Semester 2 Exam Study Guide

Slavery in Belize

Beginnings of slavery in the Caribbean

-Tobacco, indigo, and cotton dominated. In the first part of the 1600s planters turned to sugar. Farmers sold their most fertile land to sugar planters. In Belize, the logwood and Mahogany rose.

-Labor issues: Taino and Caribs were decimated; The Maya retreated inland; Poor settlers and bondservants migrated to other islands and colonize uninhabited islands.

-Start of the trade: 1501 first Africans were brought to America; The Spanish sold an asiento (license) to the Portuguese to import captives.

-Promoting the trade: The Dutch West India Company gained control of the trade through raiding Portuguese ports

-Dutch arguments: African captives were cheaper, Africans were loyal to their masters, African captives had children, Captives served as assurance for loans/debts, Dutch guaranteed a steady supply, Africans came with agricultural backgrounds.

European Rivalries

-Italians planted sugar in Cyprus and took African captives. Portugal and Spain established plantations in the Canary Islands and Cape Verde. Brought the idea to the Americas.

-Business of slave: In the 17th century, the demand for labor rose due to the sugar industry. High amount of cash to pay for ships, warehouses, and slave barracoons. Traders set up companies and spread costs over investors.

Trans-Atlantic slave trade

-Packing the cargo: Captains acquired captives: 1. cruising along the coasts to deal with African traders; 2. sailed directly to a trading station to buy from a European factor; Captives were placed under the deck in tiers of open-ended box-like trays; Men were placed in the trays with shackles around their ankles; Women were placed below deck in the fore section; Provisions included: rice, yams, oil, water, fresh fruits.

-The middle-passage: On the high seas: 1. Doctor made morning rounds to check captives; 2. captives were allowed to have group activities on deck; 3. heavy seas= long hours below deck; Lasted 6-10 weeks; Main markets: Barbados, Martinique, Jamaica and Hispanola.

-Sales and Auctions: Enslaved were prepared for sale; removing gray hairs and placing palm oil

Scramble sale: Africans placed on groups with a set prices, when a signal was given planters rushed to assess the best/cheapest group; Auction sale; Branded and given clothes.

Slave occupations in the Caribbean

-Occupations on plantation: Fields Gangs: working on the sugar fields planting, weeding, and harvesting; Driver: commanded gangs; Artisans: involved in the production of sugar (boiler); Cattlemen, midwives, watchmen; Pickney gang: children from 4-10 worked in picking sticks, carrying food and feeding poultry.

-Jobbing slaves: Masters sold slave services-- Jobbed as field workers, Jobbed as tradesmen, Jobbed as domestics

-Alternative works: Work in coffee, cocoa, cotton or indigo plantations; Traded to work in timber works in British Honduras; Europeans owning pens; Domestics.
Slavery in the timber works

- Extracting timber: Units/gangs were created to extract timber products; Units shifted regularly once the products were exhausted; Slaves worked in small, isolated, temporary camps in uninhabited areas.

- Once trees were found, they were cut and trimmed and trucked through temporary paths in the bush to the nearest riverside, at the place called “Barquadiers”, from there the gangs (work men) cut the timber, bringing the trees to the river to be formed into rafts. From the Barquadiers the rafts would float down river (in the rainy season) to a boom before the trip to the river’s mouth where the logs were squared ready for shipment to Europe.

Slavery at Camps

- Huntsmen: Their duties were to go into the wilderness to hunt for the trees they needed; The tree was marked and the zone with the most amount of trees was then reported to the master for the master to claim the unoccupied territory. The hunts-men were highly skilled and could located the trees very easily.

- Axemen: highly skilled, able-bodied slaves; they cleared all around the tree and built a “barbeque”. A barbeque was a platform that elevated the axe man for him to easily chop down the tree. They would chop the tree and remove all the branches leaving the log ready for transportation to the riverside.

- Cattlemen: Responsible for taking care of the cattle and for transporting the logs to the river side. Dragged the logs and created them into rafts for it to flow down-stream to a boom.

- Food Production: Women prepared food; Women also planted and harvested short term products.

Slave Laws

- Deficiency Laws: Match the number of enslaved with the number of free; A planter must hire a European worker per ten enslaved workers; Ignored the law= easier to train a slave; Fine of £10.

  - Trials: A “jumper” (special constable) enforced the laws; Serious cases: tried by a justice of the peace and three free holders (European property owners)

- At trials Africans could not: Speak in their defense; Give evidence against a free man.

- Planters forms of control: Planters mixed gangs with Africans with different backgrounds and languages and adults were rotated (to prevent family leaders and avoid children); Incentives for “good” slaves: extra provision, permission to walkabout, clothing, plots of land, higgling; Serious disturbances: Called the local militia, it is a big revolt, they joined the regiments.

Race and racism in British Honduras: Labor control

1. Could not travel outside of the plantations without a ticket stating destination and time of return
2. Could not carry weapons, blue home, beat drums or assemble in large numbers
3. Could not inherit land or private property without permission
4. Corfew: could not be on the streets after 9pm
5. No traditional celebrations

Punishment tactics
- Lashings
- Workhouses for punishing rebels
- Higgsing
- Whipping
- Shackling
- Wearing masks
- Standing in the stocks

Review Land control
- British or British subjects
- £1 per acre
- Big companies monopolized land
- Maya or ex-slaves did not get access to land
- Others
- Forced to work for the British
-Masters and servants act: Laws designed to control relations between employers and employees; 1823 The better regulations of servants, and laborers; Contracts: 6-12 months.

-Required of the employee; 1. Obedience; 2. Loyalty: Violation of contract; Punishable in court; Magistrates and police: Punishments; Jail sentence: hard labor: Free labor for employer.

-Magistrates and Police: Magistrates enforced the laws; Favored the employers; Police treated; employees as criminals.

-Effects of the laws on the workers: Workers were suppressed; Elite monopolized controlled the justice system; Workers had no say.

-SOCIAL DARWINISM: Humans, like animals and plants, compete in a struggle for existence in which natural selection results in "survival of the fittest;" They consider some people more fit to survive than others.

-RACISM: The concept of social Darwinism explains the philosophical thinking behind racism, imperialism, and capitalism.

Herbert Spencer: coined the phrase "survival of the fittest" to describe the outcome of competition between social groups.

The WHITE MAN'S BURDEN

Take up the White Man's burden--

Send forth the best ye breed--

Go bind your sons to exile

To serve your captives' need;

ANALYSIS:

The author wants us to do some work: "take up," or help out with, "the White Man's burden." Now, a burden is something heavy; like a job or a responsibility. The speaker wants us to ship off "the best ye breed." In other words, he's asking for the A-team here. He only wants the very best for this job. Of course, we have to acknowledge now that our speaker's idea of the very best just happens to be a White Man (notice that the poem capitalizes the words specially). So, we're given a clear idea of racial superiority in just the first two lines of the poem.

To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child.

Analysis: What else to these best-of-the-best white men have to do? Well, they have to do some pretty tough work, like waiting on these captives in a "heavy harness." This is a metaphor that likens the white men to strong horses who have to pull a sizable load. Here the poem describes the native captives like so many butterflies flitting about without a care in the world.

Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;

Analysis: It's clear that our speaker's got a main point to get across here: "Take up the White Man's burden." Our speaker thinks of white men (they're the best) and the native peoples (they're wild animals), but it's interesting to note here that the speaker sees the White Man's racial and gender superiority as a special responsibility. He's not just cheering on white men for the heck of it. He's saying that, because they are the greatest human beings on the planet, they have a responsibility to help out the rest of the world's inferior, uncivilized inhabitants. And they should accept and tolerate that responsibility with patience ("In patience to abide").

Racism and social Darwinism:

In the development of technology

- They came to regard 'race' as an explanation of the disparities.
- Attributed military and technological advantage and superiority to skin color

In the ideas of nationalism
- Connected the idea of racist thinking ‘nation’ (same language, physical characteristics, culture, etc.) constituted a ‘race.’
- The British ‘race’ or to the French and German ‘races’
- Characteristics are genetically passed down

In Social sciences

- Heavily influenced by biological sciences both in methods and by adopting analogies; thus, social scientists set out to classify different ‘races’ with a tendency to perceive of human beings in different sub-species or even different species

Justification for domination

-BRITISH CULTURE: Certain characteristics were celebrated: language, appearance, religion, lifestyle; They had a mission to Christianize and civilize other groups in the world; Humanitarian project to save savages from their demise.

-IMPERIAL IDEOLOGY AND DOMINANCE: The imperial ideology of the British stemmed the idea that other peoples are naturally inferior to them.

-Hegemony: leadership or dominance, especially by one country or social group over others.

British Honduras:

-The citizenry believed in the goodness and glory of the crown and were willing to serve and die for the crown. British education focused on creating a class of persons that were Indian in blood but English in taste, opinion, morals and intellect.

FOUR reasons why racism existed in the society of British Honduras:

- Creole loyalty: Creoles occupied primary government offices; Creoles dominated culturally  
- The British brainwashed the creoles with the European ideology.
- Division of non-whites: The non-white population was divided; The British were purposefully placed one group of people against the other through the use of stereotypes, and gossip; The major division within the settlement was that of ethnicity and color.
- Division among groups (geography): Geographic concentration of ethnic groups; Economic concentrations of ethnic groups; Political power in the City

1919 Riot

- 1831 an act was enacted that gave free colored equal rights as whites creating a social divide.
- Wealthy free blacks sided with the British
- They yearned to gain equal status as white men
- Connected their economic achievement to status

Celebrating Emancipation

- August 1st 1888 a committee was formed to celebrate emancipation
- Elites downplayed and did not support the celebration
- Elites identified with their British roots
- Celebrating freedom from slavery lessened their status

- 1898 a committee dominated by creole middle class and elites organized the centennial celebration of the Battle of St. George’s Caye. They connected a sense of identity and nationalism to being the “Baymen’s sons.” Having British blood gave them status and rights that the recently emancipated black person did not have.

1894 Riots

- As a result of currency devaluation in the colony
- Devaluation: A currency devalues when its value declines in relation to one or more other currencies.

- Who rioted: Working class black Belizeans; Workers came back from Mahogany camps; Jamaican and Barbadian imported police rioted against their low wages.

- Why? The devaluation hindered family incomes; Women could not buy groceries; Racist treatment from whites.

- Women in Riots: “At the trial of the rioters, policemen testified that women pulled down fences, smashed plate glass, attacked the police station and that they urged men on with cries of ‘lick them boys.’” Unfair treatment united men and women to fight for an African-Belizean identity.

- West Indian Regiments came into the settlement; Restored peace and order.

WW1

- Short term causes: Austria-Hungary annexed Bosnia and Herzegovina in 1908= Serbian nationals upset; While inspecting the imperial armed forces in Sarajevo in 1914, a Serbian killed Archduke Franz Ferdinand, a member of Austria’s royal family.

- Long term causes; Militarism; Alliance system; Imperialism; Nationalism

RIOT

1. Black Creole men’s radicalized experience during World War I, along with black Creole women’s politicization and militancy within the colony provided the groundwork for Black Nationalist and Creole self-determination in the following decades. With inflation and increase in the cost of food, black Belizeans suffered critical injustice within the colony as well, as merchants used the war as an excuse to charge absurd prices. Enraged with both their treatment abroad and at home, hundreds of men, women and children marched through Belize Town on the morning of July 26th destroying property owned by white merchants. When the first group of war veterans returned home to high unemployment rates and taxes, Macpherson suggests that the outrage of the ex-servicemen had hints of racial solidarity, Black Nationalism, and anti-colonialism as seen in different areas of the Caribbean.

2. At approximately 8:30pm of Tuesday, July 22nd 1919 two units of contingent members marched through the centre of Belize City methodically smashing the plate glass windows of the major merchant houses. Led by sergeant H.H Vernon, in military order and with actions coordinated by whistle signals, they came up Albert and Regent Street, crossed the bridge and then divided, one unit going up Queen street and the other turning into North Front Street. The glass in the windows of Harleys, Linds, Perdomos, Carolinas, Cuthberts, Krugs, Brodies, Biddles, and the Belizean stories was ritually smashed. The contingent units’ activities soon attracted a large crowd and the onlookers quickly became active participants in an orgy of looting and violence. 8:50pm the light went out when the generator at the Electric Plant failed and the mob took advantage of the darkness to loot the largely unprotected stores. For the next three hours the crowd rampaged through the city center plundering goods they could not afford and settling old scores with merchants who vainly attempted to defend their property, with unpopular colonial officials, and with any other unfortunate member of the white creole elite who happened to be on the street. 10. (verbal abuse, bombarded with missiles, beatings). At 10pm the police had sided with the rioters. The white community was hiding in the Drill hall on Queen Street. The Governor, whites and creole elite called the BTF to join forces but only 35 men joined by 1pm out of 300 men. The riot act was read at 1pm. But when Captain JJ Franco tried to arrest a looter the crowd forced him to release the looter. 10 Franco was chased to Drill hall. A shot was fired in the air to calm the crowd. By this time the mob was pacified by the contingent itself. FHE McDonald and Lance Corporal Samuel Haynes were touring North Front Street and Queen street chasing looters from stores, dispatching rioters to their homes and setting up patrols in the central streets. Private Rufus Hall reminded, one of the most vociferous of the original demonstrators, reminded the RSM that this was “not Mesopotamia. This is Belize.” But McDonald’s rank, his natural ability to demand respect, the organisation of Haynes and the support of some 50 loyal contingent members allowed the senior NCO to clear Biddle’s store and North Front Street by midnight.

1:30pm order was restored and Mcdonald’s forces patrolled maintaining order on the 23rd. The governor agreed that “it was humiliating to realise their (contingent) influence and power. HMS Constance steamed towards belize from Jamaica. Captain Kennedy’s forces- 100 marines and a machine gun crew landed at 7am on the 24th and marched, insulted but unopposed, to the Drill Hall. Two orders given: 1. Arms and ammunition from the Drill Hall be transported to the Constance; 2. BTF members had to hand in their arms and ammunition. The governor met with a contingent committee (formed the 23rd) and listened to the grievances. A. demands for investigation into the functioning of the Welfare Committee; B. land grants, price fixing, and separation of allowances and the future role of the loyal contingent members. 25th the Governor could inform his superiors in Whitehall that the situation was relatively calm and “the open inclination to be insulting towards Europeans in the street” had passed. 10 Hutson wanted to arrest “ringleaders in the recent riot and of certain other persons in the community who were involved by means of their incitement to resist authority.” The governor Hutson ordered the arrest of Claude Smith while he was at a meeting in the CU’s theatre that evening. The arrest led to violence, the crowd in the theatre attacked the police and the naval patrol in attendance used their bayonets and fired on the gathering injuring two. On the 26th the governor received a message requesting military aid from Stann Creek, he sent the PATRICIA with 40 members of the BTF and quickly convened a meeting fo the law officers and military to create strong measures
“so as to enable Europeans to go on to the streets.” Hutson ultimately declared Martial Law. Kennedy was instructed to make 13 arrests done on the 26th and 27th. Mcdonald was rewarded by being made the Superintendent of Police to replace WYATT.

Study Guide Test # 4

Imagined Community

- Patriotism: Unites people for the overall well-being and prosperity of the nation.
- Nationalism unites people against a common enemy, often a hostile foreign force.
- Imagined Community: A nation as a socially constructed community, imagined by the people who perceive themselves as part of that group.

- Aspects of Imagined community: We do not know each member of our country; We cannot define what is Belize?; Our people should have the highest position; We are blindfolded to issues in our country due to love for the nation.

![Treaty of Madrid 1670](#)
- Between the British and the Spanish, it was decided that piracy was outlawed and the British possessions were recognized.

![Treaty of Versailles 1783](#)
- British could stay in British Honduras and cut logwood. The borders were between the Rio Hondo and Belize River.

![Clayton-Bulwer Treaty 1850](#)
- Between the US and the British. The British NOR the Americans could occupy or colonize any new areas in Central America.

![Anglo-Guatemalan convention 1859](#)
- The present borders for Belize were outlined. Article 7 of the treaty stated that a way of transportation was to be met. An additional convention as decided.

![Treaty of Paris 1763](#)
- Between the British and Spanish, the British could stay in British Honduras and cut logwood.

![Convention of London 1786](#)
- The British could stay in British Honduras. The boundaries were extended southwards within the Belize River and the Sibun River. Could cut and load Mahogany and logwood.

![Dallas Clarendon Treaty 1856](#)
- Since the Clayton-Bulwer was not respected. This treaty forced the American and the British to give up lands in central America.

![Webster proposals 1860](#)
- The British and the Guatemalans decided to find a mediator which was the US. The mediator wanted for Belize to become independent. But wanted to place Belize basically as a department of Guatemala.

Charles Wyke for the BRITISH

- Not to offend the Clayton-Bulwer treaty
- Negotiation cannot include CESSION or Compensation

Why cession could not be used?
1. It would offend the Clayton-Bulwer treaty
2. It would mean that the British had accepted that the Guatemalans were the first owners.

-Anglo-Guatemala Convention of 1859

**Article 1: defined the border**

![Mouth of the HONDO](#)
- Aggas Turles, Mexican frontier

![Direct line to Garbutt’s Fall](#)
- In Grazes a Cline Falls

![Starting at the mouth of the Sarstoon River](#)
Article 7 of the convention

- Both parties had to establish the best way of communication
- From the Atlantic coast to Guatemala City.

AN AGREEMENT WAS NOT REACHED!!

1863 supplementary convention

- British parliament; approved 50,000
- Guatemala did not ratify
- Guatemala claimed that the treaty was void because the "compensation" was not granted

1931 exchange of notes

“The government of Guatemala agrees to recognize the concrete monuments erected at Garbutt’s Falls and at the Gracias a Dios rapids on the border of Belize and Guatemala. These monuments form part of the border line between Belize and the republic of Guatemala.”

1929 commissioners inspected the border

- Concrete markers were erected
- Government of Guatemala agrees to recognize the concrete monuments as borders.