

UNIVERSITY OF FLORIDA
Haitian Culture and Society: Literature in Translation
HAT 3564 (18759), AFA 3930 (21894) and LAS 3930 (21907)
SYLLABUS
Fall, 2018

INSTRUCTOR INFORMATION:

Instructor	Benjamin Hebblethwaite
Office hours	Dauer 363, 4th period, Monday and Wednesday or by appointment
Phone	(352) 273-3762
E-Mail	hebble@ufl.edu

COURSE INFORMATION:

Time	MWF, Period 7 (1:55-2:45)
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***Satisfies: General Education - Humanities & International
2000-word Gordon Rule***

COURSE DESCRIPTION

Haitian literature provides readers with access to the Haitian people and their culture and society, creating bridges for analyzing and understanding our Caribbean neighbors and who we are. This course examines the major societal and cultural themes reflected in riveting writings. French colonialism, the war of independence, prejudice, sexism, classism, authoritarianism and social and psychological traumas are themes explored alongside ongoing struggles for freedom in Haiti, collaboration, romantic and familial love, projects for Haitian development, and the culture of solidarity and national pride.

The class explores the style, form and content of Haitian literature. We examine the motivations and preoccupations of Haitian authors and readers and we analyze the historical, social and ideological forces thread through the writings. The class focuses on three major twentieth century Haitian novels, a collection of Haitian proverbs, and a collection of poetry written by a generation of Haitian poets who witnessed Haitian Independence in 1804.

Students will write a 2,000-word Gordon Rule essay, take a midterm and a final, and complete weekly quizzes. The class includes lectures, debates and presentations, interviews with authors and scholars, and communicative, student-centered pair activities designed to review readings and promote discovery.

The class readings are as follows:

- **Marie Vieux-Chauvet's** (1969) novel, *Love, Anger, Madness*, is a scathing response to the struggles of race, class, religion and sex that have divided Haitians.
- **Jacques Roumain's** (1944) novel, *Masters of the Dew*, is a political fable that explores the problems of resignation and vengeance and the transformative power of solidarity, forgiveness and love.
- **Kadish & Jenson's** (2015) edited collection, *Poetry of Haitian Independence* is a moving collection of Haitian verse written between 1804 and the late 1840s that sheds light on an important and often neglected period in Haiti's literary history.

- **Wally Turnbull's** (2005) *Hidden Meanings: Truth & Secret In Haiti's Creole Proverbs* is a collection of the important Haitian Creole with English translations and interpretations.
- **Frankétienne's** (1975) novel, *Dézaïfi*, is no ordinary zombie novel. Zombification takes on a symbolic dimension that stands as a potent commentary on a country haunted by a history of slavery.

Reading literature empowers readers' knowledge about themselves and the world they inhabit. Literature provides readers with access to societies and people near and far, creating paths for analyzing and understanding humankind and the universe. The class *Haitian Culture and Literature* focuses on literature as a lens into culture and it examines the unique and changing role literature has played in individuals' lives and in society. It is centered on simple questions: What is literature? Why do we write literature? And why do we read literature? How does culture shape literature and how does literature shape culture? The class introduces students to a range of literary genres, from different historical periods, and provides a panorama of Haitian life and thought through the finest writings.

GENERAL EDUCATION OBJECTIVES AND LEARNING OUTCOMES

This course gives General Education credit for Composition (C), Humanities (H) and for International (N).

Composition (C) courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill **2,000** of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

Humanities courses (H) provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

International courses (N) promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Justification for (C), (H) and (N)

The General Education objectives will be met in several ways. Students compose a 1,500-word critical analysis of Haitian culture and society and its literature in translation, a

500-word book review of one of the required readings, complete regular quizzes, take a midterm and a final exam, and complete a presentation.

Among the primary aims of this course is to help students develop the critical skill of analysis and interpretation of literature. Students will also learn how formal and stylistic elements as well as historical context shape the meaning and significance of literature. Students will learn about literary critical approaches to the readings.

In becoming more skillful readers of literature and its historical contexts, sources and influences, students become better readers of the worlds that literature addresses. Reading literature and writing about it helps students develop their ability to decipher meaning from language and better understand their own interactions with science, technology, media, commerce, and politics. Literature grapples with cultural concerns like gender, sexual identity, sexual culture, sexual orientation, ethnic, racial or linguistic identities, religious expressions, social and political structures, in addition to myths, symbols, archetypes and wisdom.

In addition to gaining a deeper appreciation of the expressive potential of language and the varieties of Haitian literature, students will develop a broader cultural literacy and an understanding of the changing definition and role of literature in Haitian society, from patriotic poetry to the psychological and “Spiralist” novels of the twentieth century.

Therefore, by the conclusion of the course it is expected that students will be able to:

1. Demonstrate knowledge of the content of specific Haitian literary works and the structures and conventions of different literary genres (especially poetry, novels and proverbs).
2. Produce original, critical readings of literary texts’ treatment of culture, society and language, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts. This is accomplished in a 1,500-word critical essay and a 500-word book review of a class reading
3. Critically assess the variety of roles that literature has in human experience. Identify the genre, style, literary and linguistic features, structure of the text, characterization, symbolism, dialogue, ideological patterns and narrative structure.
4. Draw connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading.

In terms of student learning objectives, at the end of this course students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- *Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.* Students will acquire a basic knowledge of a Haitian culture and literature in translation, their key features, structure, traditions and history. Achievement of this learning outcome will be assessed through an 2,000-word essay, a midterm and final exam, in-class assignments and regular quizzes.

- *Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.* Students will participate in peer-to-peer class discussions throughout the semester to reflect on assigned readings and lectures. Students will also complete one presentation of a reading from the class in front of fellow students and will be assessed for their preparation, clarity and insights. Achievement of

this learning outcome will be assessed through student discussions during class time and a presentation of a class reading.

- **Critical Thinking:** *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* Students will write a 2,000-word critical essay about one or several of the books studied in the class. The essay requires the research and analysis of work done by multiple authors in order to understand and create an analysis based on their research. Students will need to critically evaluate opposing viewpoints and interpretations of Haitian culture and literature in translation, and provide reasoned arguments for the theories they adopt. Critical thinking will also be activated on the short essays that appear on the Midterm and Final Exams and the regular quizzes. Achievement of this learning outcome will be assessed by means of the 2,000-word essay and the examinations and quizzes.

REQUIRED MATERIALS:

Course material information is subject to change. Check back later for updates.

TERM	COURSE	SECTION	TITLE	DAYS & PERIOD	BLDG & ROOM	INSTRUCTOR
Fall 2018	HAT 3503	18759	HAITIAN CULTURE/LIT	M F 7 W 7	WEIL 234 FLG 280	Hebblethwaite, Benjamin John

Contact E-mail: hebble@ufl.edu

Required or recommended texts:

Title: MASTERS OF THE DEW Author: JACQUES ROUMAIN	ISBN: 0435987453 Edition:	Cover: N/A Copyright:	Publisher: HEINEMANN This text is required
Title: POETRY OF HAITIAN INDEPENDENCE (ENGLISH AND FRENCH EDITION) Author: DORIS Y. KADISH (EDITOR), DEBORAH JENSON (EDITOR), NORMAN R. SHAPIRO (TRANSLATOR), EDWIDGE DANTICAT (FOREWORD)	ISBN: 0300195591 Edition:	Cover: hardback book Copyright: 2015	Publisher: YALE UNIVERSITY PRESS; This text is required
Title: LOVE, ANGER, MADNESS: A HAITIAN TRIPTYCH Author: MARIE VIEUX-CHAUVET	ISBN: 0812976924 Edition:	Cover: paperback book Copyright: 2010	Publisher: MODERN LIBRARY This text is required
Title: HIDDEN MEANINGS: TRUTH & SECRET IN HAITI'S... Author: WALLY TURNBULL	ISBN: 0967993768 Edition: ANY	Cover: N/A Copyright:	Publisher: LIGHT MESSAGES This text is required
Title: DÉZAFI (CARAF BOOKS: CARIBBEAN AND AFRICAN LITERATURE TRANSLATED FROM THE FRENCH) Author: FRANKÉTIENNE	ISBN: 0813941385 Edition:	Cover: hardback book Copyright: 2018	Publisher: UNIVERSITY OF VIRGINIA PRESS This text is required

The following texts should be purchased at the University Bookstore, other Gainesville booksellers, ordered online, or checked out from the library, etc.

GRADE DISTRIBUTION:

Summary of grading

1. Attendance & participation/in-class discussion (5%)

2. Weekly comprehension quizzes (20%)
3. 1 in-class Midterm Exam (15%)
4. One 1,500-word Critical Analysis paper (20%)
5. One 500-word Book Review (10%)
6. 1 in-class Final Exam (20%)
7. 2 in-class presentations (10%)

1. Attendance & Participation (5%)

Attendance: Attendance is mandatory and will be assessed by class roll or sign-up sheet. Students will lose 1% from their final grade for every unexcused absence. Student who are late, lose .5% from their final grade for every late attendance. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class.

Participation: Students are expected to read and review the assigned readings before class. Each week will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose 1%. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade.

2. Weekly quizzes in class or on e-learning on the Canvas website (20%)

Students are expected to read the assigned readings the night before they are presented in class. The unit quiz is designed to test student reading comprehension. In the case of Canvas quizzes, students will have a 24-hour period within which to complete the unit quiz. The quizzes will be true or false, multiple choice, matching, short answer and short essay. These quizzes cannot be made up except in the case of an excused absence.

3. Midterm Exam (15%)

Method of assessment will be an in class exam (15% of the total grade). The exam will be comprised of short answer, multiple choice, true or false, matching, identification, and short essay questions based on readings, lectures and classroom discussion.

4. Critical Analysis Paper: 1,500 words (20%)

This assignment asks students to combine close reading skills with critical concepts and historical information introduced in supplemental readings. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence. See Canvas for detailed instructions.

The process:

- 1) First Draft submitted for instructor review **on paper and online on Canvas** .
- 2) First Draft returned by instructor within 1 week.
- 3) Second and Final updated and improved Draft submitted **online on Canvas** only.

5. Book Review paper: 500 words (10%)

For this assignment, students will select one of the required books on the syllabus and produce a 500-word book review about it. Students are expected to read at least 5 book reviews in *The New York Times* in order to get ideas about the style and register of review writing. The book review should read as though it were submitted to a newspaper.

The process:

- 1) First Draft submitted for instructor review **on paper and online on Canvas** .
- 2) First Draft returned by instructor within 1 week.
- 3) Second and Final updated and improved Draft submitted **online on Canvas** only.

6. Final Exam (20%)

Method of assessment will be an in class exam (20% of the total grade). The exam will be comprised of short answer, multiple choice, true or false, matching, identification, and short essay questions based on readings, lectures and classroom discussion.

7. Presentation (10%)

This assignment involves presenting about a specific part of one of the class readings. The part of the book you present on must also fall on the day you present! Look at pages 6 and 7 on the syllabus. Each "P:" icon represents a time slot for presenters.

Students have 15 minutes to present their part. A PowerPoint presentation is required. Slides should be attractive and uncluttered. Do not overcrowd PowerPoint screens with tons of words. Be succinct and straightforward. Students will be graded on their communication skills, insights, preparation, and ability to connect the reading to other readings in the class. Identify the genre, the type of writing, the themes, the characters and try to touch on how the work aspires to art and creative powers.

WRITING ASSESSMENT RUBRIC

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or

	basic understanding of sources.	appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

CLASSROOM POLICIES:

- **Makeup Policy:** Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), there will be no make-up option for missed exams, quizzes or late assignments. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes.
- **Unexcused Absence Policy:** Student will lose **1%** from their final grade for each unexcused absence.

- **Late Policy:** A class roll will be available for students to sign at the front of the class before class begins. If a student is late, he or she will have to sign the "late roll sheet" after class. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 0.5% from their final grade each time they arrive late.
- **Cell phone policy:** Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade (i.e. the student will be marked as absent).
- **Lap top policy:** Students may use laptops to take notes or read electronic textbooks. Wifi must be disabled in class. Students who use the Internet will be marked as absent and 1% will be deducted from the student's final grade (i.e. the student will be marked as absent).
- **Class Demeanor:** Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92-90 (3.67)	89-87 (3.33)	86-83 (3.0)	82-80 (2.67)	79-77 (2.33)	76-73 (2.0)	72-70 (1.67)	69-67 (1.33)	63-66 (1.0)	62-60 (0.67)	59- (0)

Note: There is no rounding up in this course. If you earn 92.99, your grade is A-

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities 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. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester (or days, in the case of the summer), but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

CLASS SCHEDULE, FALL 2018

Students should note that the schedule is a guideline and may change

MON		WED		FRI	
		August 22	Poetry: pp. 2-11	August 24	Roumain 1-4 Poetry: pp. 12-17
August 27	Roumain 5-6 Poetry: pp. 18-31	August 29	Roumain 6-7 Poetry: pp. 32-41	August 31	Roumain 8-9 Poetry: pp. 42-51 Quiz
September 3	LABOR DAY- NO CLASSES	September 5	Roumain 9-10 Poetry: pp. 52-63	September 7	Roumain 11-13 Poetry: pp. 64-83 Quiz
September	Roumain 14-15	September	Vieux-Chauvet,	September	Vieux-Chauvet,

10	Poetry: pp. 84-91	12	<i>Love, 3-34</i> Poetry: pp. 92-99	14	<i>Love, 34-67</i> Poetry: pp. 100-103 <u>Quiz</u>
September 17	Vieux-Chauvet, <i>Love, 67-107</i> Poetry: pp. 104-107	September 19	Vieux-Chauvet, <i>Love, 107-130</i> Poetry: pp. 108-111	September 21	Vieux-Chauvet, <i>Love, 130-156</i> <u>Quiz</u>
September 24	Vieux-Chauvet, <i>Anger, 159-195</i>	September 26	Vieux-Chauvet, <i>Anger, 196-213</i>	September 28	Vieux-Chauvet, <i>Anger, 214-228</i> <u>Quiz</u>
October 1	Vieux-Chauvet, <i>Anger, 229-252</i> Poetry: pp. 112-115	October 3	Vieux-Chauvet, <i>Anger, 253-284</i> Poetry: pp. 116-119	October 5	Poetry: pp. 120-149 <u>Quiz</u>
October 8	Vieux-Chauvet, <i>Madness, 289-312</i> Poetry: pp. 150-151	October 10	Vieux-Chauvet, <i>Madness, 312-340</i> Poetry: pp. 152-153	October 12	Vieux-Chauvet, <i>Madness, 340-360</i> Poetry: pp. 154-155 <u>Quiz</u>
October 15	Vieux-Chauvet, <i>Madness, 360-373</i> Poetry: pp. 156-157	October 17	MIDTERM REVIEW	October 19	<u>MIDTERM EXAM</u>
October 22	Turnbull, <i>Cautions and Council & Expression and Communication</i> Poetry: pp. 158-161	October 24	Turnbull, <i>Friends, Family and Relationships & Human Behavior</i>	October 26	Turnbull, <i>Fate, God and the Supernatural & Dealing with Hardships</i> <u>Quiz</u>

October 29	Turnbull, Food and Life & Getting By <u>Submit first draft of essay (1,500 words)</u>	October 31	Turnbull, Work and Employment & Virtues and Vices & Social Comparisons	November 2	HOMECOMING-NO CLASSES
November 5	Frankétienne, 1-2 Poetry: pp. 162-165	November 7	Frankétienne, 3-4 Poetry: pp. 166-179	November 9	Frankétienne, 5-6 Poetry: pp. 180-187 <u>Quiz</u>
November 12	VETERANS DAY-NO CLASSES	November 14	Frankétienne, 7-8 Poetry: pp. 188-195	November 16	Frankétienne, 9-10 Poetry: pp. 196-209 <u>Submit first draft of book review (500 words)</u> <u>Quiz</u>
November 19	Frankétienne, 11-12 Poetry: pp. 210-211	November 21	THANKSGIVING-NO CLASSES Poetry: pp. 212-213	November 23	THANKSGIVING-NO CLASSES
November 26	Frankétienne, 13-14 Poetry: pp. 214-217	November 28	Frankétienne, 15-16 Poetry: pp. 218-221	November 30	Frankétienne, 17-18 <u>Submit second draft of book review (500 words)</u> <u>Quiz</u>
December 3	FINAL EXAM REVIEW	December 5	<u>FINAL EXAM</u>		<u>Submit final draft of essay (1,500 words)</u> <u>Submit final draft of book review (500 words)</u>

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MON		WED		FRI	
		August 22		August 24	
August 27		August 29		August 31	
September 3	LABOR DAY-NO CLASSES	September 5		September 7	
September 10		September 12		September 14	
September 17		September 19		September 21	
September 24		September 26		September 28	
October 1		October 3		October 5	
October 8		October 10		October 12	
October 15		October 17		October 19	
October 22		October 24		October 26	
October 29		October 31		November 2	HOMECOMING- NO CLASSES
November 5		November 7		November 9	
November 12	VETERANS DAY-NO CLASSES	November 14		November 16	
November 19		November 21	THANKSGIVING- NO CLASSES	November 23	THANKSGIVING- NO CLASSES
November 26		November 28		November 30	
December 3		December 5			

