



Course Title: Exploring Nevisian History

Pre -requisites: None

Co-requisites: None

Anti-requisites: None

Course Type: Continuing and Professional Education

Credits: 3 CEUs

Mode of Delivery: Face-to-Face Blended Online

Course Description

This Continuing and Professional Education (CPE) course is 30 contact hours. A Certificate of Achievement and 3 CEUs will be awarded to the participants upon the successful completion of all the topics explored within the course. This course is designed for persons who are already familiar with Caribbean history and who would like to explore Nevisian history in greater detail. Learners will be guided through significant events in the history of Nevis and will explore themes that are relevant to the Nevisian story. These themes will be explored within the regional and global context. Learners will also be expected to read original records and extract vital information from them in order to develop an appreciation of the history of Nevis. The course will cover 15 topics that are integral to the history of Nevis.

Rationale

There has been an increased interest in local history in Nevis. In its continuing effort to promote St. Kitts & Nevis as a heritage destination, the tourism industry particularly in Nevis has benefited tremendously from the 2015 Tony Award-winning musical entitled Hamilton inspired by the life of Alexander Hamilton that has drawn significant amounts of attention to the island – its history and people. Nevis is well known as the birthplace of Alexander Hamilton who is recognised as one of the United States' Founding Fathers and is embossed on the US \$10 bill. Additionally, there is huge scope for development of sites linked to the history of enslaved Africans such as the New River Estate presently being developed as an interpretive museum. There is also an increased interest in local history among the Nevisian population. More awareness of local history would no

doubt lead to better preservation of heritage sites. Furthermore, in April 2019, St. Kitts and Nevis launched the UNESCO funded project Safeguarding *St. Kitts-Nevis' Intangible Cultural Heritage (ICH) for Now and for Future Generations* that aims to research and identify the types of ICH that exist in St. Kitts and Nevis. With awareness raising and capacity building an integral part of the project, a course on local history is relevant. In 2018, the Hon Eric Evelyn, Minister of Social Development in the NIA spoke about the need “to ensure that Nevisians and residents are aware of our rich history and heritage” and urged them to celebrate this valuable legacy “which can serve as a conduit to our full emancipation.” The Caribbean Examinations Council (CXC) as well as educators in the discipline would also benefit tremendously from a course of this nature. The knowledge gained from the course be transferred to the classroom- students will be better identify with their own surroundings. Importantly too, this course is a further development of the existing course *Exploring Kittitian History*. Having examined *Exploring Kittitian History*, the subject matter expert who resides made a specific request to the Site to develop a similar course for Nevis. Having an understanding of one’s own history plays a vital role in development as it may be used as an avenue to reflect on past societies thus enabling measures to be put in place to improve/develop the present for future generations.

Course Aims/Goals

The primary aim of this course is to introduce learners to the main periods, events, and issues shaping the history of Nevis from pre-Columbian to contemporary times. The knowledge gained from *Exploring Nevisian History* will enable learners to have an understanding of the main influences on the country’s history and culture. Furthermore, learners will develop critical perspectives on Nevisian history and how it is presented in the literature through exploring original sources. This course also aims to encourage exploration of the learner’s role and place in history by engaging in personal genealogical research.

Course Learning Outcomes

On successful completion of the course, students will be able to:

1. Produce a genealogical research outcome in the form of a family tree.
2. Examine historical sources and draw reasoned conclusions.
3. Conduct small scale historical research using primary and secondary sources.
4. Examine causes and effects of historical events in Nevis.
5. Understand the present through a critical examination of the past.
6. Develop an understanding and appreciation of the importance of archaeology and architecture in shaping the history of Nevis.
7. Value the importance of one’s identity through the study of the nation’s historical experiences.

Course Content

UNIT 1: Introduction to family history (two sessions)

This topic relies heavily on what is available in Nevis. The resources and how to use them will be explained. Learners will be encouraged to watch the television programme *Who do you think you are?* Learners must come prepared with information about their own family tree. The following

will be used to cover this unit:

- Church Records
- Government Records
- Interpretation of records
- Prepare a family tree
- Other resources: wills, newspapers

By the end of the unit, learners will be able to:

1. Analyze historical documents for small scale research.
2. Produce a genealogical research outcome in the form of a family tree.

UNIT 2: The Kalinagos (one session)

The following will be covered in this unit:

- The island environment
- Life of the Kalinago
- Kalinago hospitality

By the end of the unit, learners will be able to:

1. Describe the migratory and settlement patterns of the indigenous peoples in the Caribbean up to 1492.
2. Explain how the physical landscape of Nevis influenced the settlement pattern of the Kalinagos.
3. Examine the reasons the Kalinagos established settlement in Nevis.
4. Demonstrate appreciation for the contributions of the Kalinagos to the history Nevis.

UNIT 3: European contact (one session)

The following will be covered in this unit:

- The first European colonists
- Conflict with the Kalinago
- Spanish claims
- 17th century demography

By the end of the unit, learners will be able to:

1. Identify the first European colonists who settled in Nevis.
2. Explain the factors which contributed to European colonisation and conquest.

UNIT 4: The planters (one session)

The following will be covered in this unit:

- Origins of planter class
- Reasons for migration to West Indian colonies
- Life in the colonies

By the end of the unit, learners will be able to:

1. Explain the establishment of the planter class
2. Explain migration to other Caribbean territories - reasons
3. Describe the social interactions in Nevis during the period of slavery and colonialism.

UNIT 5: Sugar (two sessions)

The following will be covered in this unit:

- Why Sugar?
- Operating a plantation
- Wealth and absenteeism
- Sugar in the 19th century
- Struggle for 20th century survival

By the end of the unit, learners will be able to:

1. Explain the historical development of sugar cultivation and production in Nevis.
2. Analyze historical causes and consequences in explaining the relationship between sugar cultivation, slavery, and European exploration, expansion and colonization.
3. Demonstrate appreciation for the contributions of sugar cultivation to modern day Nevis.

UNIT 6: Enslavement and resistance (two sessions)

The following will be covered in this unit:

- Origins of the enslaved
- Finding plantation labour
- Conditions in the islands
- Resistance to enslavement
- Emancipation

By the end of the unit, learners will be able to:

1. Explore the reasons West Africans were used as slaves and transported to the Americas.
2. Explain various forms of slave control in the British Caribbean.
3. Define key concepts such as resistance, revolt, rebellion, revolution.
4. Assess the various forms of resistance of enslaved men and women in Nevis.
5. Evaluate the reasons enslaved men and women resisted African chattel slavery in Nevis.
6. Examine the origins, course, nature and consequences of slave rebellions/revolts in Nevis.

UNIT 7: The rise of the peasantry (one session)

The following will be covered in this unit:

- Decline of sugar production and departure of planter class

- Acquisition of land by the formerly enslaved people
- Development of subsistence agriculture/growth of Nevis market
- Emergence of cotton as a cash crop

By the end of the unit, learners will be able to:

1. Outline the factors that aided the development of the peasantry.
2. Identify the reasons for the decline of sugar production in Nevis.
3. Examine the factors that resulted in the transition from sugar to cotton production in Nevis.

UNIT 8: Migration (one session)

The following will be covered in this unit:

- Labour in the post emancipation period
- Incoming - Indentured Africans, Madeirans, Indians
- Outgoing – to Panama, Cuba, Dominican Republic, Trinidad, Bermuda, US, UK and neighbouring Caribbean territories.

By the end of the unit, learners will be able to:

1. Explain the factors responsible for the migration of people from Nevis during the 1900s.
2. Describe the impact of immigration and emigration on Nevis.
3. Examine the contributions of Nevisians in extra-regional territories.

UNIT 9: Education (one session)

The following will be covered in this unit:

- Before and after emancipation
- Educating the masses
- 20th century diversity

By the end of the unit, learners will be able to:

1. Describe the impact of education on Nevisians before and after emancipation.
2. Examine the ways in which education was used to achieve upward social mobility among the masses in the 20th century.

UNIT 10: Religion (one session)

The following will be covered in this unit:

- Anglicans, Catholics and Quakers
- African Retentions
- The non-conformists

By the end of the unit, learners will be able to:

1. Evaluate the role of the leading Christian denominations in shaping the socio-cultural and economic fabric of the Nevisian society.

2. Compare the roles played by traditional and non-conformist Christian denominations in Nevis.
3. Assess the extent of the survival of African religious beliefs in Nevisian culture.

UNIT 11: Architecture (two sessions)

The following will be covered in this unit:

- Architecture as a depository of information about a people, their social practices, culture and traditions
- Sources of information about the historic architecture of Nevis
- A brief overview of the history of architecture of Nevis, post 1600

By the end of the unit, learners will be able to:

1. Describe the architectural development of Nevis since 1600.
2. Examine the importance of architectural preservation in Nevis.
3. Evaluate the aesthetic and cultural significance of major changes in architectural techniques in Nevis.

UNIT 12: Archaeology (one session)

The following will be covered in this unit:

- What is Archeology?
- Archeological work conducted in Nevis

By the end of the unit, learners will be able to:

1. Define the term *archaeology*.
2. Identify various types of archaeological work conducted in Nevis.
3. Develop an appreciation for the relevance of archeology in preserving the history of Nevis.

UNIT 13: Tourism and the development of plantation inns (one session)

The following will be covered in this unit:

- Arrival of investors from USA, Canada, UK from 1960s onwards
- Purchase of former sugar estates and development of small exclusive hotels or inns
- Acquisition of residential land by increasing numbers of expatriates
- Arrival of first large multinational hotel chain (Four Seasons) in 1989

By the end of the unit, learners will be able to:

1. Explain the factors that contributed to the development of exclusive, small scale tourism industry in Nevis.
2. Describe the influences of the growing expatriate community on Nevis's socio-economic development.

3. Evaluate the impact of the establishment of the Four Season Resort on Nevis's economy.

UNIT 14: Cultural performance (one session)

The following will be covered in this unit:

- The different types of performance
- Class and performance
- Decline and survival

By the end of the unit, learners will be able to:

1. Identify the various types of cultural forms in Nevis.
2. Examine the impact social class has on cultural forms.
3. Explain the factors that have contributed to cultural renewal, cultural retention and cultural erasure in Nevis.

UNIT 15: Constitutional development (two sessions)

The following will be covered in this unit:

- Early conflicts with the metropole
- Crown Colony
- Demand for Representation
- Suffrage and responsible government
- Independence

By the end of the unit, learners will be able to:

1. Describe the economic and political status of Nevis in the early British West Indian colonies as richest settlement in the Leeward Islands and headquarters of the slave trading company??
2. Evaluate the role played by Nevisian political parties and electorate in the move towards independence and the establishment of the Federation of St. Kitts and Nevis.
3. Examine the socio-economic and political factors that led to the independence of Nevis.

Teaching Methods

There will be set times for the delivery of the units. Learners will be required to attend face-to-face interactive sessions over a 10-week period. During the sessions multimedia technology and the internet will be used to display videos/films that are relevant to the units/history of Nevis as well as to conduct small scale research and report writing. Additionally, learners will be required to make individual presentations through role play. Learners will also be exposed to various primary sources and artifacts that will be used to examine the history of Nevis. The information that is taught in the classroom will also be put into context through field trips to historical sites that will offer interactive and hands-on experience for the learners.

Contact and credits hours

Type	Duration (Number of weeks)	Contact Hours	CEUs
Lecture	7	21	
Tutorial	3	9	
Labs	0	0	
Other - SVU	0	0	
Total:	10	30	3

Course Assessment Type and Course Learning Outcome Matrix

#	Assessment Item	Assessment	
		Weight %	Description
1	Short essay (500 words)	15	Relating to family history; including the preparation of a family tree.
2	Document Analysis - 3	45 (15% for each assignment)	Using prescribed forms to extract and record information.
3	Role play	20	Recreation of a character from history and his/her feelings about what is happening around him/her. For example, a Kalinago child; a newly arrived enslaved African waiting to be sold at the Charlestown Slave Market; Mrs. Liburd, a former enslaved worker; an individual at the dock preparing to emigrate with many others due to poverty and drought.
4	Web search and report	10	Learners will use the computer lab to engage in small-scale research and report writing.

5	In-class participation/discussions	10	In-class participation/discussions will be facilitated which will represent 10% of the overall assessment weight.
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Readings/Learning Resources

Required/Essential

Handouts.

Recommended

Acworth, Angus Whiteford. *Treasure in the Caribbean, a First Study of Georgian Buildings in the West Indies.*, The Georgian Handbooks. London: Pleiades Books, 1949.

Allaire, Lois. "Agricultural societies in the Caribbean: The Lesser Antilles" in *General History of the Caribbean*. Vol. 1

Craton, Michael. "Forms of resistance to slavery" in *General History of the Caribbean* Vol. 3

Dunn, Richard. *Sugar and Slaves: the rise of the planter class in the English West Indies, 1624-1713*. Virginia: Institute of Early American History and Culture at Williamsburg, 1972.

Dyde, Brian. *Out of Crowded Vagueness: A History of the islands of St. Kitts, Nevis and Anguilla*. Oxford: Macmillian Caribbean, 2005

Fergus, Howard. *History of Education in the British Leeward Islands 1838-1945*. University of the West Indies Press, 2003

Hall, Douglas. *Five of the Leewards 1834-1870*. Caribbean Universities Press, 1971.

Hicks, Dan. *The Garden to the World: A Historical Archaeology of Sugar Landscapes in the Eastern Caribbean*. Archaeopress, 2007.

Hicks, Dan and Mark C. Horton. *An Archaeological Landscape Survey, Building Survey and Evaluative Excavation at Wingfield Estate, St. Kitts, Eastern Caribbean. Interim Report. Summer 2001*. Bristol: University of Bristol, 2001.

Hobson, Daphne. *The Domestic Architecture of the Earliest British Colonies in the American Tropics: A Study of the Houses of the Caribbean Leeward' Islands of St. Christopher, Nevis, Antigua and Montserrat. 1624-1726*. Atlanta: Georgia Institute of Technology, 2007.

Hubbard, Vincent. *Swords, Ships and Sugar: A history of Nevis to 1900*. Premiere Editions International, 5th edition, 2002

Inniss (Sir), Probyn. *Whither Bound St. Kitts and Nevis?* Sir Probyn Innuss, St. Kitts, 1983

Morris, Elaine et al, “...*the old Stone fort at Newcastle...*” *The Redout, Nevis, Eastern Caribbean*. 2007. *Post-medieval Archaeology* 33 (1999). 194-221.

Richards, Glen. “Race, labour and the Colonial State in St. Kitts-Nevis, 1897-1922” in *Beyond Walls: Multidisciplinary perspectives, Vol. 1 St. Kitts and Nevis*.

Sheridan, Richard. *Sugar and enslavement: An economic history of the British West Indies 1623-1775*. Canoe Press, 1994

Whitehead, Neil. “Native society and the European Occupation of the Caribbean Islands and the coastal Tierra Firme 1492-1650” in *General History of the Caribbean Vol. 2*