

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: ANTH 224: Focused Cultural Study: Caribbean

Date Submitted: September 24, 2019-REV

Proposed Effective Date: Spring 2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Bambi Chapin, UPD Anthropology	bchapin@umbc.edu	5-2082	SAHAP
Other Contact	Camee Maddox-Wingfield	cmaddox@umbc.edu	5-3817	SAHAP

COURSE INFORMATION:

Course Number(s)	ANTH 224
Formal Title	Focused Cultural Study: The Caribbean
Transcript Title (≤30c)	Focused Study: The Caribbean
Recommended Course Preparation	none
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	none
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail (check SA)

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course explores contemporary Caribbean cultures, as well as the historical, political, and economic processes that shape present day life. Students will read ethnographic accounts from various island societies of the region to examine anthropological concepts, themes, and debates. These studies will allow students to challenge and unsettle commonly held notions and stereotypes about this multifaceted region and its people. Using a comparative approach, students will gain an understanding of the great overlap and variation among Caribbean nations and cultures.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

The Anthropology Program has been working to expand our area-focused course offerings, building these courses on permanent faculty research expertise. This effort was prompted by student requests and was included in our last APR. This course, the third of our area courses, would focus on the Caribbean, which is where our new Assistant Professor Camee Maddox-Wingfield's research is situated.

b) How often is the course likely to be taught?

This course is likely to be offered every other year.

c) How does this course fit into your department's curriculum?

Currently, the Anthropology Program does not offer many lower-level courses and only two other area-focused courses. This course is designed to provide an introduction to anthropology as well as the region. It will provide a general education-level grounding in these topics to students from across campus and an orientation to potential majors and minors.

d) What primary student population will the course serve?

The course is designed to serve students from across the university without much prior experience in studying anthropology or the social sciences more generally. It will also serve as an introductory-level elective course for our majors and minors, as well as those in the other programs in our department.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

This is a 200-level course, designed to serve the general student population and new majors. It will provide an introduction to anthropology and the Caribbean region, leading students into deeper conceptual engagement.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

Designed as an introductory-level course, ANTH 224 will not require any course preparation or prerequisites.

g) Explain the reasoning behind the P/F or regular grading method.

Only regular grading methods will be used. In this way, the course can be eligible for major, minor, or GEP credit.

h) Provide a justification for the repeatability of the course.

This course would not be repeatable for credit.

ATTACH COURSE SYLLABUS (mandatory):

**ANTH 224 - Focused Cultural Study: Caribbean
Spring 2020**

Instructor: Dr. Camee Maddox-Wingfield (pronouns: she/her)

Office Hours: Tuesdays, 1:30 - 2:30 and by appointment

Office: Public Policy Building, Room 212

Email: cmaddox@umbc.edu

Class Location: TBD

Class Meeting Time: Monday and Wednesday, 2:30-3:45

Course Description

This course explores contemporary Caribbean cultures, as well as the historical, political, and economic processes that shape present day life. Students will examine anthropological concepts, themes, and debates from Caribbean perspectives, including intersecting forms of identity (e.g. race, ethnicity, class, gender, sexuality), religion & spirituality, performance, tourism, colonialism/post-colonialism, nationalism, migration, and globalization. These issues will be examined through a regional overview of the Caribbean and ethnographic accounts from various island societies of the Caribbean archipelago, giving students the opportunity to challenge and unsettle commonly held notions and stereotypes about this multifaceted region and its people. Using a comparative approach, students will walk away with an understanding of the great overlap *and* variation among Caribbean nations and cultures.

Cultural anthropology focuses on contemporary societies and living cultures, and there is a rich body of ethnographic work on the Caribbean. Through long-term ethnographic field research, cultural anthropologists analyze the everyday activities, patterns, beliefs, and social lives of a particular society or culture. The analyses generated from this kind of research help to address larger concerns regarding human diversity and cultural change from a comparative perspective. They also give us an understanding of how local and global processes are interconnected.

One goal of this course is to include interesting and innovative tools for sharing knowledge, so we will be using mixed media in the classroom. Students are expected to regularly attend lectures and actively participate in class discussions in order to facilitate a shared and engaged learning environment. In other words, everyone should be contributing to our growth as intellectuals. Students' performance and knowledge of course content will be assessed by two take-home exams, reading response worksheets, and digital storytelling assignments.

Note: This syllabus is a general outline of the course, but it is subject to change. Students will be notified in writing if modifications are to be made.

Learning Objectives

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

- Map the Caribbean based on different colonization patterns and explain how it is defined as a region and socio-cultural area
- Discuss creolization processes, and how Caribbean creole cultures are constructed
- Connect global patterns of economic restructuring, political change, and migration and explain how these global processes shape local processes in Caribbean societies
- Recognize the ways in which different forms of identity intersect
- Explain the methods used to produce anthropological knowledge of the Caribbean
- Challenge and critically engage ethnocentric biases and stereotypes of Caribbean peoples
- Evaluate our current political moment and raise informed questions about the future of the Caribbean

Required Texts

Cabezas, Amalia L., *Economies of Desire: Sex and Tourism in Cuba and the Dominican Republic*, 2009, Philadelphia: Temple University Press.

Castor, N. Fadeke, *Spiritual Citizenship: Transnational Pathways from Black Power to Ifá in Trinidad*, 2017, Durham: Duke University Press.

Bonilla, Yarimar, *Non-Sovereign Futures: French Caribbean Politics in the Wake of Disenchantment*, 2015, Chicago: University of Chicago Press.

All other required and suggested reading noted on the course schedule will be uploaded and available on the course Blackboard site

Bring all required reading to class

Course Requirements

Map Quiz - 10% (60 points)

Students will take an in-class Map Quiz to demonstrate their knowledge of linguistic variation and colonial histories across the Caribbean region.

Two Take-home Midterm Exams - 30% (180 points, 90 points each)

For each exam, students will be assigned two essay questions that will assess your ability to synthesize the ideas from course material in a comprehensive manner. The exam material will include content from reading assignments, films that are shown in class, and class lectures. Each essay must be 2-3 pages, double-spaced, typed, and properly referenced with a bibliography. You must bring a hard copy of your completed exam to class on the days indicated in the course schedule, **and** you will also be required to submit the exam on Blackboard.

Reading Response Worksheets - 20% (120 points, 5 pts each)

In order to facilitate class discussion of the required readings, students are to complete 20 Reading Response Worksheets (out of 21 total). The purpose of the Worksheet is to: 1) record bibliographic information of the assigned reading; 2) summarize the main ideas and supporting evidence of the assigned reading; and 3) to raise questions about the assigned reading. Readings will be discussed on the days in which they are required on the course schedule. Using the template provided by the instructor, students should bring their completed worksheets to class, ready to submit, on the day the reading is assigned. More information will be provided on Blackboard.

Digital Storytelling Project - 30% (180 points)

According to the Center for Digital Storytelling, a digital story is “a short, first person video-narrative created by combining recorded voice, still and moving images, and music or other sounds.” Digital storytelling is a creative way for you to share your own experiences, perspectives, and emotions with others, and digital storytelling projects help to produce stories for change, empowerment, and social impact. Topics will be chosen during an in-class activity, and will be tailored to address issues that are of personal interest, as they relate to the Caribbean. The purpose of this project is for you to reflect critically on the material presented in this course, and I encourage you to challenge your own ethnocentric biases and assumptions

This assignment will be an ongoing process throughout the semester. In preparation for your final project, students must submit: 1) a story topic proposal; 2) a working bibliography of sources that are relevant to the story topic; 3) a rough draft of the story’s script and storyboard; and 4) must participate in an in-class peer-review session to receive feedback on your rough draft. Details on the grading rubric and expectations for the story production process will be provided to the class later in the semester.

You will submit your digital story as a video file by uploading it to a shared Box folder, the link to which will be provided on Blackboard by Wednesday, May 16. During the course final exam, scheduled for **Thursday, May 17, 10:30-12:30**, we will hold a Digital Story Screening where students will present their final projects (refreshments will be provided).

Attendance/Participation - 10% (60 points)

See course policies below

Course Policies

Attendance Policy: I will take attendance at the beginning of each class, and attendance will be monitored on the course Blackboard site. Students will earn 2 points for each class they attend, and may earn up to 60 points total (worth 10% of your final grade). You must also be on time for class. Two tardies (more than five minutes late) will equal one absence.

Explanations for missed classes are appreciated, but points will only be earned for attending class.

Policy on late work: Late work will be accepted but you must have my permission in advance. If you submit an assignment after the due date, you may only earn **up to** 90% on that assignment.

Grading Scale

A 90 – 100%	<i>Excellent</i>
B 80 – 89%	<i>Completed requirements well</i>
C 70 – 79%	<i>Fair</i>
D 60 – 69%	<i>Barely completed requirements</i>
F Below 60%	<i>Did not complete requirements</i>

Classroom Etiquette

- Cell phones should be silenced during class. Calls and text messaging during class are prohibited. Laptops are allowed in class for note-taking purposes, and to share relevant material with the class. HOWEVER – if they interfere with your attention and participation during the class session (i.e. playing on social media or checking email), you will be penalized by losing 1 attendance point for that day and asked to shut down the device.
- We are dealing with material that may be sensitive in terms of race, ethnicity, gender, class, sexuality, and religious orientation. By remaining enrolled in this course, you are agreeing to complete all assignments and participate during class discussions, regardless of objections you may have on these grounds. Although I encourage students to challenge one another and offer alternative perspectives during class discussions, please keep the dialog respectful and relevant. I encourage students to keep an open mind, and I expect you to communicate your ideas without harshly offending your peers. All ethical perspectives will be respected by the instructor and by all class members at all times.

DIVERSITY AND INCLUSION

Each person has a rich personal, social, and intellectual history, one that continues to develop with new experiences. This diversity is part of what we study in the social sciences. It is also what makes a classroom experience and a university education at a place like UMBC so engaging.

The Department of Sociology, Anthropology, and Health, Administration, and Policy Program is committed to creating an inclusive environment for students of all backgrounds to learn and to thrive. We expect our students to be part of this work. We encourage anyone who has concerns or suggestions to talk with their faculty and advisers.

UMBC STATEMENT OF VALUES FOR ACADEMIC INTEGRITY

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

For more information on academic integrity, and resources to help avoid academic dishonesty, please visit <https://oue.umbc.edu/ai/resources-for-students/>.

DISCLOSURES OF SEXUAL MISCONDUCT AND CHILD ABUSE OR NEGLECT

(from UMBC Office of Human Relations, <https://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/sample-syllabus-language/>, accessed 6/27/19)

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (located at <http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/>). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator.

As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect (www.usmh.usmd.edu/regents/bylaws/SectionVI/VII150.pdf).

The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

For UMBC Main Campus Students:

If you need to speak with someone in confidence about an incident, the following Confidential Resources are available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

(After-hours counseling and care available by calling campus police at 410-455-5555)

Other on-campus supports and resources:

The Women's Center, 410-455-2714

Title IX Coordinator, 410-455-1606

Additional on and off campus supports and resources can be found at: <http://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>.

For Shady Grove Campus Students:

If you need to speak with someone in confidence about an incident, the following Confidential Resources are available to support you:

Universities at Shady Grove Campus Resources Center for Counseling and Consultation: 301-738-6273

Other on-campus supports and resources:

John Brandt, USG Title IX Liaison: 301-738-6021

Helpful and important information, including lists of resources local to the Shady Grove campus, can be found on the Universities at Shady Grove Title IX Policies web page at: <https://shadygrove.umd.edu/faculty-and-staff/human-resources/titleix>.

Other Useful Information

Student Support/Disability Services

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at disAbility@umbc.edu or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Counseling Center

The Counseling Center is available at the Student Development & Success Center, for students struggling with personal issues, including depression. The website is <http://counseling.umbc.edu>. Students can set up initial appointments by calling (410) 455-2472.

The final exam schedule for UMBC can be found at <https://registrar.umbc.edu/calendars/final-exams/>.

Please note that I do not discuss grades by email or phone in accordance with FERPA laws. I will only discuss your grade and/or performance in the class with you directly in person.

Weekly Class Schedule

Week 1

Tuesday 1/30 – Course Introduction

- *Syllabus Overview*
- *Introductions*
- *“Paradox in Paradise” Icebreaker/Group Activity*

Thursday 2/1 – Mapping the Region: the Caribbean as Socio-cultural Area

- *Map Study Guide*
- *Different approaches to mapping the Caribbean region*
- <http://smallaxe.net/sxarchipelagos/issue01/bonilla-visualizing.html>

Required Reading: Augelli “The Rimland-Mainland Concept of Culture Areas in Middle America”; Mintz “The Caribbean as a Sociocultural Area”

Week 2

Tuesday 2/6 – Colonial Histories

- *Historical overview of colonization*
- *Which groups settled and populated the region?*
- *Colonial capitalist expansion, trans-atlantic slave trade, plantation economies*

Required Reading: Selections from Mintz Sweetness and Power: The Place of Sugar in Modern History; Trouillot “Culture on the Edges: Creolization in the Plantation Context”

Thursday 2/8 – Creolization and the Culture Concept

- *Review anthropological definitions of “culture”*
- *Discuss creolization processes in the Caribbean, and how Caribbean creole cultures are constructed*
- *Discuss examples of creolization in language*

Required Reading: Selections from Mintz and Price The Birth of African-American Culture: An Anthropological Perspective

Week 3

Tuesday 2/13 – Creolization and the Culture Concept

- *Review anthropological definitions of race*
- *Discuss racial/ethnic diversity in the Caribbean*
- *Mestizaje, Métissage, and Creole Multiracial Nationalism*
- *REVIEW FOR MAP QUIZ*

Required Reading: Yelvington “Ethnicity, Race, Class, and Nationality”

Thursday 2/15 – Country Profile: Haiti

- *MAP QUIZ*
- *Overview of Haiti*

Film: Black in Latin America: Haiti and the Dominican Republic (1st half)

Week 4

Tuesday 2/20 – Haiti, Before and After the Earthquake

- *What did the Haitian Revolution mean to the rest of the world?*
- *What has been Haiti’s disjuncture between state and nation?*
- *How did this disjuncture contribute to the depletion of the country’s economic resources?*

- *What was Haiti's relationship to the U.S.?*

Required Reading: Selections from Trouillot Haiti, State Against Nation: the Origins and Legacy of Duvalierism

Film: Black in Latin America: Haiti and the Dominican Republic (2nd half)

Thursday 2/22 – Haiti, Before and After the Earthquake

- *How was Haiti portrayed in coverage of the Earthquake?*
- *The failures of humanitarianism in post-quake Haiti*
- *“How to read an ethnography”*

Required Reading: Selections from Ulysse Why Haiti Needs New Narratives: A Post-Quake Chronicle; Selections from Schuller Humanitarian Aftershocks in Haiti

Week 5

Tuesday 2/27 – Country Profiles: Cuba and the Dominican Republic

- *Revolutionary Pasts and Dictatorial Rule*
- *Economic Transitions*
- *Why did the author choose to write about this subject?*

Required Reading: Cabezas Economies of Desire, Introduction (pgs. 1-24)

Thursday 3/1 – Processes of Globalization: Tourism and Neoliberalism

- *What is global economic restructuring?*
- *Why is tourism such an important source of economic development in Caribbean countries?*
- *How have Cuba and DR been impacted by neoliberalism?*

Required Reading: Cabezas Economies of Desire, Chs. 1 & 2 (pgs. 25-84)

Week 6

Tuesday 3/6 – Processes of Globalization: Race, Gender, and Sexuality

- *What is the gendered impact of globalization and neoliberalism?*
- *How are systems of structural racism shaped by neoliberal policy?*
- *How do we explain the concept of “agency” as it relates to sex work?*

Required Reading: Cabezas Economies of Desire, Chs. 3 & 4 (pgs. 85-138)

Thursday 3/8 – MIDTERM REVIEW

Processes of Globalization

- *What is the “informal economy?”*
- *What is the Human Rights discourse on sex tourism in the Caribbean?*

Required Reading: Cabezas Economies of Desire, Ch. 5 & Epilogue (pgs. 139-168)

Week 7

Tuesday 3/13 – Processes of Globalization

- *Why should we view tourism in the Caribbean through a critical lens?*
- *Why are the discourse around “paradise” and representations of the Caribbean as “paradise” problematic?*

Required Reading: Harrison “Women in Jamaica’s Urban Informal Economy: Insights from a Kingston Slum”; Selections from Kincaid, A Small Place

Thursday 3/15 – FIRST TAKE-HOME MIDTERM DUE IN CLASS

Film: Life and Debt

Week 8

SPRING BREAK - NO CLASS

Week 9

Tuesday 3/27 – Religion, Spirituality, and Syncretism

- *Review anthropological definitions of religion and religious syncretism*

- *Introduce syncretic religious practices of the Caribbean: Haitian Vodou and Cuban Santería*

Required Reading: Selections from Olmos & Paravisini-Gebert Creole Religions of the Caribbean; Selections from Raboteau Slave Religion

Thursday 3/29 – Religion, Spirituality, and Syncretism

- *Discuss folk healing and magico-religion*

- *Discuss religious pluralism in the Caribbean*

Digital Storytelling Topic Proposal due in class

Film: Divine Horsemen: Living Gods of Haiti

Week 10

Tuesday 4/3 - Music, Dance, and National Identity

Guest Presenter Xixi Rivera on Puerto Rican *Bomba y Plena*

Required Reading: Selections from Daniel Caribbean and Atlantic Diaspora Dance: Igniting Citizenship; Jones TBD

Thursday 4/5 – Black Power in Trinidad

Country Profile: Trinidad & Tobago

- *What factors of ethno-political tension contributed to the emergence of the Black Power movement in Trinidad?*

- *What is cultural citizenship?*

- *Why is the author writing about “spiritual citizenship?”*

Required Reading: Castor Spiritual Citizenship, Introduction & Ch. 1 (pgs. 1-53)

Week 11

Tuesday 4/10 – Ifá religion in Trinidad

- *Discuss the role of religion in Carnival festivities*

- *Compare Haitian Rara with Mas in Trinidad*

Required Reading: Castor Spiritual Citizenship, Ch. 2 & 3 (pgs. 54-98)

Skype discussion with the author, Dr. Fadeke Castor

**Thursday 4/12 – LAB DAY FOR DIGITAL STORYTELLING PROJECTS
& MIDTERM REVIEW**

Location TBA

Digital Storytelling Working Bibliography due

Week 12

Tuesday 4/17 – Transnationalism and Spiritual Citizenship

Required Reading: Castor Spiritual Citizenship, Chs. 4 & 5 (pgs. 99-168)

Thursday 4/19 – SECOND TAKE-HOME MIDTERM DUE IN CLASS

Migration, Dance, and Caribbean Space-Making

Guest Lecture by Dr. Adanna Jones

Week 13

Tuesday 4/24 – (Non)Sovereignty in the Caribbean

Country Profiles: Guadeloupe & Martinique

- *Comparing Puerto Rico, Martinique, and Guadeloupe*
- *How is the author challenging the notion of sovereignty as it relates to the Caribbean?*
- *Who is Frantz Fanon?*

Film: Black Skin, White Masks

Required Reading: Bonilla Non-Sovereign Futures, Introduction & Ch. 1 (pgs. 1-39)

Thursday 4/26 – Labor Activism in Guadeloupe

- *How have strikes and labor unions been mobilized to renegotiate the terms of Guadeloupe's relationship with France?*
- *How is "marronage" conceptualized in the author's analysis of labor activism?*

Required Reading: Bonilla Non-Sovereign Futures, Chs. 2 & 3 (pgs. 40-92)

Week 14

Tuesday 5/1 – In-class Peer Review Activity

Digital Storytelling Script Rough Draft and Story Board due

Thursday 5/3 – Collective Memory and Resistance

- *What is the role of commemoration in labor politics?*

Required Reading: Bonilla Non-Sovereign Futures, Chs. 4 & 5 (pgs. 93-147)

Week 15

Tuesday 5/8 – Unsettling Sovereignty

- *What does the 2009 general strike in Guadeloupe and Martinique represent for French Antilleans?*
- *How does the author describe "disenchantment" in the French Antilles?*

Required Reading: Bonilla Non-Sovereign Futures, Ch. 6 & Coda (pgs. 148-182)

Thursday 5/10 – Make-up day

Week 16

Tuesday 5/15 - LAST DAY OF CLASS

DIGITAL STORY SCREENING

THURSDAY, MAY 17, 10:30 - 12:30