



The Commonwealth of The Bahamas



BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY

SYLLABUS

1997

MINISTRY OF EDUCATION
Testing and Evaluation Section

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BAHAMAS GENERAL CERTIFICATE
OF
SECONDARY EDUCATION

HISTORY SYLLABUS

REVISED 1997

TEACHING BEGINS
SEPTEMBER 1997

FIRST EXAMINATION
JUNE 2000

INTRODUCTION

The introduction of The Bahamas General Certificate of Secondary Education in 1993 marked a major change in the Bahamian examination system. The construction of this syllabus has been guided by a particular view of the nature of history as a discipline and of the educational needs of approximately 80-85 of the students in their final years of secondary school. The main features of the new system are contained in the requirements laid down by the Ministry of Education.

History as a discipline has three aspects - its content, its organizing principles and its methods of enquiry. The substantive content of this syllabus is the activities of the people of The Bahamas, and the Caribbean as well as our neighbour The United States of America. The selection of themes and their content has been informed by a desire to promote a distinctly Bahamian perspective.

The methods of studying history have determined the kinds of aims and objectives stated in the syllabus. In the course of his work, the historian raises questions, hypothesizes, offers solutions, gathers evidence from a variety of data sources, interprets and collates information, makes judgements, draws conclusions and reports his findings. The student activities implied by the aims and objectives of the syllabus are directly related to the procedures used by the historian in the study of his discipline.

Thus, the objectives of the syllabus were derived from considerations of the nature of history as well as from the perceived needs and interests of students within The Bahamas. These objectives have informed the evaluation procedures and have the further attribute of suggesting a variety of appropriate teaching approaches, viz. course work, individual enquiry and research, creative representations and such traditional techniques which bring out historical understanding in students. This variety of appropriate teaching approaches has the advantage of allowing for individual differences among students, enabling them to show what they understand, know and can do.

Although the core focus of the syllabus is The Bahamas, opportunities have been provided for the treatment of Caribbean and international issues which have a bearing on Bahamian development.

Aims and Objectives

1. To stimulate interest in and enthusiasm for the study of the past.
2. To promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present.
3. To help pupils towards an understanding of the development over time of social and cultural values.
4. To promote the understanding of basic historical concepts, such as cause and consequence, continuity and change.
5. To encourage the development of literacy and essential study skills.
6. To provide a sound basis for further study and the pursuit of personal interest.

The objectives of the examination are to test candidates' proficiency in the following skills:

1. recall, select and deploy relevant knowledge and communicate in a clear and coherent form.
2. demonstrate understanding of historical terminology and concepts (cause and consequences, change and continuity; similarity and difference)
3. reveal empathy with individuals and societies in their historical setting.
4. interpret and evaluate a wide range of historical sources and their use as evidence, viz.
 - a) to comprehend
 - b) to locate
 - c) to distinguish between fact and opinion
 - d) to indicate deficiencies, such as gaps and inconsistencies.
 - e) to detect bias.
 - f) to compare and contrast a range of sources and to reach conclusions based upon their use as evidence.

SPECIFICATION GRID

This grid indicates where particular assessment objectives will be assessed. Precise mark allocations for each assessment objective have not been given; instead the main emphasis of each part of the examination has been indicated. In History it is impossible to assess one objective to the total exclusion of the other objectives.

In all parts of the examination papers, candidates may be required to use the skills and understanding from any of the objectives. However, in Paper I, the emphasis will be on Assessment Objectives 1 and 2, and in Paper 2 the emphasis will be on Objectives 3 and 4.

	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
Paper 1	* *	* *	*	*
Paper 2	*	*	* *	* *
Coursework	*	*	*	*

SCHEME OF ASSESSMENT

COMPONENT NUMBER	TITLE	DURATION	PERCENTAGE WEIGHING
1	Paper 1	2 hours	40
2	Paper 2	2 hours	30
3	Coursework (Portfolio)	Grades 11 & 12	30

DIFFERENTIATION

The scheme of assessment is intended for differentiation across the full ability range, enabling students to demonstrate what they know, understand and can do.

Differentiation between levels of performance of candidates will be achieved by outcome:

1. (a) the use, where appropriate, of levels of response" mark schemes to assess candidates response to common questions; mark schemes will recognize and reward different levels of positive achievement.

(b) by employing structured questions where the earlier parts of each question will be relatively straight forward, allowing less able candidates to experience positive achievements; while the later parts of each question will make possible a much wider range of responses, allowing the more able candidates to show what they can do. It should be noted that it will still be possible to respond to these later questions at a low level and that such responses will be given some reward.
2. the setting of varied coursework tasks which enable candidates to carry out assignments using appropriate skills, at their different levels of ability.

PAPER 1

This will consist of SEVEN source based questions. One question will be set on each of the seven themes. Each of these questions will be structured into several parts. Candidates must answer the questions on any four of the themes. All parts of the questions chosen must be answered.

The emphasis in the assessment will be on Assessment Objectives 1 & 2. Paper 1 will be marked out of 80 marks! and will be of 2 hours duration.

PAPER 2

This will be divided into FOUR Options. Candidates must answer TWO questions on any ONE of the Options. In each option there will be four to five (4-5) parts of the questions and these must be answered in the chosen option. Candidates are required to study only the option chosen by the school! not all four options.

All questions will make use of source materials. The emphasis in Paper 2 will be on Assessment Objectives 3 & 4.

Paper 2 will be marked out of 60 marks , (30 marks for each question) and will be 2 hours duration.

COURSEWORK

Candidates will be required to submit a portfolio of four pieces of work related to the subject content. Each piece of work or assignment must demonstrate the skill of one of the stated objectives e.g. Assignment 1 objective one. Work must be assigned by the teacher from any part of the syllabus, during the eleventh and twelfth grades.

All coursework must be marked by the teacher following which moderation will take place according to the set BGCSE criteria/standards.

SUBJECT CONTENT

The content of the syllabus is seen as appropriate:

1. in its length - by permitting a study of national and regional change and development of population, industry, technology and decolonization through time;
2. in its range of areas social, political, economic and religious both nationally and regionally - which the syllabus clearly covers and across which change and development take place;
3. in its depth - by permitting the comparative study of history nationally, regionally, and globally allowing for a relatively detailed approach;
4. in its opportunity for a thematic approach by permitting the study of key issues in the Core Content and Optional Topics.

No specific question will be set in the written papers of the examination on events taking place within THREE years prior to the date of the examination.

PAPER 1: CORE CONTENT - BAHAMIAN - WEST INDIAN HISTORY

Introduction: The Relevance of History

Theme 1: The Amerindians: migratory patterns of Arawaks, Caribs and Mayas - organization of civilizations

Theme2: European Settlement and Rivalry:- Spanish, Dutch, English, French, Piracy

Theme3 The American Bahamian Connection 1776-1932

Slavery in The Bahamas

Theme4.

Movement towards Emancipation

Theme5

The economic and social development of The

**Theme 6 Bahamas in the 19th and early 20th century
Movement towards decolonization**

Theme7.

PAPER 2: OPTIONAL TOPICS

OPTION A: - Caribbean History

- 1. The sugar revolution and the plantation system since the mid 17th century.**
- 2. The rise of the Peasantry in the Caribbean.**
- 3. The use of immigrant labour 1838-1917.**
- 4. The changing sugar plantation "and new ways of earning a living.**
- 5. The Caribbean since 1960.**

OPTION B: - United States of America Domestic Policy and Racial Issues from 1919

1. The Expansion of The U.S. Economy during the 1920s.
2. Society in the Roaring Twenties
3. The Wall Street Crash and The Great Depression
4. Roosevelt and The New Deal
5. Racial Issues in The United States of America.

OPTION C:- The Arab - Israeli Conflict Since 1945

1. Zionism and the Desire for a Jewish homeland in Israel
2. The Proclamation of the State of Israel 1948 and the Role of David Ben Gurion
3. Military conflict between Israel and the Arab World since 1948
4. The Role of the United Nations Organization (UNO)
5. The Role of the Great Powers and Use of Oil as a weapon

Option D: Aspects of World History

1. The First World War
2. The Weimar Republic
3. The Second World War
4. The Russian Revolution and the rise of Lenin
5. The Development of the Cold War

PAPER 1: CORE CONTENT

Introduction

The Relevance of History

- (a) What is History?
- (b) The importance of History
- (c) Sources of History

Primary and Secondary Sources (Oral, written, visual, audio visual)

Theme 1. The Amerindian

- (a) The migratory patterns of the Amerindians from Asia and the Americas and Caribbean: Arawaks, Caribs and Seminoles

Settlement pattern of various Amerindians, political organizations, religious practices, customs, trade and technology of Arawaks, Caribs and Mayas.

- (b) Fate of The Amerindians
- (c) Reasons for Caribs survival/Arawaks survival in Guyana, Dominica, St. Vincent, Grenada.
- (d) Reasons of the Two Worlds

- The Renaissance: definition and importance

- Personalities and Contributions to Western Expansion

- (i) Prince Henry
- (ii) Copernicus
- (iii) Marco Polo
- (iv) The Arabs

- Columbus
- Reasons why Columbus sailed west
- Preparation for the first voyage of Columbus
- Consequences of first voyage
- The Landfall controversy
- Columbus' other voyages
- Evaluation of Columbus: Villain or Hero?

Theme 2~ European Settlement and Rivalry

(a) Reasons for the coming of the Europeans

- **Methods adopted by the French, Dutch and English in the sixteenth and seventeenth centuries to challenge Spain's claim to a monopoly in the Caribbean.**
- **Colonizing activities and the motives for settlements of the Spanish, French, English and Dutch in the islands and on the Mainland.**

(b) 1629 Bahamas granted to Sir Robert Heath

- **Eleutheran Adventurers (William Sayles)**
- **Reasons for migration to The Bahamas**
- **Preparation and settlement**
- **Life of the Early Settlers**

(c) Proprietary Period 1670-1718

- **Reasons for establishment of this type of Government**
- **Identification, and Powers of Lord Proprietors**
- **Reasons for ultimate failure of Proprietary Government**

(d) Piracy

- **Definition of terms**
- **Origin and growth of Piracy**
- **Famous Pirates - Blackbeard, Steed Bonnet, Anne Bonney and Mary Reed**

(e) Crown Colony Government

- **Definition and causes**
- **Appointment and term of office of Woodes Rogers**
- **Problems/successes of first term**
- **Interim Period: George Phenney**
- **Roger's second term - accomplishment (Establishment of elected House of Assembly)**
- **Representative Government**

Theme 3: The American Bahamian Connection

(a) The American War of Independence

- Reasons for the war
- Details of the war - intolerable Acts, Boston Massacre;
Boston Tea Party etc.
- Results of the war - Independence
- The Bahamas during the war

(b) The Loyalists

- Define who they were
- Reasons for Loyalists choosing The Bahamas

Contribution of the Loyalists to The Bahamas (social, economic, political)

(c) The USA Civil War 1861 - 1865

- Causes (slavery dispute) and the results
- Bahamas involvement (Blockade running and its effects)

(d) Prohibition and Bootlegging

- Reasons for Prohibition (the Temperance Movement)
- The Volstead Act
- Bahamian involvement in Bootlegging

Theme 4: Slavery in The Bahamas

(a) Africa before the coming of the Europeans

(b) Kingdom of West Africa: Ghana, Mali, Songhai

- Slavery in West Africa

- Reasons for Africans being chosen as slaves

- Sources of Slavery in West Africa and impact on Africa.

- Capture of Slaves

- The triangular trade/organization

- The Middle Passage

- Arrival in New World - Sale

(c) Plantation Life in The Bahamas

- Orientation - job description

- Slave law: rewards and punishment/past time

- Slave relationships

(d) Resistance and revolt passive/active - Comparison studies of the following

(i) Pompey - Exuma

(ii) Johnson's - Eleuthera

(iii) Hunter's - Cat Island

(iv) Farquharson's - Watlings Island

(v) Maroons

(vi) Bush Negroes of Guyana

(vii) Tacky's revolt

(viii) Cuffy's Rebellion

(ix) The Haitian Revolution

(x) Sam Sharp Rebellion

Theme 5: Movement Towards Emancipation

- (a) - Campaign for the Abolition outside Parliament (Quakers, Sharpe, Missionaries etc)**
- (b) - Opposition to the Abolition (Arguments against/for slavery; Anti-slavery society etc).**
- (c) - Abolition of the Slave Trade in The British Empire 1807**
- (d) - Amelioration laws and its failure**
- (e) - Manumission of slaves in The Bahamas**
- (f) - The movement to end slavery (campaign by abolitionists, Act of Emancipation 1833 non-British territories etc).**
- (g) - Aims and failure of Apprenticeship period (apprenticeship at work; special magistrates, emancipation in non-British territories.**

Theme 6~ The economic and social development of The Bahamas in the later 19th and early 20th centuries

(a) Economic conditions of The Bahamas 19th century

Major source of income

Industries

i) Wrecking

ii) Sponging

iii) Conch shell - export jewellery

iv) Agriculture – Industries; pineapples, citrus, tomatoes, Sisal Tobacco

- (b) (i) Reasons for World War I - 1914 - 1918
- ii) Bahamas troops to World War I
- iii) Effects of the War on The Bahamas
- iv) Reasons for World War I 1939 - 1945
- v) Bahamas involvement in World War II
- vi) Economic conditions in the islands in the 20th century 1900-1945
- (vi) Impact of War on The Bahamas
- (ii) Contract labour to Florida to the project economic hardships
- (c) The Project / contract labour to Florida
- (iii) Financial remittances (develop economics)
- (iv) Impact of emigration on The Bahamian society
- (d) Migration to The Bahamas of other nationals
 - (i) West Indian migration to The Bahamas after 1945
 - (ii) Other immigrants - Haitians, Greeks, Chinese, Jews
 - (iii) Reasons for migration to The Bahamas
 - (iv) Problems encountered by immigrants and Bahamians
 - (v) Advantages/Disadvantages of immigrants

Theme 7: Movement towards Decolonization

- (a) Burma Road Riot 1942 - Cause / Effects
- Development of Trade Unions and Political Parties.
 - leaders of (The Progressive Liberal Party (P.L.P.) 1953, The United Bahamian Party (U.B.P.) 1958
 - The 1958 strike and its effect

(b) The 1962 General Elections

- "Black Tuesday" 1965 and the Quiet Revolution

Constitutional Progress towards Bahamian Independence

- (i) 1964 Constitution - internal self Government**
- (ii) 1967 General Elections**
- (iii) 1969 Constitution**
- (iv) The Green Paper to Independence (8th March 1972)**
- (v) The White Paper on Independence (18th October 1972)**
- (vi) Independence Talks December 1972**
- (vii) Independence – 10th July 1973**

(c) Our Government

- The Judiciary

(d) Post Independence Bahamas

- Involvement in International Organizations
(Caricom; OAS; UN, Commonwealth) aims, objectives

**PAPER II OPTIONAL TOPICS
OPTION A**

Caribbean History

Theme 1: The Sugar Revolution and the plantation system from the mid - 17th Century

- (a) Why the change to sugar (cause failure of other crops; change over from tobacco)
- (b) Changes in The Caribbean (effect population, monoculture) land ownership,
- (c) Layout of the sugar plantation
- (d) Social structure of a typical plantation
- (e) Slave labour on the plantation
- (f) Production of sugar

Theme 2: The Rise of the Peasantry

- (a) Role of the missionaries (establishment of Free Villages)
- (b) Social & economic role of the peasantry (fishing, farming, small business)
- (c) Case study (Jamaica/Guyana vs St. Kitts/Barbados)

Theme 3: The use of immigrant labour 1838-1917

- (a) Reasons for immigrants
 - Areas they came from - India, China, Africa, Madeira, Europeans, U.S.A.
- (b) Impact on the Caribbean (cultural, economic; social)
 - Failure and success of immigrant labour groups.

Theme 4: (a) The changing sugar plantation and new ways of earning a living

- (b) The decline of sugar production after 1838
Free trade and Sugar Duties Equalization Act
New machinery, central factories
Bananas, cocoa, rice, small farmer's crops;
Oil, bauxite, manufacturing
- (c) Emigration - to Panama, Cuba, Guatemala, Costa Rica;
- (d) Remittances - economic

Theme 5~ The Caribbean since the 1960s

- (a) The Independence Movement in two Caribbean Countries
(Jamaica and Barbados OR Trinidad and Guyana)
Internal and external factors that lead to independence
Internal self-government
A brief look at the failure of Federation
Independence talks
New Constitutions and Independence
- (b) Caribbean Integration
Carifta and CARICOM: foundation, formation, role and function
U.W.I., C.D.B., Caribbean Council of Churches, Caribbean Tourism Council, etc.
Problems facing the integration of the region ego nationalism, exchange rates tax systems etc.
- (c) The Caribbean and the Wider World
ACP / EEC and the Land Agreements
Caribbean Basin Initiative

OPTION B

**United States of America
Domestic Policy and Racial Issues from 1919**

Theme 1: The Expansion of the U.S. Economy during the 1920's

- (a) Mass production and the newer Industries
(Cars, Appliances, Advertising, etc.)
- (b) The fortunes of older Industries
(Iron & Steel, Railways, Agriculture)
- (c) The development of Credit Facilities

Theme 2: Society in the "Roaring Twenties"

- (a) The rich and the poor
- (b) The status of minorities (Afro-Americans,
Native Americans, women, Immigrants)
- (c) Prohibition and organized crime
- (d) Cultural developments - Films and other media,
the Harlem Renaissance

Theme 3: The Wall Street Crash and the Great Depression

Causes, effects, on the economy and society, Hoover's policies

Theme 4: Roosevelt and the New Deal

- (a) Presidential election campaign of 1932
- (b) The First Hundred Days (Relief, Recovery, Reform of
Social Security Law)
- (c) opposition to the New Deal (The Republican Party, Huey
Long, The Role of the Supreme Court)

Theme 5: Racial Issues in The United States of America

- (a) Development of race relations policies before 1848: Klu Klux Klan; the 'Fair Deal'
- (b) Emergence of 'civil rights' issues in the 1950's
- (c) Government actions to improve race relations from the 1950's
- (d) Black protest movements: in education; Martin Luther King; Black Power
- (e) United States policy towards other ethnic groups: Red Indians; Caribbean; Latin Americans; Jews

OPTION C

The Arab - Israeli Conflict Since 1945

This topic looks at the establishment of Israel and the consequences for Arab-Israeli relations since 1948.

CONTENT:

Theme 1: Zionism and the desire for a Jewish homeland in Israeli

- (a) The British decision to end the mandate and the establishment of the United Nations Special Commission on Palestine.

Theme 2~ The proclamation of the State of Israel, 1948 and the role of David Ben Gurion

Theme 3: Military conflicts between Israel and the Arab world since 1948:

- (a) The war of 1948 - 1949;
- (b) The Suez War 1956;
- (c) The Six Day War, 1967;
- (d) The Yom Kippur War, 1973;
- (e) Israel in Lebanon.

Theme 4: Other aspects of the topic will include;

- (a) The role of the United Nations Organizations
- (b) Palestinian refugees;
- (c) The Palestine Liberation Organization; the West Bank
- (d) The role of the Great Powers and use of oil as a weapon by the Arabs.

Theme 5: Attempts to achieve a solution by outside intervention; Camp David and subsequent developments.

OPTION D

Aspects of World History - Since 1914

Theme 1: The First World War

- (a) The coming of the war - causes, leaders, countries involved
- (b) The War Fronts
- (c) Impact of World War on society ego demand for new weapons, technology, role of women ego jobs, political rights destruction of economies, war debts etc.
- (d) Examine the Peace Treaty 1919 - Versailles and tell how it affected the countries involved in the war ego Germany, Austria, Turkey, Bulgaria.
- (e) The birth of the League of Nations
- (f) International Peace in the 1980's.

Theme 2: The Weimar Republic

- (a) The establishment of the Republic
- (b) The Constitution
- (c) Initial difficulties
- (d) Reparation Ruhr and Inflation
- (e) Stressmann
- (f) The Great Depression and the Rise of Extremism
- (g) The Reason for the failure of Weimar Republic

Theme 3: Second World War

- (a) Mussolini and Hitler's early life - rise to power
- (b) Inside Hitler's Germany
- (c) Hitler's Nazi policies - Political, economical, financial and foreign
- (d) Causes of the Second World War

- (e) Leaders and countries involved ego Germany, Russia, USA
Study of the War on land and at Sea - Defeat of the Axis
Power
- (f) Fall of Hitler and Mussolini
- (g) Effects of World War II ego destruction of properties,
lives, war debts, the birth of the United Nations
- (h) Peace Agreement - countries involved in the war - New
Europe

Theme 4: The Russian Revolution and the Rule of Lenin

- (a) The Conditions of Russia that led to the Revolution
- (b) The February Revolution of 1917 - effects
- (c) The October Revolution
- (d) Policies of Lenin
land, government, bread, civil war,
Russia-Polish War, War Communism,
- (e) The character of the Russian Government:
A Brief Note

Theme 5: The Development of the Cold War/Dentente

- (a) Origins of The Cold War - USA/Russia
- (b) Post-War Europe/Germany
- (c) The Korean War / Early reactions
- (d) Co-existence and Crisis - The Cuban Missile Crisis
- (e) The Sino - Soviet Split
- (f) The Arms Race - nuclear thread
- (g) China comes in from the cold

Grade Descriptions

GRADE A

Candidates will be expected to:

1. recall, select and deploy relevant historical knowledge accurately to support a coherent and logical argument;
2. communicate in a clear and coherent manner using appropriate historical terminology;
3. Demonstrate an understanding of the complexity of historical concepts; distinguish clearly between cause and consequence, change and continuity, similarity and difference by the selective deployment of accurate and relevant historical evidence.
4. Show an empathetic understanding of individuals and societies in the past; understand the importance of trying to establish motives;
5. Interpret and evaluate a wide range of historical sources and their use as evidence; identify precisely the limitations of particular sources, compare and contrast a range of sources and draw a clear, logical conclusion.

GRADE C

Candidates will be expected to:

1. recall, select and deploy relevant historical knowledge in support of a logical argument.
2. communicate in a clear and coherent form using appropriate historical terminology.
3. distinguish between cause and occurrence, change and continuity, similarity and difference by the deployment of accurate though limited evidence.
4. reveal an empathetic understanding of individuals and societies in the past.
5. interpret and evaluate historical sources and their use as evidence; to indicate the limitations of particular sources; to compare and contrast a range of sources and to draw a coherent conclusion.

GRADE F

Candidates will be expected to:

1. recall a limited amount of accurate and relevant historical knowledge.
2. use simple historical terminology and communicate in an understandable form.
3. demonstrate a basic understanding of the historical concepts of causation, change and continuity, similarity and difference.
4. display knowledge of perspectives of other people based on specific examples of situations and events.
5. interpret and evaluate historical sources and their use as evidence in a limited way; make comparisons between pieces of evidence without drawing conclusions.

TEXT BOOKS LIST

RECOMMENDED READING LIST

The following list of books and resource materials has been recommended for The Bahamas General Certificate of Secondary Education History Examination. This list is neither complete nor exhaustive but recognizes sources which both students and teachers can use.

Teachers, however, throughout The Bahamas are encouraged to reproduce and develop resource materials which can be distributed to their students and shared with their fellow colleagues throughout our Family of Islands.

REQUIRED TEXTS

- | | | |
|----|-----------------|---|
| 1. | Bain, G. | Bahamian History Book II
Macmillan, 1983 |
| 2. | Claypole, W. | Caribbean Story Book I & II
Longman (New Edition) 1989 |
| 4. | Greenwood, R. | Development to Decolonization
Macmillan, 1987 |
| 5. | Honeychurch, L. | Caribbean People Book I
Nelson, 1979 |

RECOMMENDED FOR FURTHER READING

The following books and resources have been identified by themes and SUB-topics:

1. The Amerindians

- | | | |
|----|---|---|
| a) | The main Amerindian groups and their settlement patterns | I. Honeychurch L.
Caribbean People Book 1. ,Nelson, 1979 |
| b) | The Arawaks, Caribs, Aztecs, Incas and Mayas development of the social and political organization, religious practices, trade and technology. | 1. Honeychurch L.
Caribbean People Book I- Nelson, 1979 |

c) Lucayans, Taino

2. European Settlement
and Rivalry

a)

(i) The first voyage of
Christopher Columbus
and his landfall in
The Bahamas

2 . Claypole, W. Caribbean
Story Bk. I- Longman,
1989

(ii) The landfall - controversy

1. Aarons, G.
The Life and Times of
The Lucayans - The
First Bahamians.
Archives Booklet
2. Albury P.
Story of The Bahamas
Chap. 2)-Macmillan,
(Rep. 1988)
3. Bain G. Bahamian
History Bk II
Macmillan 1983
- 4 . Cash, Gordon, Saunders
Sources of Bahamian
History (In press)
Macmillan
5. Craton M. A history of
The Bahamas- San
Salvador Press,
(Rep.)
1987

1. Albury, O. Story of
The Bahamas-
Macmillan, (Rap.)
1988

3. Craton, M. History of
The Bahamas Chapt.
3-5 - Sand Salvador
Press (Rep.) 1987

1
Sealey, N. New
Developments on the
Columbus Land fall
Issue. Journal of
Bahamas Historical
Society Vol. 9 No.1,
1989 pp. 5.13

- | | | | |
|-----|---|----|---|
| b) | The subsequent voyages
of Christopher Columbus | 1 | Gerace, D. Proceedings
of the 1 st San Salvador
Conference 1986 (ed) . |
| 2 . | Hoffman, C The Bahamas
1492, Its People and
Environment-Univ. of
Oklahoma. Press at
Norman (In Press) . | | |
| c) | Spanish settlements
and establishment of
its monopoly | 1 | Claypole, W. Caribbean
Story Bk I - Longman
1989 |
| d) | Challenge to Spain's
monopoly by non-
Hispanic nations and
effects and conflicts
in The Caribbean | 1 | Claypole, W. Caribbean
Story Bk. I - Longman
1989. |
| e) | Colonies and Empire | 1. | Claypole, W. Caribbean
Story Bk. I - Longman,
1989 |
| f) | Early Settlement in
The Bahamas | 1 | Albury, P. Story of
The Bahamas-
Macmillan, (Rep.) 1988 |
| | | 2. | Bain, G. Bahamian
History Bk. II -
MacMillan, 1983 |
| | | 3. | Craton, M. History
of The Bahamas - San
Salvador Press, (Rep.)
1987 |

3. Slavery and the Plantation System

- | | | |
|--|----|--|
| a) The Slave Trade | 1 | Claypole, W. Caribbean Story Bk. I- Longman 1989 |
| b) The development of the plantation system and the use of African Slave Labour | | Dunn, R. Sugar and Slaves: The Rise of the Planter Class in English W.I. 1624 N.Y. Norton. 1972. |
| 2 . Sherindan R .Sugar and Slavery:Caribbean Universities Press | | |
| c) The decline of sugar | 1 | Claypole, Caribbean Story Bk. I- Longman 1989 |
| d) Plantation Life In The Bahamas-How did it differ from that on the "sugar islands" | 1 | Bain, G. Bahamian History Bk.II - Macmillan, 1983 |
| | 2. | Peggs, D. Relic of <u>Slaveryed.</u> |
| e) The Haitian Revolution | 3. | Saunders, G. Slavery in The Bahamas, (Published by Author) 1985 |
| | | Claypole, W. Caribbean Story Bk. I - Longman, 1989 |
| f) Slave resistance in The Caribbean | 1 | Claypole, W. Caribbean Story Bk. I- Longman, 1989 |
| g) Slave resistance and revolts In The Bahamas | 1 | Cash, Gordon and revolts Saunders (In Press). Sources of <u>Bahamian History</u> |
| | 2. | Saunders G. Bahamian Loyalists and Their Slaves. Macmillan, 1983 |

**4. The Bahamas and the Caribbean
In The Late 19th
Century And Earl 20th Century**

- | | | | |
|----|---|----|---|
| a) | Nineteenth Century -
Immigration into the
Caribbean | 1. | Claypole, W. Caribbean
People Bk I Longman,
1989 |
| b) | Post Emancipation
problems | 1 | Claypole, W. Caribbean
People Bk II- Longman
1989 |
| c) | The changing sugar
plantation | 1 | Claypole, W. Caribbean
People Bk II- Longman
1989 |
| d) | The Caribbean Society | 1 | Claypole, W. Caribbean
People Bk II- Longman
1989 |
| e) | Bahamian Society
(Class and Race) | 1 | Saunders, G. "Social
History of the
Bahamas" ph.D Thesis
Chap. 2. |
| | | 2. | Saunders, G. Bahamian
Society After
Emancipation (1990 in
press) |
| f) | Industries | 1 | Archives Booklets on
Sponging, Pineapple,
Salt, Boat-building,
Straw work. |
| | | 2. | Archives Booklet 1974
<u>The Sponging Industry.</u> |
| | | 3. | Archives Booklet 1977
<u>The Pineapple Industrv</u> |
| | | 4. | Archives Booklet 1977
<u>The Salt Industry</u> |
| | | 5. | Archives Booklet 1981
The Boat building
<u>Industry</u> |
| | | 6. | Craton, M. History of
The Bahamas. San
Sal vador Pre s s (Rep.)
1987 |

5. The United States In
The Caribbean - 18th
Century to the
Present day

- a) Premise for United States interest in the Caribbean
- b) Early forms of involvement
- c) Specific United States in Cuba, Panama and Haiti
- d) The Bahamian - United States Connection Since - The Loyalists Impact

1
Dookhan, I. The United States in Caribbean
Collins (Caribbean)
1985

2. Kadt Emanuel de
Patterns of foreign
Influence In the
Caribbean. Oxford
University Press, 1972
Chaps. 1 and 9.

3. William, Eric; From
Columbus To Castro the
History of the
Caribbean Chaps. 14,
24.25 London, Deutsch,
1970

1
Claypole, W. Caribbean
Story Book Longman
1989

1
Sherlock, Maignot:
A Short History of
the West Indies.
Macmillan, 1985

1
Sherlock, Maignot:
A Short History of the
West Indies, Macmillan
1985

1
Archives Booklet 1983
The Loyalist Bi-
Centennial

2 . Saunders ,G. Bahamian
Loyalist And Their
Slaves, Macmillan,
1983

3. Saunders, G. Slavery
In The Bahamas,
(Published by Aut.hor) ,
1985

- e) United States influence in the British Caribbean - 20th Century

1 Claypole, W. Caribbean Story Bk II Longman, 1989

2. Dookhan, I. The United States in the Caribbean. Collins (Carib) 1985

6. Twentieth Century Development in the Caribbean

- a) Inter-regional migration - West Indian migration to The Bahamas

1 Johnson, H. Article "Safe guarding our Traders: The Beginnings of Immigration Restrictions in The Bahamas 1925-33." Immigration and Minorities, Vol. No. 1 March 1986, pp 5-27

Other Migrants - Haitian, Greeks, Chinese, Jews

Marshall, Dawn, Haitian Population. Institute of the Social and Economic Research UWI, 1979

- b) The state of sugar

1 Parry, Sherlock, Maignot A Short History of the West Indies. Macmillan, 1985

- c) Economic diversification

1 Sealey, N. Natural Resources in the Caribbean. Hodder and Stoughton, 1982

- d) The development of Tourism and Banking in The Bahamas and the Caribbean

1 Sealey, N. Tourism in The Caribbean. Hodder and Stoughton, 1982.

OPTIONAL TOPICS

A. THE UNITED STATES OF AMERICA - DOMESTIC POLICY SINCE
1919 - 1975

REQUIRED TEXT

- 1 a'Callaghan, B A History of The Twentieth
Century Longman, 1987

RECOMMENDED TEXTS

- 1 Mills, H. Twentieth Century World
History in Focus
Macmillan
2. a'Callaghan, D.B. The United States Since
1945 Macmillan, 1984
3. Brooman, J. The World Since 1900
Sourcebook. Longman, 1989

B. RACE RELATIONS IN THE UNITED STATES OF AMERICA AND SOUTH
AFRICA 1919

The following is a list of books that might be used in the teaching of this topic, there is no one book which can be recommended for students.

- 1 Heater D. Case Studies in Twentieth
Century World History
Longman, 1988
2. Roberts, W. South Africa, Longman, 1990
3. Smith, D. Apartheid in South Africa
Update. Cambridge, 1988

- | | | |
|----|------------------|--|
| 4. | O'Collaghan, B. | <u>A History of the Twentieth Century</u> . Longman, 1987 |
| | Faber, D. and H. | Martin Luther King Jr.
Julian Messner N.Y. 1986 |
| | Farris, Chris | Martin Luther King, Jr.
His Life and Death
Silver Burdett 1986 |

C. THE ARAB - ISRAELI CONFLICT SINCE 1945

REQUIRED TEXT

- | | | |
|---|---------------|--|
| 1 | Perkins, S.J. | <u>The Arab - Israeli Conflict</u>
Macmillan 1987 |
|---|---------------|--|

RECOMMENDED TEXTS

- | | | |
|----|---------------|---|
| 1 | Brooman, J. | The World Since 1900
<u>Sourcebook</u> Longman 1989 |
| 2. | Houston, S.J. | The Arab-Israeli Conflict
Longman 1989 |
| 3. | Regan, G. | <u>Israel and the Arabs</u>
Cambridge University Press
1984 |

D. THE TWENTIETH CENTURY WORLD

REQUIRED TEXT

- | | | |
|---|------------------------------------|---|
| 1 | Neil DeMarco and
Richard Radway | The Twentieth Century World
- Starley Thornes 1995 |
| 2 | Philip Sawvain | <u>The Modern World 1914 -</u>
1980 Starley Thornes 1989 |

RECOMMENDED TEXTS

1. Barry Bates
The First World War
Basil Blackwell Ltd 1984
2. Jon Nichole &
Simon Mason
Expansion Trade & Industry
Simon and Schuster 1993
3. Josh Brooman
Global War - The Second
World 1939-45
4. Peter Fisher
The Great Power Conflict
After 1945 Basil Blackwell
1985
5. Philip Sauvain
Expanding World Stanley
Thornes 1993

