

Welcome to "Jamaican Creole, Reggae and Rastafari" for Spring 2021!

This class, JMT 3500 ("Jamaica in Translation 3500"), is also cross-listed with ANT 3930, AFA 3930 and LAS 3930. This course produces Gen Ed credits in Humanities and International

This course also completes the 2,000-word Writing requirement (make sure you are in a writing-section).

Introduction to your instructor: My name is Ben Hebblethwaite and I am an associate professor. I teach courses in the languages and cultures of Haiti, Jamaica and France at UF! I love to do research on the social sciences and the humanities. I have two books coming out in 2021. One called *Stirring the Pot of Haitian History*, with Mariana Past, and another called *A Transatlantic History of Haitian Vodou*.

Class Times: M,W,F | Period 6 (12:50 PM - 1:40 PM)

Mondays and Wednesdays, the class is **F2F (Room: [MAT 0118](#) and Online**

Fridays the class is **only Online**

Location: See the "Zoom Conferences" link on the left

Instructor Benjamin Hebblethwaite

Instructor email: hebble@ufl.edu

Office hours: Mondays and Wednesdays | 10:30-11:30 pm (See the **Online** "Zoom Conferences" link)

The Monday and Wednesday office hour is my preferred way to communicate but you can also send an email to hebble@ufl.edu

Please read this document about what is expected from our Zoom course:

[Accessibility score: High Click to improve Official Online Netiquette Guide](#)

What do you do if you have a problem with Canvas or Zoom?

Contact the UF Help Desk:
UF Computing Help Desk
Available 24 hours a day, 7 days a week
Phone: (352) 392-HELP (4357)

Email: helpdesk@ufl.edu

Web: <https://helpdesk.ufl.edu/> (Links to an external site.)

Here is the description and the objectives of this course:

Short Description

Using methods from linguistics, ethnomusicology, and religious studies, this course is a study of language, music, history, religion and culture in Jamaica. Students learn to read Jamaican Creole, they examine its structure, and they discover reggae songs and the Rastafari culture that link to the language.

Required books or audiobooks:

1. Barrett, Leonard. 1997. *The Rastafarians*. Boston: Beacon Press.
2. Chang, Larry. 2014. *Biesik Jamiekan*. Washington, DC: Chuu Wod.
3. White, Timothy. 2018. *Catch a Fire*. London: Omnibus Press. (Print or audio versions are good, see www.audible.com ([Links to an external site.](#)) from audio version).

Course Description

The study of Jamaican Creole is fundamental for understanding Jamaican people and the ideas expressed by the voices of reggae and Rastafari culture. Spreading through prophets, converts and reggae artists for the last seventy-five years, Rastafari has emerged as an important philosophy, spirituality, and lifestyle in Jamaica, Africa and the Jamaican and African Diaspora, including Florida. The advocates of Rastafari draw inspiration from Caribbean Ethiopianism, Garveyism, the Ethiopian Orthodox Tewahedo Church, and the monarchical and mythological traditions of His Imperial Majesty Haile Selassie I, in addition to African-Caribbean cultural influences, in order to enrich their lives with African-centered values and meanings.

Rejecting the legacies of colonialism and slavery, Rastafari promotes an African-centered philosophy that takes root in the ideas of African liberation and repatriation, literacy and education for social progress, separation from Western (*Babilan*) social, cultural, material, and political influences, reparations for the victims of the slave trade, egalitarianism (*I and I*), vegetarianism (*ital*) and herbalism, to name just a few Rastafari concerns. Rastafari's struggle for human rights, development, free speech rights, religious rights, racial and economic justice, and protections for medical, sacramental, and industrial cannabis and hemp have profoundly influenced Jamaican and societies all over the world. Since 2016, for instance, the cultivation and sacramental use of cannabis is protected for Rastafari in Jamaican law.

The teachings of the early twentieth century advocates of Ethiopianism—including Marcus Garvey, Robert Athlyi Rogers, Fritz Balintine Pettersburg and Leonard Howell—prepared the way for revelations by early Rasta preachers that Haile Selassie I or “Jah Rastafari” was the Messiah, the returned Christ, the cornerstone of the Rastafari faith. Crowned in 1930 as “King of Kings, Lord of Lords, Conquering Lion of the Tribe of Judah,” for the Rastafari, Haile Selassie I symbolizes the necessity and fulfillment of African sovereignty. Selassie I's and the Allies' successful struggle against Italian (“Roman”) fascism and imperialism, the monarch's long reign and international influence, his invitation of a Rastafari settlement in Sheshemane, Ethiopia, his visit to Jamaica in 1966, and his status as a figure of African dignity, stand as elements of a mythological system that is taking shape in this generation of Rastafari followers.

Since the mid-1960s, the Rastafari worldview has found expression in reggae music, and through globally acclaimed artists like Bob Marley, Peter Tosh, Bunny Wailer and Culture, the music and message has spread to the four corners of the earth. The popularization of reggae has elevated Jamaica as one of the leading global exporters of culture and music and it has helped vastly expand the audience of reggae and Rastafari.

Using methods from linguistics, ethnomusicology, historiography, religious studies and anthropology, this course is a study of language, music, ideas and culture in Jamaica and its Diaspora. Using Chang's (2014) *Biesik Jamiekan*, students will learn to read, listen to and speak basic Jamaican Creole by practicing the fundamentals in class and by examining the structure of the language through texts and songs. Reggae songs and the Rastafari culture they express form the building blocks of our Jamaican Creole linguistic and cultural research. In addition to reading an introduction to the history of reggae (*Reggae Scrapbook*), students will also read critical studies on Rastafari and reggae (*Chanting Down Babylon*).

Course Objectives

By the conclusion of the course, it is expected that students will:

- Analyze the structure of Jamaican Creole including its phonetics, syntax, morphology, lexicon and orthography.
- Demonstrate the ability to read and transcribe basic Jamaican Patwa.
- Interpret Jamaican Creole texts and associated reggae recordings. The class will analyze the history of Jamaican Creole and its relationship to European colonialism and linguistic creolization.
- Identify the relationship of Jamaican Creole to Jamaican cultural expressions like reggae and Rastafari, in addition to calypso, ska, rock steady, dancehall and other genres.
- Assess and categorize Rastafari culture including its history, theology, philosophy, lifestyle, and creative productivity.
- Analyze the socioeconomic and sociolinguistic dimensions of Jamaican Creole, reggae and Rastafari are examined.
- Evaluate the relationship between reggae music and Rastafari ideology and appraise the history and contributions of reggae artists to world culture.
- Identify, analyze and acquire the language and content of reggae songs through reading, listening, transcription and interpretation.
- Assemble information and formulate theories about Rastafari sects and the impact of Rastafari internationally (including Nyabingi, Twelve Tribes of Israel, Bobo Shanti, Ethiopian Orthodox, Christafari, etc.).
- Appraise the contributions of artists like Robert “Bob” Nesta Marley, Rita Marley, Peter Tosh, Bunny Wailer, Sister Carol, and others to the internationalization of Jamaican culture and language.

Assignment Descriptions (Total Points Possible: 1,000)

Midterm (100 points) [*Feedback within 1 week*]

Students will take the 50-minute midterm exam online. Note that 20% of the midterm is based on the weekly Bob Marley songs listed in the syllabus. Students are expected to listen to those songs in their own time at home.

Final (100 points) [*Feedback within 1 week*]

Students will take the 50-minute final exam online. Note that 20% is based on the weekly Bob Marley songs listed in the syllabus. Students are expected to listen to those songs in their own time at home.

1,500 Word Essay (300 points) [*Feedback within 2 weeks*]

This assignment asks students to write an analysis focused on one or overlapping aspects of Jamaican Creole, reggae and Rastafari, either separately or in some combination.

The 1,500-word essay should be structured with an **title, introduction**, including a **thesis statement, 3-6 numbered main section headings with boldface titles**, in-depth **analysis** in the passages, **short paragraphs, transitions** between paragraphs and sections, and a **conclusion** in order to assist the reader in following your arguments and ideas. The conclusion offers **new insights** while emphasizing the **main arguments** and the **thesis**.

The essay should follow the Endnote formatting found in *Chanting Down Babylon*, including placing bibliographical information in the Endnotes. You will not have a separate bibliography. Unlike *Chanting Down Babylon*, you are required to submit a **double-spaced, .12 font, Times New Roman** essay with the **word-count clearly noted below your name**. Failure to follow these guidelines results in a 3% reduction on the assignment.

The essay may examine linguistic, literary, cultural, historical, religious, ethno-musicological, sociological, anthropological, and other aspects of the course. Essays should include at least 4 print-sources, 4 reggae sources, and 3 online-sources. The essay should combine close reading and listening skills with critical concepts, scientific analyses, and historical and cultural information. The goal is for students to produce a strong conceptual argument supported by textual, audiovisual and contextual evidence. **Students can resubmit their essay** for additional points at the end of the semester.

1) 10 Minute Vlog Presentation about "The Rastafarians" by Leonard Barrett (50 points) [Feedback within 1 week]

This 10 minute prerecorded Vlog video assignment involves presenting on a Chapter or theme in "The Rastafarians" by Leonard Barrett. In addition to discussing the Chapter or theme from Barrett, each student is expected to utilize and cite one additional source that complements the presentation. That source can come from peer-reviewed or general interest web sources.

Students will record a 10 minute presentation on Zoom. An MP4 file should be saved and uploaded to Canvas. A Power Point presentation is required. Slides should be attractive and uncluttered. Do not overcrowd Power Point screens with excessive words. Be succinct and straightforward in your writing and speaking style.

Students will be graded on their communication skills, insights, preparation, and the ability to connect the Chapter to other readings relevant to our themes. Identify the main arguments, the themes, the key ideas, and also controversial aspects of the discussion, if any. You will only have 10 minutes so you will have to select the most important material. After you upload your work, you are required to write a substantive comment on the presentations in your group.

2) 10 minute Vlog Reggae Song Presentation (50 points) [Feedback within 1 week]

This assignment involves presenting a Jamaican Patwa reggae song in a pre-recorded Vlog. The presentation of the song, its lyrics, the meanings of the song and the artist will form a 10 minute presentation that is shared for the entire class. The presenter should listen to the song carefully and numerous times looking for nuances. The lyrics (see www.jah-lyrics.com, ([Links to an external site.](#)) ([Links to an external site.](#)) for example) and the highlights of your analysis should be included in a Power Point file that you share during your presentation. The Vlog can be filmed and recorded on Zoom and then uploaded as an MP4 video file for the entire class.

A PowerPoint (or similar/better) presentation is required. Slides should be attractive and uncluttered. Images should be included in the PowerPoint to provide context. Students will be graded on their communication skills, insights, preparation, and ability to connect the course readings and discussions to their presentation and the reggae lyrics they selected for transcription and analysis. **The transcribed reggae song is submitted online.**

3) 10 Minute Presentation about Bob Marley and the book, "Catch a Fire" (50 points) [Feedback within 1 week]

In this prerecorded video Vlog presentation, the student will select one of Bob Marley's songs and relate its lyrics to the historical, biographical, cultural and linguistic context provided by Timothy White's "Catch a Fire" biography.

Presenters should use a Power Point. The lyrics of the Bob Marley song should be displayed and analyzed based on the book. In this presentation, the student will first play Bob Marley's song while displaying the lyrics. Next, she or he will analyze the meaning of the lyrics and relate the discussion to Timothy White's discussions.

As a presenter you should assume that your viewers know little about Bob Marley or Timothy White's biography. Try to read between the lines and help your viewers understand the power and poignancy of Marley's song.

The presenter can include photographs of Bob Marley as well as well as information about the discography.

After uploading the Vlog, group members are expected to write substantive comments on the file.

500-word reggae album review (100 points) [*Feedback within 2 weeks*]

The 500-word reggae album review is designed to encourage 'close-listening' and engagement with a reggae album recording, in addition to recorded or published sources relevant to the focus album. Reviews are concise, probing, employing praise and critique in portions that suit the appraisal. A good review should reveal aspects of the artist's lyrics, message, style, quality and place within the larger reggae tradition. The review is submitted once on paper.

Quizzes (150 points)

There will be a quiz every fortnight focused on reviewing the material covered in class over the previous two weeks.

Attendance (100 points)

This means being present in our F2F or Online Zoom class meetings.

Evaluation of Grades

Assignment	Total Points	Percentage of Grade
Midterm	100	10%
Final	100	10%
1,500 Word Essay	300	30%
10 Minute Vlog Presentation about "The Rastafarians" by Leonard Barrett	50	5%
10 minute Vlog Reggae Song Presentation	50	5%
10 Minute Presentation about Bob Marley and the book, "Catch a Fire"	50	5%
500-word reggae album review	100	10%
Quizzes	150	15%
Attendance	100	10%
TOTAL	1000	100%

Grading Scale & GPA equivalent:

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.7-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60.0-63.3	D-	0.67
0-59.9	E	0.00

More information on grades and grading policies is here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Class requirements

In Jamaican Creole, Reggae and Rastafari, the major assignments are (1) the 1,500-word essay (2) and bibliography (not included in the word count); (3) three 10-minute vlog presentations (4) reggae album review (500 words plus bibliography), (5) a midterm, final and regular quizzes. These assignments constitute a range of specific writing forms, requiring different writing styles, approaches, and formats. In addition, three vlog presentations about Rastafari and Reggae constitutes a public synthesis:

- The 1,500-word essay is expansive and built upon a thesis statement and arguments arranged to enhance the reader's understanding. Students develop complex arguments, establish a claim and provide effective evidence. The claims in the proposal and research report are focused on relevant aspects of Jamaican Creole, reggae and Rastafari.
- The annotated bibliography is oriented to categorization, organization, format and style.
- The transcription part of the Reggae song presentation requires immersive listening and transcribing of lyrical content by means of Jamaican Patwa's spelling system; transcription is analytical, requiring the transcriber to connect the sounds of Patwa to the official spelling of Jamaican Creole. As beginners, this is difficult by try your best! (see the Larry Chang textbook and *Di Jamiekan Nyuu Testament*)
- The individual Vlog presentations for classmates about (1) Barrett's book "The Rastafarians," (2) a Reggae Song of your choice and (3) a Bob Marley song in the context of White's book "Catch a Fire," calls for organization, preparation and public speaking.
- The 500-word reggae album review requires selecting a Jamaican reggae album to be listened to analytically in order to offer an insightful critique of its strengths and weaknesses. A good album review examines the recording's lyrical, thematic, cultural and musical underpinnings in the context of "inter-musical" (intertextual) influences.
- The submission should be a high quality draft. The instructor marks the essay for content, cohesion, organization, argument, style, spelling, format, sources, creativity, and originality. The student may resubmit her or his work in a final draft with all changes, additions and deletions indicated by means of "Track Changes" in MS Word in order to receive additional points not exceeding 5%.

Therefore, at the end of this course, students will fulfill the course objectives in several ways:

1. Demonstrate knowledge of the content of Jamaican Patwa language, the form and content of reggae music, and the influence of Rastafari culture on both
2. Produce original, critical analyses of Jamaican Patwa language or culture, using different methods of interpretation and analysis, while identifying and interpreting formal, historical or cultural elements in the Jamaican Patwa texts.
3. Evaluate Jamaican Creole and its expression in song, culture and religion.
4. Document and transcribe Jamaican Creole texts and analyze reggae and Rastafari.
5. Critique and interpret reggae lyrics in the context of Rastafari and other important themes in Jamaican culture, including women's rights, the struggle for racial equality and justice, the legacies of slavery, colonialism and imperialism, sustainable development, among other themes.
6. Discuss Jamaican Creole, reggae and Rastafari's impact on individuals and society in Jamaica and globally
7. Analyze the linguistic structure and sociolinguistic situation of Jamaican Creole and the Rastafari culture.
8. Listen to, transcribe, translate and interpret Jamaican texts in order to develop skills in Jamaican Patwa and translation.
9. Review a Jamaican reggae album in order to develop skills in writing reviews.

Student Learning Outcomes

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 Jamaican Creole, reggae and Rastafari through reading, listening and analyzing course content. Achievement of this learning outcome will be assessed through an essay abstract, an essay, a bibliography, song transcription and translation, an album review, quizzes and a midterm and final exam.
- *Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.* Students will participate in class discussions throughout the semester to reflect on assigned readings and listening activities. Achievement of this learning outcome will be assessed through student discussions during class time. Students will also present their transcription and translation project to their peers, an activity that encourages public communication.
- *Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* Students will prepare an abstract, an essay, and an album review that emphasize critical thinking about Jamaican Creole, reggae music, and Rastafari ideology and their intersections with Jamaican and international culture and society. Students are expected to read critical, peer-reviewed sources in order to present multiple points of view as they construct a strong argument for their claims that takes into account competing approaches. Achievement of this learning outcome will be assessed by means of the essay abstract, the essay, the album review, and the midterm and final exams.

Recommended resources for Rastafari and reggae history

- Spencer, William David, Adrian Anthony McFarlane, and Nathaniel Samuel Murrell. Chanting down Babylon : The Rastafari Reader. Temple
- Steffens, Roger and Peter Simon. (2015). *Reggae Scrapbook*. San Rafael, California: Insight Editions.

- Athlyi Rogers, Robert. (1924 [2015]). *The Holy Piby: The Black Man's Bible*. Edited by W. Gabriel Selassie I. Los Angeles: Orunmilla
- Hill, Robert. (2001). *Dread History: Leonard P. Howell and Millenarian Visions in the Early Rastafarian Religion*. Chicago: Frontline.
- Howell, Leonard. (1935 [1995]). *The Promised Key*. Introduction by Ras Miguel. Kingston: Jamaica.
- Garvey, Marcus. (1923 & 1925 [1986]). *The Philosophy & Opinions of Marcus Garvey: Or, Africa for the Africans*. Compiled by Amy Jacques Garvey. Dover, Mass: The Majority Press.
- Selassie I, Haile. 2000. *Selected Speeches of Haile Selassie*. New York: One Drop Books.
- Pettersburg, Fitz Balintine. (1925 [2017]). *The Royal Parchment Scroll of Black Supremacy*. Edited by W. Gabriel Selassie. Los Angeles: Orunmilla, Inc.
- 2012. *Di Jamiakan Nyuu Testament*. The Bible Society of the West Indies. <https://www.bible.com/bible/476/MRK.1.JNT> (Links to an external site.)
- Pollard, Velma. 2000. *Dread talk: the language of Rastafari*. Montreal: McGill- Queen's University Press.
- Daynes, Sarah. (2010). *Time and memory in reggae music: the politics of hope*. Manchester, UK: Manchester University Press
- Marley, Bob. 2001. *Complete lyrics of Bob Marley: songs of freedom*. London: Omnibus.

Recommended Materials

Modern Language Association of America. 2008. *The MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York: Modern Language Association.

General Rubric: This will be used for all writing and presentation assignments.

*modified from UC Davis composition rubric

	A: 90 – 100	B: 80 – 90	C: 70 – 80	D: 60 – 70	E: < 60
Ideas (40pts)	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. (36-40)	A solid paper or presentation, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. (32-36)	Paper or presentation responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. (28-32)	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. (24-28)	Does not respond to the assignment. Lacks central idea. (0-24)
Organization and	Logically structured paper	Shows a logical progression of	Lists ideas or includes central	Random organization with	No organization

Coherence (30pts)	or presentation for its purpose. Paper or presentation guides the reader or listener through a progression of ideas. (27-30)	ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper or presentation. (24-27)	ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. (21-24)	no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. (18-21)	lacks coherence. (0-18)
Support (10pts)	Uses evidence appropriately and effectively. (9-10)	Begins to offer reasons to support paper or presentation's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. (8-9)	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. (7-8)	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. (6-7)	Uses irrelevant details or lacks supporting evidence. (0-6)
Style (10pts)	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. (9-10)	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. (8-9)	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. (7-8)	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. (6-7)	Awkward sentences throughout. Misuse of words. Inappropriate language. (0-6)
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. (9-10)	Contains a small amount of errors that challenge the reader or listener, but don't interfere with understanding. (8-9)	Several mechanical errors that interfere with meaning, but don't impede overall understanding. (7-8)	Many mechanical errors that challenge meaning. Hard to understand connections. (6-7)	Many mechanical errors making it impossible to understand. (0-6)

Privacy and Data Protection

All student data is kept private within Canvas. No lectures are recorded to ensure student privacy.

Class Attendance and Make-Up Policy

Class attendance is expected. Every unexcused absence will result in a 5-point (0.5%) reduction in the final grade. Therefore 4 absences are equivalent to 2% reduced from the final grade. Each late arrival to class will result in a 2.5-point (.25%) reduction in the final grade.

Late work is penalized at a reduction of 5% per class period if work is not turned in at the beginning of class.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)

Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation.

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/ (Links to an external site.)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, 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/results/> (Links to an external site.)

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.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge that 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/> (Links to an external site.)) 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 in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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.

Privacy Policies

<https://www.instructure.com/policies/privacy> (Links to an external site.)

<https://www.instructure.com/canvas/accessibility> (Links to an external site.)

<https://zoom.us/privacy> (Links to an external site.)

<https://zoom.us/accessibility> (Links to an external site.)

Important links to the Office of Academic Support Services, Student Life Success Services, and Academic Advisors.

<https://oas.aa.ufl.edu/services/> (Links to an external site.)

<https://www.ufl.edu/student-life/success-services/> (Links to an external site.)

<http://www.ufadvising.ufl.edu/college-remote-advising-contacts/> (Links to an external site.)

Course Evaluation information

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> (Links to an external site.). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/> (Links to an external site.). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.” (Links to an external site.)

Course Summary:

Date	Details	
Mon Jan 11, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Wed Jan 13, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Jan 15, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Page Module 1	to do: 11:59pm
Mon Jan 18, 2021	Calendar Event Office Hours	10:30am to 11:30am
Wed Jan 20, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Jan 22, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Assignment Quiz 1 2020	due by 11:59pm
Sat Jan 23, 2021	Page Module 2	to do: 11:59pm
Mon Jan 25, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class	12:30pm to

Date	Details	
Wed Jan 27, 2021	MWF 12:50-1:40 pm	2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
Fri Jan 29, 2021	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Sat Jan 30, 2021	Page Module 3	to do: 11:59pm
Mon Feb 1, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Office Hours	10:30am to 11:30am
Wed Feb 3, 2021	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Feb 5, 2021	Assignment 500-word reggae album review	due by 11:59pm
	Assignment Quiz 2 2020	due by 11:59pm
	Page Module 4	to do: 11:59pm
Mon Feb 8, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class	12:30pm to

Date	Details	
Wed Feb 10, 2021	MWF 12:50-1:40 pm	2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
Fri Feb 12, 2021	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:30pm to 1:30pm
Sat Feb 13, 2021	Page Module 5	to do: 11:59pm
Mon Feb 15, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Office Hours	10:30am to 11:30am
Wed Feb 17, 2021	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Feb 19, 2021	Page Module 6	to do: 11:59pm
	Assignment Quiz 3 2020	due by 11:59pm
Sat Feb 20, 2021	Calendar Event Office Hours	10:30am to 11:30am
Sun Feb 21, 2021	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to
Mon Feb 22, 2021		

Date	Details	
Wed Feb 24, 2021	Calendar Event Office Hours	1:50pm 10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Feb 26, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Sat Feb 27, 2021	Page Module 7	to do: 11:59pm
Mon Mar 1, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Wed Mar 3, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Thu Mar 4, 2021	Assignment Online Midterm Exam (100 points)	due by 12:45pm
Fri Mar 5, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Sat Mar 6, 2021	Page Module 8	to do: 11:59pm
Mon Mar 8, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Wed Mar 10, 2021	Calendar Event Office Hours	10:30am to

Date	Details	
		11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Mar 12, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Assignment 10 Minute Vlog Presentation about "The Rastafarians" by Leonard Barrett	due by 11:59pm
Sat Mar 13, 2021	Page Module 9	to do: 11:59pm
Mon Mar 15, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Wed Mar 17, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Mar 19, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Assignment 10 minute Vlog Reggae Song Presentation	due by 11:59pm
	Assignment Transcribed Reggae Song Portal	due by 11:59pm
Sat Mar 20, 2021	Page Module 10	to do: 11:59pm
Mon Mar 22, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to

Date	Details	
		1:50pm
	Assignment Quiz 4: Catch a Fire 9 10 11	due by 11:59pm
Wed Mar 24, 2021	Calendar Event Office Hours	10:30am to 11:30am
Fri Mar 26, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Sat Mar 27, 2021	Page Module 11	to do: 11:59pm
Mon Mar 29, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Wed Mar 31, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Apr 2, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Assignment Quiz 6 2020	due by 11:59pm
Sat Apr 3, 2021	Page Module 12	to do: 11:59pm
Mon Apr 5, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Assignment Essay advanced draft of your 1,500-word essay	due by 11:59pm
Wed Apr 7, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and	10:30am to

Date	Details	
	Rastafari	11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
Fri Apr 9, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
Sat Apr 10, 2021	Page Module 13	to do: 11:59pm
Mon Apr 12, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Wed Apr 14, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Fri Apr 16, 2021	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
	Assignment 10 Minute Vlog Presentation about Bob Marley and the book, "Catch a Fire"	due by 11:59pm
	Assignment Quiz 7 2020	due by 11:59pm
Sat Apr 17, 2021	Page Module 14	to do: 11:59pm
Mon Apr 19, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to 1:50pm
Wed Apr 21, 2021	Calendar Event Office Hours	10:30am to 11:30am
	Calendar Event OFFICE HOURS Jamaican Creole, Reggae, and Rastafari	10:30am to 11:30am
	Calendar Event Jamaican Creole, Reggae, and Rastafari class MWF 12:50-1:40 pm	12:30pm to 2:15pm
	Calendar Event Jamaican Creole, Reggae and Rastafari	12:50pm to

Date	Details	
	Assignment Quiz 5 2020 End of "Catch Fire"	1:50pm due by 11:59pm
	Page Module 15	to do: 11:59pm
Fri Apr 23, 2021	Assignment Essay Final Draft	due by 11:59pm
	Assignment Final Exam 2020	due by 11:59pm
	Assignment Online Final Exam (100 points)	due by 11:59pm
	Calendar Event University of Florida GatorEvals – Fall 2020	11:59pm
	Calendar Event University of Florida GatorEvals – Fall 2020	11:59pm
	Assignment Roll Call Attendance	

January 2021

Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27 December 2020 27 Previous month	28 December 2020 28 Previous month	29 December 2020 29 Previous month	30 December 2020 30 Previous month	31 December 2020 31 Previous month	1 January 2021 1	2 January 2021 2
3 January 2021 3	4 January 2021 4	5 January 2021 5	6 January 2021 6	7 January 2021 7	8 January 2021 8 Today	9 January 2021 9
10 January 2021 10	11 January 2021 11 Click to view event details	12 January 2021 12	13 January 2021 13 Click to view event details	14 January 2021 14	15 January 2021 15 Click to view event details	16 January 2021 16
17 January 2021 17	18 January 2021 18 Click to view event details	19 January 2021 19	20 January 2021 20 Click to view event details	21 January 2021 21	22 January 2021 22 Click to view event details	23 January 2021 23 Click to view event details
24 January 2021 24	25 January 2021 25 Click to view event details	26 January 2021 26	27 January 2021 27 Click to view event details	28 January 2021 28	29 January 2021 29 Click to view event details	30 January 2021 30 Click to view event details
31 January 2021 31	1 February 2021 1 Next month Click to view event details	2 February 2021 2 Next month	3 February 2021 3 Next month Click to view event details	4 February 2021 4 Next month	5 February 2021 5 Next month Click to view event details	6 February 2021 6 Next month Click to view event details

Assignments are weighted by group:

Group	Weight
Assignments	10%
500-word reggae album review	10%
1,500-word essay	30%
10 Minute Vlog Discussion Group Presentation	15%

Group	Weight
Final Exam	10%
Midterm exam	10%
Quizzes (10 questions per quiz)	15%
Total	100%