refers to resistance and rebellion.</i>

<i>Revolution</i>	<i>A sudden and major change, often through uprising, in political power, economic or social structures.</i>
<i>Rule of Law</i>	<i>The principle that all individuals and institutions are subject to the law equally.</i>
<i>Self-Determination</i>	<i>The right of a people to decide their own political status and form of government.</i>
<i>Separation of Church and State</i>	<i>The principle that government and religious institutions should operate independently.</i>
<i>Separation of Powers</i>	<i>Dividing government responsibilities into distinct branches to prevent concentration of power.</i>
<i>Social Contract</i>	<i>An agreement where individuals consent to form a society and abide by its rules.</i>
<i>Socialism</i>	<i>A form of government in which most properties are owned or controlled by the state. Economic and social systems are characterised by social ownership of the means of production.</i>
<i>The Enlightenment</i>	<i>A period of political revolutions and ideals during the eighteenth century that reshaped political and social thought. An intellectual movement emphasizing reason, science, and individual rights</i>
<i>Totalitarianism</i>	<i>A political system where the state holds total authority over society and controls all aspects of life.</i>
<i>Women's history</i>	<i>Is about reconstructing and redefining what history is. It challenges, untidies, disorganizes and unravels the well-known narratives of men's ideas and activities (Bourdillon, 1994, p.67).</i>

◆ GLOSSARY OF EXAMINATION VERBS

WORD	DEFINITION/MEANING
Analyse	<i>Break down the historical issue, event or argument into key parts and explain how and why these parts are connected. Show relationships (cause, impact, interaction) and use evidence to support your explanation.</i>
Apply	<i>Use relevant historical knowledge, concepts, or theories to answer a new question or solve a problem. Show how what you know fits the situation given.</i>
Assess	<i>Examine the issue and weigh its importance or success. Consider different sides and make a clear, supported judgement.</i>
Comment	<i>Give a reasoned opinion on the material in question, supported by suitable evidence and explanation.</i>
Compare	<i>Identify and explain similarities in qualities or characteristics between items, while also noting important differences.</i>
Contrast	<i>Focus on differences in qualities or characteristics between the items in question, but you may briefly mention similarities where relevant.</i>
Criticise	<i>Give a balanced judgement about the merit or truth of the material in question, discussing both strengths and weaknesses using specific evidence.</i>
Define	<i>Give a clear and precise meaning of a term, including key features that distinguish it.</i>
Describe	<i>Give a detailed account of what happened, outlining key features or characteristics in a logical sequence.</i>
Differentiate	<i>Clearly state the key differences between or among items, situations, ideas, groups, or events that distinguish them from another.</i>
Discuss	<i>Examine the issue from different perspectives, explaining arguments for and against and/or giving advantages and disadvantages, and conclude with a balanced judgement supported by evidence.</i>
Evaluate	<i>Make a reasoned judgement about significance, success, or impact citing both advantages and limitations. Support your judgement with evidence and show awareness of alternative views.</i>
Examine	<i>Explore a historical issue in careful detail by identifying and explaining key ideas, factors, and relationships, showing how they contribute to the overall topic, supported by evidence.</i>

WORD	DEFINITION/MEANING
<i>Explain</i>	<i>Show clearly why or how something happened, by clearly giving reasons, causes, or processes, supported by relevant historical evidence.</i>
<i>Give/State</i>	<i>Provide a brief, direct answer without explanation.</i>
<i>Identify</i>	<i>Select and name the correct item(s) components or features from the information given.</i>
<i>Illustrate</i>	<i>Use specific examples or evidence to support and clarify your answer.</i>
<i>Interpret</i>	<i>Explain the meaning of historical information or sources and provide a reasoned judgement about what it suggests, implies, or reveals, supported by evidence and historic knowledge.</i>
<i>Investigate</i>	<i>Use historical methods to research, analyse evidence, and draw valid logical conclusions.</i>
<i>Justify</i>	<i>Present a strong clear and convincing argument supported by relevant historical evidence to show why a particular view, interpretation, or conclusion is valid.</i>
<i>List/Enumerate</i>	<i>Present information in a clear, concise list, usually without explanation.</i>
<i>Name</i>	<i>Provide the specific term, person, or place only (no other details).</i>
<i>Outline</i>	<i>Present the main points of a historical topic in a clear, organised structure, including brief supporting details but without full explanation.</i>
<i>Plan</i>	<i>Organise how you would approach a historical inquiry or investigation, including steps and methods.</i>
<i>Prove</i>	<i>Use clear and accurate evidence to demonstrate that a statement or argument is valid.</i>
<i>Relate</i>	<i>Explain how things are connected, including cause-and-effect relationships or links between events, ideas, or groups.</i>
<i>Review</i>	<i>Describe and analyse the main developments of a topic, with some judgement about their importance and stages of development.</i>
<i>Summarise</i>	<i>Give the main ideas or facts in a concise form, leaving out details and illustrations.</i>
<i>Suggest</i>	<i>Offer a logical explanation or idea based on the information given and your historical knowledge.</i>
<i>Trace</i>	<i>Describe the development of an event or issue over time, showing its progression from beginning to end.</i>