

Course: Panama Silver, Asian Gold: Migration, Money, & the Making of Modern Caribbean Literature

# **Panama Silver, Asian Gold: Migration, Money, & the Making of Modern Caribbean Literature**

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## **Assignments**

1. [Seeing the Archive in the Text](#)
2. [Reading the Colonial Archive](#)
3. [Representing West Indians in the Panama Canal Zone](#)
4. [Working with Newspapers](#)
5. [Visualizing the Archives](#)
6. [Listening in the Archives](#)
7. [Using Information to Structure the Archives](#)
8. [Building and transforming the Archives](#)

## Assignment 1 Explanation

This assignment helps you understand how and why scholars use archival sources.

- Choose a book of interest from the list below.
- Read and analyze its introduction and bibliography using the reading form (<http://www.dloc.com/AA00015986/00002/downloads>).
- Post a paragraph about your findings to [Assignment 1 Student Work](#).

### BOOK LIST FOR ASSIGNMENT 1: SEEING THE ARCHIVE IN THE TEXT

Khan, Aisha. *Callaloo Nation: Metaphors of Race and Religious Identity among South Asians in Trinidad*. Durham: Duke UP, 2004.

Korom, Frank J. *Hosay Trinidad: Muḥarram Performances in an Indo--Caribbean Diaspora*. Philadelphia: University of Pennsylvania, 2003.

Lee Loy, Anne-Marie. *Searching for Mr. Chin: Constructions of Nation and the Chinese in West Indian Literature*. Philadelphia: Temple UP, 2010.

Look Lai, Walton. *Indentured Labor, Caribbean Sugar: Chinese and Indian Migrants to the British West Indies, 1838-1918*. Baltimore: Johns Hopkins UP, 1993.

Niranjana, Tejaswini. *Mobilizing India: Women, Music, and Migration between India and Trinidad*. Durham: Duke UP, 2006.

Putnam, Lara. *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age*. Chapel Hill: University of North Carolina, 2013.

Szok, Peter A. *Wolf Tracks: Popular Art and Re-Africanization in Twentieth-century Panama*. Jackson: University of Mississippi, 2012.

Wilson, Andrew. *The Chinese in the Caribbean*. Princeton, NJ: Markus Wiener Pub, 2004.

Yun, Lisa. *The Coolie Speaks: Chinese Indentured Laborers and African Slaves in Cuba*. Philadelphia: Temple UP, 2008.

*If you would like to read a different book about Asians in the Caribbean or Caribbeans in Panama, please check with your professor. This is not meant to be a definitive or exclusive list.*

## Assignment 2: Reading the Colonial Archive

This assignment introduces you to how scholars negotiate the colonial archive in making meaning.

- Focus on 1 witness' testimony from Verene Shepherd's *Maharani's Misery*.
  - How do you evaluate the significance of this testimony?
  - How do you use other testimonies to qualify (e.g., verify, contradict, etc.) this version?
  - What other conditions influence how we read these sources (e.g., additional historical contexts, the acknowledged absence of information, etc.)?
- Document your reasoning and analysis (500 words) and post to the Wiki page for this assignment.
- Using Hartman as your model, imagine your version of events (500 words) and post to the Wiki page for this assignment.

## Assignment 3: Representing West Indians in the Panama Canal Zone

This assignment examines how literary texts transform the historical record.

- Choose 1 scene from *Susan Proudleigh* that represents a specific historical event (e.g., reasons for migrating to Panama, passage to Panama, encounters with Americans, living conditions, industrial accidents, etc.).
- Choose 2 related historical sources.
- How are the West Indian characters represented (e.g., body, race, color, class, gender, skills, profession, and an individual's reasons for migration, etc.)?
  - In the novel?
  - In the 2 historical sources?
- For each, examine what the author includes and excludes.
- What do these selections and interpretive choices tell you (500-750 words)?

## Possible Sources for Assignment 3

There are many sources on Panama in the [Digital Library of the Caribbean](#) (and in [Google Books](#), the [Internet Archive](#), and other online sources). Here are a few possibilities:

### Some Panama Sources

Avery, Ralph Emmett, William C. Haskins, and William C. ed Haskins. [\*America's Triumph at Panama; Panorama and Story of the Construction and Operation of the World's Giant Waterway from Ocean to Ocean\*](#). Chicago: Regan Printing House, 1913. *University of Florida Library Catalog*

Avery, Ralph Emmett, et al. [\*The Greatest Engineering Feat in the World at Panama : Authentic and Complete Story of the Building and Operation of the Great Waterway ... with a Graphic Description of the Panama-Pacific International Exposition, the Official Celebration of the Completion of America's Triumph at Panama ..\*](#) Special rev. and enl. ed. ed. New York: Leslie-Judge Co, 1915. *University of Florida Library Catalog*

Bienkowski, A., and William C. Haskins. [\*Canal Zone Pilot\*](#). Panama: Star & Herald Co, 1908. *University of Florida Library Catalog*.

Carpenter, Frank G. (Frank George). *Lands of the Caribbean the Canal Zone, Panama, Costa Rica, Nicaragua, Salvador, Honduras, Guatemala, Cuba, Jamaica, Haiti, Santo Domingo, Porto Rico, and the Virgin Islands*. Garden

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City, N. Y: Doubleday, Page, 1925. *University of Florida Library Catalog; Mango Discovery*; <http://uf.catalog.fcla.edu/permalink.jsp?20UF024117993>.

de Lisser, Herbert G. *In Jamaica and Cuba* (preface, v and Chapter 10, pp 153-162);

Fraser, John Foster. *Panama and what it Means*. London, New York: Cassell, 1913. *University of Florida Library Catalog*.

Heald, Mrs Jean Sadler. *Picturesque Panama : The Panama Railroad, the Panama Canal*. Chicago: Printed by C. Teich & Co, 1928. *University of Florida Library Catalog; Mango Discovery*; <http://uf.catalog.fcla.edu/permalink.jsp?20UF022426346>. Web.

[Isthmian Historical Society competition for the best true stories](#) of life and work on the Isthmus of Panama during the construction of the Panama Canal,

James, Winifred Lewellin. *Woman in the Wilderness*. S.l: Chapman & Hall, ltd, 1915. *University of Florida Library Catalog*. (<http://solomon.nwld.alexanderstreet.com/cgi-bin/asp/philo/nwld/sourceidx.pl?sourceid=S1104>)

Muenchow, Ernest von Mrs. *The American Woman on the Panama Canal : From 1904 to 1916*. Balboa Heights, Panama: Star and Herald, 1916. *University of Florida Library Catalog*.

Sidney A Young, ed. [Isthmian echoes, a selection of the literary endeavors of the West Indian colony in the republic of Panama](#). From articles contributed to the West Indian section.... Panama, 1928.

## Assignment 4: Working with Newspapers

This assignment allows you to think about how newspapers create historical meaning.

You may focus on any aspect of Panama or Asian migration for this assignment.

- Browse the newspapers assigned for your campus.
- Select a news item related to the migrants.
- Read the entire issue of the newspaper in which the article appears.
- What kind of items does this newspaper carry (e.g. ads, editorials, letters, news, literary pieces, cartoons)?
- What can you tell about the newspaper's readership and political orientation?
- Write (500-750 words) for the Wiki characterizing the newspaper, and post to the Wiki page for this assignment.
  - Examples:
    - [Newspaper biography guidelines](#)
    - [Newspaper biography example](#)
    - [Blog entry example from Amherst College](#)

## Assignment 5: Visualizing the Archives

This assignment asks you to examine how photography historically has constructed the raced subject.

- Choose 1 image from the [photo gallery](#).
- Examine the photo and consider the following:
  - Note the gender of the subjects; their position vis-à-vis, machines, animals, vegetation, buildings or other racial subjects.
  - What do you know about the photographer or what do you imagine he/she was like?
  - Is the photograph dated?
  - Is there a caption?
  - What do these selections and interpretive choices tell you?
- Write (500-750 words) on the provenance of the photograph and the way it constructs its subject. Paste the photo from the photo gallery into your Wiki entry.

First look at the Photo gallery of images in dLOC and look here:

- [Duperly, Picturesque Jamaica](#)
- [Duperly p.66 \(2nd volume listed in dLOC\)](#)
- [Indo-Jamaicans, Duperly p. 68 \(2nd volume listed in dLOC\)](#)
- [Duperly Coolies At Worship.](#)
- <http://www.caribbeanphotoarchive.com/>
- [National Archives UK Caribbean through a Lens Project](#)
- [National Archives UK Caribbean through a Lens on Flickr](#)

## Assignment 6: Listening in the Archives

This assignment introduces students to oral histories, memoirs, and personal accounts.

- Choose one oral account or memoir.
  - Who is speaking?
  - How do they characterize their relationship to the event they describe?
  - What do these narrative choices tell you?
- Relate (500-750 words) your observations to some aspect of a text you've read so far in the course.

Post your assignment on the Wiki page for the assignment.

Sources:

[Panama Canal Museum oral histories](#)

[Voices from Our America. Oral Histories of Afro-Panamanians](#)

[Autobiography of Alice Bhagwandy Sital Persaud \(1892-1958\)](#)

Another resource for this assignment: Louise Cramer, "[Songs of West Indian Negroes in the Canal Zone](#). *California Folklore Quarterly* 5(1946) 243-72

Students can also make use of *Diggers* and Fung's *My Mother's Place*.

Other possibilities

[Isthmian Historical Society competition for the best true stories of life and work on the Isthmus of Panama during the construction of the Panama Canal](#)

<http://www.dloc.com/AA00016037/00001?search=isthmus>

**Experiences of a Demerara magistrate, 1863-1869 at UF only**

Des Vœux, Sir George William

This item is currently on reserve. Please click below for a link to the catalogue record.

988.1 D478e

**Zone Policeman 88, by Harry**

**Franck.** <https://archive.org/stream/zonepoliceman88002676mbp#page/n5/mode/2up>

## Assignment 7: Using Information to Structure the Archives

This assignment teaches you basic skills in digital archiving, and helps you understand how the digital archive constructs knowledge.

- Choose 1 primary source relevant to your final project from dLOC.
- Consider what's included and what's missing in the citation (the citation includes the *record information* or *metadata*).
- For example:
  - See citations for any items by [Herbert G. de Lisser](#), who was ethnically Jewish and editor of *The Gleaner* for nearly 40 years, but there is nothing in the citation to make that known.
  - *Letters from the Isthmian Canal Construction Workers*, which does not exist in any known online library catalog and is only listed in the bibliography of [Rhonda Frederick's \*Colón Man a Come\*](#).
- In the source you selected, what additional information do you think should be included to make the source more useful for scholars?
- Consider what information should be included on the publisher? The author? The place and date of publication for historical context? What other information should be included?
- Complete the form for your selected item, and post to the Wiki.

### Form for Assignment 7

1. Student Name
2. Title of the item selected
3. Permanent link for the item selected
4. Consider what information should be added for the item, and how the information should be included. List type of information (metadata) and the information you would add to add meaning to your selected item to include at minimum an abstract, a note, and a subject.
  - i. Subject:
  - ii. Abstract:
  - iii. Note:
5. Explain why you selected this item.

## Assignment 8: Building a Collaborative Digital Project

This assignment demonstrates how Caribbean Literature engages the archives. This will be a Digital Humanities project (a project for the humanities in the digital age).

You may work individually or in a group.

For this assignment, you should create a digital project to explicate how Caribbean Literature engages the archives. This digital project should use dLOC, along with any other technologies as appropriate and dictated by the academic intent, to make a contribution to scholarly conversations.

For example, your response could be thematic, theoretical, and/or it can use any combination of sources, media, and technologies.

Your assignment should draw on any of the assignments created for this course. Please remember to cite all sources properly including your classmates.

### Components:

- Part 1: Write a proposal for your project (250 words) which includes: a title, tentative thesis, and list of sources. Post it to the [student work page for this assignment](#).
- Part 2: Review and select an appropriate technology for delivering the project. Write a brief explanation of how the selected technology supports the project.
- Part 3: Design and deliver a digital project.

Post your proposal here: [Assignment 8: Digital Project Proposal](#)

Instructions: Write a proposal for your project (250 words) which includes: a title, tentative thesis, and list of sources (include the technology or tool you plan to use, if possible).

### Possible examples:

- [Florida Final Projects](#)
- [Amherst Nov. 12 lab session on digital projects](#)
- [Eric Walrond's Tropic Death](#)
- [Wendy Ewald class work from 2012](#)
- [Diaries of a Prolific Professor](#)
- [Detroit Digital \(timelines, chronologies, much more\)](#)

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- Exhibit plan/proposal presentation
  - [Rikli Example as PPT slides](#)
  - [Letterpress example, as sketchup video and object list](#)
  - [About Face example as grant proposal](#)
  - [Framing the Frame, Exhibition proposal and resources](#)
  - [Radical Women in Gainesville, digital archive and exhibit](#)
- Context Guides
  - Collection catalog ([example plan as a paper/thesis](#))
  - Proposal for an interpretive plan ([example as thesis/paper](#))
  - Annotated bibliography
- Journal created from class papers ([example with Haitian Creole](#))
- [TimelineJS \(simple example, for use with larger projects\)](#)
- Historical book reception (reading of a book with responses to book, and critical analysis)
- Combined review of many items
  - [Press release as a blog version](#)
  - [Press release in PDF](#)
- Teaching materials
  - [Videos with full scripts on historical newspapers](#)
- Online exhibits
  - [About Face](#)
  - [Online exhibits by the University of Miami](#)
  - [Online exhibits by the University of Florida](#)
- Digital scholarship projects
  - [As far as the eye/I can see: Caribbean Art & Visual Culture](#)
  - [Slave Resistance: A Caribbean Story](#)
- Digital scholarship articles, in the *[Archive Journal](#)*

### Additional Resources

- Consider how this project would support your professional online identity as a scholar ([example list for a graduate online portfolio](#))
- Example
  - [Review criteria set for digital scholarship](#)
  - [Review criteria for a scholarly webtext](#)