

HAT: 3564 HAITIAN CULTURE AND SOCIETY **SPRING 2018**

Cross-listed in African American Studies, Anthropology, & Latin American Studies

Course Meeting Location and Time: Turlington RM 2328, MWF 3:00 - 3:50 pm

Instructor: Dr. Crystal Andrea Felima | Postdoctoral Fellow in Caribbean Studies Data Curation

Email: felima@ufl.edu | Office: Library West 555 | Office Hours: Drop By or By Appointment



Photo by Crystal Andrea Felima in Limbe, Haiti (2013)

Course Description: In this course, you will learn and engage in discussions about Haiti's history, culture, and society while examining the complexity of the country's political instability and economic under-development. We will cover topics of the State, neoliberalism, development, gender, class, culture, religion, disasters, and public health. Most importantly, this course will go beyond our current understanding of what we may know of Haiti. We will discuss alternative narratives of Haiti, while learning about grassroots initiatives, community organizations, and other projects that highlight human agency and self-determination in Haiti. The course will teach you how to use digital tools to create a final project on Haitian culture and society. Through digital scholarship, you will showcase your understanding of Haiti and how that knowledge can be applied to other populations around the world.

Learning Outcomes: *Identify, recognize and recall* theories, concepts & approaches in studying groups that are marginalized; *Apply* theories and concepts of power and structure to issues and concerns that face Haitian people; *Critically engage and debate* major themes of Haitian Studies; *Gain* a positive appreciation of Haitian culture and life; and *Create a digital project* that highlights topics in Haitian culture and society.

Textbooks

- *A Haiti Anthology: Libète* (1999, edited volume) by Charles Arthur and Michael Dash – on course reserve
- *Haitian History: New Perspectives* (2013, edited volume) by Alyssa Goldstein Sepinwall - [download from the UF library](#)
- *Tectonic Shifts: Haiti Since The Earthquake* by Mark Schuller and Pablo Morales (edited volume) – on course reserve

COURSE STRUCTURE & REQUIREMENTS

In sum, this class is based on reading, writing, discussing, and creating. You are required to read and engage the material in order to participate in class discussion.

- 1. Reading Quizzes (25%):** To ensure an active and engaged class, this course requires you to read the materials outlined in the syllabus. Therefore, we will have reading quizzes to gauge your reading comprehension. The quizzes (based on the reading materials of the week) will consist of true/false, multiple-choice, and/or short answer. You cannot make up these quizzes.
- 2. In-Class Assignments and Participation (10%):** You are expected to come to class having read carefully the reading assignments for the week. You should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class. Therefore, I will grade you on class participation and any in-class assignments that arise. Class assignments include individual writing exercises and group activities. Also, if you're occupied on your phone or laptop during class, your participation grade will reflect this. You cannot make up in class assignments.
- 3. Weekly Questions/Comments (20%):** Respond to one question (based on the readings, lectures, and other materials each week) on Canvas under the "Discussions" tab. *You must A) respond to the prompt (at least 300 words), B) ask a question or share one critical statement of your overall thoughts, and C) reply to at least one student with meaningful thoughts of engagement.* Out of the 14 weeks, you must select 10 weeks to engage in discussion. You must submit your post before you can see the discussion thread. Once you have submitted your post, avoid editing it. **Posts are due each Thursday at 3:00 pm. You cannot go back and respond to a previous week for credit.** Your questions/comments will help facilitate panel discussions on Friday.
- 4. Panel Discussion (10%):** On a designated Friday, a student panel will present comments and/or questions to lead discussion of the readings in class. This assignment is intended to bring in whatever insights students wish to contribute, based on the readings, class discussions, and their own experiences and observations. Students can include videos, news articles, and additional materials. This is an opportunity to articulate, discuss, and teach key issues from that week. Panel member(s) will evaluate half of your grade.
- 5. Digital Project (35%):** These digital projects are websites about Haitian Culture and Society. You will work in groups and be responsible for individual sections of your project. To meet Gordon Rule, you must also embed 2000-words of commentary about Haiti in your digital project. Throughout the semester, we will have writing workshops to assist your writing. Also, we will have workshops in the library to teach you how to use digital tools for complete your project.

Course Grading Scale (by %)			
A	93-100	C	74-76
A-	90-92	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	59 and below

ATTENDANCE AND MAKE-UP POLICY: Attendance is highly encouraged. We cover a lot of material in class; all of it potentially appearing on the quizzes and discussion post prompts. **I do not post PowerPoints on Canvas, and you cannot complete in class assignments if you miss a day.** Therefore, missing any class session can be costly. Assignments must be completed during the scheduled time with no exception. In the case of incapacitating illness or other university-approved absence such as documented family emergency, you must contact the instructor with written documentation from an appropriate authority at least 24 hours before the test. As a result, make-up tests will be re-scheduled and the pop quiz will be excused. **Also, INCOMPLETES are not provided for this course.**

48-HOUR GRADE DISPUTE POLICY: Students who wish to discuss grades on assignments and tests should contact the instructor within 48 hours of posting to arrange a meeting time. Do not wait until the end of the semester to question grades or request special consideration.

ACADEMIC HONESTY: Academic dishonesty will not be tolerated. If you are caught plagiarizing, you will receive an automatic zero and will be referred to University administration for disciplinary action. If you have any doubt with citing correctly, please ask the instructor for guidance. To learn more about your responsibilities as a student, please visit: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>. Also visit <https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module> to learn more about academic integrity at the University of Florida.

STUDENT CONDUCT: All students must comply with the Student Conduct Code. Behavior that interferes with the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program will not be tolerated. Please silence your cell phones and all other electronic devices before class. Laptops may only be used to take notes. Disruptive students will be asked to leave. Texting or talking on cell phones during class is not allowed. Taking photos of my PowerPoint slides is prohibited. You can also refer to the University's Student Conduct and Honor Code for more information regarding university policies at: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

DISABILITY ACCOMMODATIONS: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The Disability Resource office is in 001 Reid Hall. Further information can be found at <https://www.dso.ufl.edu/drc/>. To ensure that I can assist you effectively, requests for accommodations must be made by the end of the third week of class.

UF COUNSELING SERVICES: Resources are available on campus for students having personal or goal oriented problems:

- The Writing Studio (864-1138) <http://writing.ufl.edu/writing-studio/for-students/>
- Career Resource Center, Reitz Union (392-1601) <http://www.crc.ufl.edu/>
- Student Health Care Center (392-1161) <http://shcc.ufl.edu/>
- University Counseling & Wellness Center (392-1575) <http://www.counseling.ufl.edu/cwc/>

COURSE SCHEDULE, READINGS, AND ASSIGNMENTS

As with culture, this syllabus is subject to change.

Week One: Introduction to Haitian Studies

- January 8 Introduction to the Course
- January 10 Haiti and Terms to Consider
**Libète*, Chapter 1—Colonialism and Revolution, pp. 17-44 (on canvas)
**Haitian History*, pp. 13 – 32, “Section 1: From Saint-Domingue to Haiti” (online at the library website: <http://cms.uflib.ufl.edu/>)
- January 13 Exceptional and Extraordinary Haiti
* “The Odd and the Ordinary: Haiti, the Caribbean, and the World” by Michel-Rolph Trouillot (1990)
*Editors’ Introduction” in *The Haiti Exception: Anthropology and the Predicament of Narrative* (2016)

Week Two: Digital Humanities and Haiti

- January 15 No Class, MLK Holiday
- January 17 Digital Humanities in the Caribbean, Meet at the Scott Nygren Scholars Studio RM 212, Library West.
*“Collaborative digital collections: Caribbean solutions for effective resource-building and successful partnerships” by Judith Rogers and Brooke Wooldridge
*Review the Digital Library of the Caribbean (dloc): <http://dloc.com/>
*Review Haiti An Island Luminous: <http://islandluminous.fiu.edu/learn.html>
- January 19 Saint-Domingue and Resistance
* *Haitian History*, Chapters from Section I (online, UF catalog)
 - “An Unthinkable History” by Michel-Rolph Trouillot
 - “Slave Resistance” by Carolyn E. Fick
 - “Saint-Domingue on the Eve of the Haitian Revolution” by David P. Geggus
 - “I am the Subject of the King of Congo” by John K. Thornton

Week Three: Resistance, Revolution, Independence

- January 22 The Haitian Revolution
* *Haitian History*, Chapters from Section II (see below)
 - “The Politics of “French Negroes” in the United States” by Ashli White
 - “Rural Protest and Peasant Revolt, 1804–1869” by David Nicholls
 - “The Black Republic” by Leslie M. Alexander
- January 24 The Revolution in Context
“The Haitian Revolution” (2000) by Franklin W. Knight

“From Revolutionary Slaves to Powerless Citizens” (2014) by Alex Dupuy

- January 26 Panel Discussion on the significance of the Haitian Revolution
Declaration of Independence 1776
Declaration of the Rights of Man and Citizen 1789
Haitian Constitution of 1801
Panel #1: Consider the importance/symbolism of the Haitian Revolution to other enslaved/free Africans in the Diaspora. What is the connection between human rights and the Haitian Revolution?

Week Four: Love Thy Neighbor

- January 29 US Occupation, 1915-1934
*“Introduction” in Taking Haiti: Military Occupation and the Culture of U.S. by Mary Renda
*Haitian History, Chapter from Section III: “Under the Gun” by Brenda Gayle Plummer
*“White Shadows in a Black Land” (1932) by Langston Hughes
- January 31 Relations with the Dominican Republic
*“Haitians, Magic, and Money” by Lauren Derby
*“A World Destroyed, A Nation Imposed” by Richard Lee Turits
*Film: *Haiti & the Dominican Republic: An Island Divided*
- February 2 Panel Discussion on Haiti’s Relationships with Other Nations
**Libète*, Chapter 7—Foreign Interventions, pp. 208-245
Panel #2: Revisit the relationships between Haiti and its neighbors. How have these relationships transformed over time and why?

Week Five: Ayibobo

- February 5 Introduction to Haitian Vodou
*“Vodou in Haiti: Way of Life and Mode of Survival” by Claudine Michel
**Libète*: Chapter 8—Popular Religion and Culture, pp. 255-288
*Watch Film: Voodoo and the Church in Haiti (1989):
<https://ufl.kanopystreaming.com/video/voodoo-and-church-haiti>
- February 7 Culture and Religion
*Watch before class: *The Sign of the Loa* film by Patricia Mohammad
<http://www.cultureunplugged.com/documentary/watch-online/play/11563/The-Sign-of-the-Loa->
*“Introducing Rara” from *Rara!* by Elizabeth McAlister
- February 9 Gender and Sexuality, and Haitian Vodou
Watch before class: *Of Gods and Men* (2002):
<https://ufl.kanopystreaming.com/video/men-and-gods-des-hommes-et-dieux-2002>
Panel #3: Consider how voodoo/vodou has been popularized. Why did these stereotypes emerge? How should we respond to them?

Week Six: Gender, Feminism, and Masculinity in Haiti

- February 12 Gender Dynamics in Haiti
*“Nou la” by Myriam J. A. Chancy
*“Gender and Politics in Contemporary Haiti” by Carolle Charles
**Haitian History*, Chapter from Section II: “Sword-bearing citizens: Militarism and Manhood in 19th Century Haiti” by Mimi Sheller
- February 14 Gender and Religion in Haiti
Speaker Alexander Cenatus, Masters Student in Latin American Studies
*“Economics in Haitian Vodou” by Crystal Andrea Felima
- February 16 Haitian Women in the Global Economy
Watch before class: *Poto Mitan* <https://ufl.kanopystreaming.com/video/poto-mitan-haitian-women-pillars-global-economy>
Panel #4: Discuss the importance of women in the Haitian society. Why are they considered the *poto mitan*, and what strategies should be implemented to support them in the global economy?

Week Seven: Rural and Urban Haiti

- February 19 Moun Andeyo, Moun Lavil
* *Libète*: Chapter 3—Rural Haiti: Peasants, Land & the Environment, pp. 80-110
* *Libète*: Chapter 4—Poverty and Urban Life, pp. 111-138
- February 21 Political and Economic Development Today
*“Migration and Urbanization in Haiti” by Michel Laguerre
*“The Context of Haitian Development and Underdevelopment” by Patrick Bellegarde Smith
- February 23 Panel Discussion on rural and urban life
Panel #5: Discuss rural and urban life in Haiti. What are the push/pull factors of migration in Haiti?

Week Eight: Dictatorship and Democracy

- February 26 Introducing Duvalier and Aristide
**Libète*: Chapter 2—The Status Quo: Elites, Soldiers, and Dictators pp. 45-58
**Haitian History*, Chapters from Section III (see below)
 - “Dynastic Dictatorship” by Patrick Bellegarde-Smith
 - “The Rise, Fall, and Second Coming of Jean-Bertrand Aristide” by Robert Fatton Jr.

February 28 The Politics of Colorism and the Haitian Elite
*“The Transition to Democracy and the Demise of Color Politics in Haiti” (2014) by Alex Dupuy
*“Class, State, and Civil Society in Haiti” (2002) by Robert Fatton Jr.
*“Haiti’s Nightmare and the Lessons of History” by Michel-Rolph Trouillot’

March 2 Panel Discussion of Haiti’s Political Moments
Panel #6: What have been the socio-economic and political implications of dictatorship and democracy?

Week Nine: Spring Break

March 5-9 No Class

Week Ten: Haiti in Political and Socio-Economic Context

March 12 Digital Humanities Workshop Day

March 14 Social Realities
*Chapter 1 and 2 from *Haiti: Trapped in the Other Periphery* (2014) by Robert Fatton Jr.
*“Saving Children, Saving Haiti” by Diane Hoffman
*Excerpts from *Infections and Inequalities* (1999) by Paul Farmer

March 16 Panel Discussion about the Socio-Economic and Political Realities in Haiti
Panel #7: Research the state of Haiti today. What are the current economic and political dynamics of today and how do they influence society?

Week Eleven: Haiti and the Diaspora

March 19 Haitian Diaspora
*“Coming to the United States” in *The Haitian Americans* by Flore Zephir
*“Coming to Know Haitians in the United States” by Alex Stepick
**Libète*: Chapter 6—Refugees and the Diaspora, pp. 176-208

March 21 Haitian Transnationalism
*“Making it in America: Haitian Immigrants Ethnic Options” in *The Haitian Americans* by Flore Zephir
*Two Chapters *Nations Un’bound* (2005) by Linda Basch, Linda Schiller, and Christina Szanton Blanc
○ Chapter 5: The Establishment of Haitian Transnational Social Fields
○ Chapter 6: Not What We Had in Mind

March 23 Panel Discussion on the Haitian Diaspora
Panel #8: Review Haitian immigration to the United States and other regions.

Week Twelve: Agency, Grassroots, and Social Change

- March 26 Grassroots and Change in Haiti
**Libète*: Chapter 5—Forces of Change, pp. 139-175
*Introduction of *When the Hands Are Many: Community Organization and Social Change in Rural Haiti* (2001) by Jennie Marcelle Smith
- March 28 Resistance in Haiti
*“Haiti’s Popular Resistance” by Marx Aristide and Laurie Richardson
- March 30 Panel Discussion on Haitian Agency
Panel #9: What does agency and social change look like in Haiti?

Week Thirteen: The Earthquake and its Implications

- April 2 Vulnerability and Foreign Domination
**Tectonic Shifts*, pp. 1-56
- April 4 NGOs and Disaster Capitalism
**Tectonic Shifts*, pp. 57-94
*“Haiti Disaster Tourism” by Van Hoving et al.
- April 6 Panel Discussion on January 12th
Panel #10: What have we learned about the shaping/making of the disaster caused by the earthquake? How has NGOs and foreign actors influenced the political economy in Haiti?

Week Fourteen: Post-Earthquake: On the Ground Realities

- April 9 Exclusion and Inclusion
**Tectonic Shifts*, pp. 95-150
- April 11 Displacement and Human Rights
**Tectonic Shifts*, pp. 151-193
- April 13 Panel Discussion regarding post-earthquake realities
*“Haiti: Where Has All the Money Gone?” by Vijaya Ramachandran and Julie Walz
Panel #11: The post-earthquake realities reveal what about disaster and emergency management? What are the greater implications to safety and security?

Week Fifteen: The Haiti Exceptionalism and Alternative Narratives

- April 16 Pathology and Exceptionalism

* “Haitian Exceptionalism in the Caribbean and the Project of Rebuilding Haiti”
by Nadège T. Clitandre (2011)

*“Dehumanization & Fracture: Trauma at Home & Abroad” by Gina Athena
Ulysse (2010)

April 18 The Shaping of Singular Narratives
*“Dead Citizen” and the Abject Nation: Social Death, Haiti, and the Strategic
Power of the Image” by Jerry Philogene
*“Racializing Pity” (2011) by Murali Balaji

April 20 Panel Discussion on Haiti Exceptionalism
**Panel #12: Discuss the significance of alternative narratives? How should we
discuss countries like Haiti? How do we have important conversations about
Haiti without exceptionalizing it?**

Week Sixteen: Ayiti, In Sum

April 23 Beyond Othering Others

April 25 Reviewing Course Major Themes

Showcase

On Final Exam Date