

# GLOBAL CARIBBEAN

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Spring 2019

MWF 11:30 am-12:35 pm; x: Tu 12:15-1:05

Location: Silsby 113

Professor: Chelsey L. Kivland

E-Mail: ckivland@dartmouth.edu

Phone: (603) 646-3334

Office: Silsby 410

Office Hours: Th 9 am – 11 am, or by appointment (*Please sign up on sheet outside office door.*)

## Course Description

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Paradise or plantation? Cultural destination or economic periphery? Capitalist birthplace or IMF delinquent? From the Columbian conquest to contemporary tourism, the Caribbean has borne the burdens and opportunities of being an intercontinental crossroads. Colonial governments, enslaved Africans, indentured servants, and foreign settlers have all made the Caribbean an exemplar of modernity and globalization—for better or worse. Drawing on social scientific, literary, and policy texts, this course offers an historically deep and geographically broad anthropology of the Caribbean.

We will examine the colonial and postcolonial Caribbean, with a focus on the transnational processes of exploitation and development that have shaped the islands' cultures and histories. We will simultaneously explore “local” ideas about nationhood, labor, art, race and gender/sexuality, which both justify and challenge these processes. We will tack between the past and the present, in order to better understand the relationship between historical and contemporary forces; and we will travel across islands with different colonial histories and languages, in order to better understand their points of convergence and divergence within a shared Caribbean landscape

## Goals

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- Describe with confidence the key theoretical players, issues, and approaches in the anthropology of the Caribbean.
- Demonstrate knowledge of Caribbean history and cultures as related to global processes of development and exploitation.
- Articulate and appreciate the ways people of the Caribbean have interpreted and responded to these global processes.
- Develop the analytic and research competencies to produce a quality research, policy, or creative paper.

# Expectations, Ethics, and Norms

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## Course Structure

Although ANTH 3 is a large introductory class, it is also meant to be an **engaged and experiential space**. Most weeks will include a combination of interactive lectures, small group work, discussion of readings and films, and time for time for ethnographic engagement and reflection.

## Respect: Academic Discourse, Class Climate, and Inclusivity

A core social value in anthropology is **respect**. Acting with respect means honoring the worth of each person and their contributions to the community. In this classroom, you are likely to encounter ideas that you find surprising or even uncomfortable. You should feel free to express yourself; at the same time, you should also feel free to—respectfully—challenge ideas with which you disagree. This means listening and responding to each other with attentiveness, sincerity, appreciation, and empathy. It means recognizing that our diverse backgrounds and perspectives broaden our understandings of and abilities to address the social issues that concern us all.

## Presence, Absence, and Tardiness

Daily attendance is imperative. I will excuse one absence and any in-class exercise on that day, no matter the reason. If you miss additional classes, you will forfeit any in-class assignments. Missing three or more classes will result in a zero for participation. If you do not miss any classes and are an active participant, this will positively and significantly impact your grade. If you need to miss more than one class for a school-sponsored activity, serious illness, or family emergency, please communicate this with me, so we can develop a plan. Other absences will not be excused. You are also expected to arrive to class on time and stay for the entire period (bathroom breaks excluded!). Unexcused tardiness and premature departures will be treated as absences, with participation grades affected as a result. *Please note* that absences and being late to class will be particularly disruptive and problematic for all involved during experiential sessions (e.g. at the Hood Museum or HOP). Finally, please note that I *do* use X-Hours – not every week, but occasionally – and you are expected to attend.

## Course Texts

- *Sweetness and Power*, Sidney Mintz
- *AIDS and Accusation*, Paul Farmer
- *Brother, I'm Dying*, Edwidge Danticat

All books are available for purchase or through Baker-Berry Reserves. All articles or other media are available through Baker-Berry Reserves and/or accessible through Canvas. Films/videos/podcasts are available as streamed resources. Unless indicated, assume media should be watched or listened to before the designated class period. All media should be considered “texts.” You will be held accountable to them in discussion and papers.

You are required to do the readings *before* class on the date that they are assigned. You are also required to **bring hard copies** of the readings—that is, the books and printed articles—unless otherwise indicated by SAS. If printing documents or purchasing textbooks is cost prohibitive, please speak with me. Not bringing readings to class will *negatively* affect your participation grade.

## **Late Work**

The quarter system is a very fast-paced learning environment. Turning in assignments late creates a cascading problem for the student, peers who are collaborating on assignments, and me. If you demonstrate skillful advanced planning around “crunch times” in the term, I am willing to consider short-term extensions on core assignments. I will not grant extensions *after* a deadline has passed. Unless there is a critical problem and/or this issue has not been communicated with me in advance, **I will deduct 5% of the grade for each day an assignment is late.**

## **Electronics in the classroom**

**Please refrain from using cellphones or laptops in the class**, barring special accommodations from SAS or permission from me. Good data show that taking notes by hand improves learning and retention compared to taking notes on a laptop. Plus, laptops can be distracting (to others and you). There may be specific classes where laptops will be helpful, and I will inform you of this in advance. If I see you using you an electronic device without permission, I may not say anything, but this will negatively affect your participation grade.

## **Email and Communication**

In a never-ending attempt at productivity and sanity, I try to limit my time spent emailing. My preferred method for communicating with students is **face-to-face** during office hours. Please sign up using the signup sheet in the cubby next to my office door. I am also happy to address minor concerns before or after class. As much as possible, please aim to communicate with me face-to-face. If this is not possible, students may also email me. Please recognize that email is another place to practice respect and to maintain reasonable expectations. I try to reply to emails or follow up in class within 24 hours, excluding weekends when I will be offline. If you have a seriously urgent issue, please note this in your email subject line and/or drop by my office, and also be in touch with your class dean.

## **Dartmouth Policies and Resources**

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### **Academic Honor**

You are reminded that the Academic Honor Principle applies to all work done in and outside of class. Research papers and take-home essays, if applicable, must contain citations to any content obtained from others. For guidelines, see Sources and Citations at Dartmouth: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>.

### **Student Accessibility and Accommodations**

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office in Carson Hall 125 or by phone: 646-9900 or email: [Student.Accessibility.Services@Dartmouth.edu](mailto:Student.Accessibility.Services@Dartmouth.edu).

Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

## **Religious Observances**

Some students may wish to take part in religious observances that fall during this academic term. Should you have a religious observance that conflicts with your participation in the course, please come speak with me before the end of the second week of term to discuss appropriate accommodations.

## **Learning Resources**

Academic Skills Center (ASC): Open to the entire Dartmouth community, the ASC assists students in achieving their academic goals through tutoring and learning skills trainings.

Research Center for Writing, and Information Technology (RWIT): RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.

Dartmouth College Library: The Dartmouth College Library provides support through subject area specialization, course materials and reserves, reservable learning spaces, workshops & classes for students, research, scholarly publication, copyright, media, book arts, and more. The Library's Research Guides by subject area and your discipline's subject librarian are sources of specialized help for your course and students.

## **Bias and Discrimination**

There are several avenues at Dartmouth for students to report experiences of bias or discrimination in the classroom, during class-related activities, or on campus. You can bring your experience and concerns to me or to the chair of the department. Another option is to submit a Bias Impact Report. You can leave your name or remain anonymous on this report. A third option is to report the incident to the Ethics Hotline, a third-party system that allows people to bring complaints and concerns forward anonymously. If you have concerns about sexual discrimination or misconduct, you are encouraged to contact the Title IX Coordinator. For more information and resources on these matters, you can contact the Office of Leadership and Pluralism.

## Course Requirements

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### I. “Participation”: Attendance, Attentiveness, and Intellectual Engagement—10% of grade

This class will involve significant participation. I recognize that there are different ways to demonstrate intellectual engagement in course material: speaking up in class during lectures; participating thoughtfully in small group work; putting care into your written assignments; performing well on examinations; being a warm and attentive person in the room; coming to office hours. None of these modes of engagement is mutually exclusive, nor do I expect that each of you will choose to participate in the same ways all the time. However, I believe it is pedagogically important for you to process what you are learning each week through active participation. As such, I will evaluate your participation. This includes noting your attendance and contributions to discussions. There will also be opportunities for you to attend and report on extracurricular activities in formal ways and informal discussion. Finally, there will be several in-class activities and assignments, graded on a complete/incomplete basis. These cannot be made up and will only be excused in special cases. At the mid-term and the end-term, you will be asked to self-evaluate your participation, which I will average with my own assessment. Please see above note on “Presence, Absence, and Tardiness” for more information on this requirement.

### II. Reading Groups and Class Facilitation—30% of grade

#### *Reading Group:*

Each of you will be assigned to a **reading group** with one or more of your classmates. These reading groups will be listed in Canvas. This group will form a core aspect of engagement and participation for the class and will help create an intellectual *esprit de corps* among the group as a whole.

There will be 9 reading groups in the course: Groups 1,2, and 3 will be responsible for **posting responses** by 8am the day of the first class of the week (Mon); Groups 4,5, and 6 will be responsible for posting by 8am before the second class of the week (Wed); Groups 7,8, and 9, will be responsible for posting by 8am before the third class of the week (Fri). **You are required to post from week 2 through week 9 of the course, for a total of 8 posts.**

For your posts, you are encouraged to meet face-to-face for at least 30 minutes to discuss and craft a **collective short response** (1 single-spaced page) to the readings or films for that day. Please post your responses on Canvas in the discussion board, and also **bring a hard copy** to class to submit to the professor before the class starts. For days with two or more items to read or watch, you may focus on one in your post. The post may focus on one of the following points, or address a combination of them:

1. What is the author’s argument and why does this argument matter?
2. Where are the holes or questions? What don’t you agree with? What was unclear?
3. How can you connect this reading to another core reading for the course and why is this connection significant?
4. How can you relate this reading to a real-world issue and why is this relevant?

Reading group work, reflected in weekly posts and in a brief peer-evaluation of the group at the end of the term, are worth 20% of your grade. Posts will be graded on a check scale, along with narrative feedback: (1) check plus/10 points: your response is clearly formulated, accurate, and in addition to demonstrating a sound understanding of the reading/concepts, makes novel insights about their relevance to other readings or real world issues; (2) check/9 points: your response is mostly correct, demonstrates familiarity with the reading, but fails to interpret the readings in relation to their scholarly or policy implication; (3) check minus/8 points: the response demonstrates some familiarity with reading, but contains errors, is incompletely or awkwardly formulated, or does not move beyond summary; (4) minus/7 points: the response demonstrates inadequate familiarity with the readings; (5) zero: you did not turn in something that qualifies as a response. These will be turned into a scaled percentage for this portion of the class at the end of the term. Your peer evaluation will be counted as one response and factored into the grade.

### *Class Facilitation:*

Once during the term, your reading group will be tasked with **facilitating a class session**. Your job will be to **engage** your fellow students in the material and to **connect** the class material to the theme of the week. How you choose to meet these two goals is up to you. You are required to turn in an **individual 500-word narrative after the class session you facilitate** in which you reflect on how you and your other Reading Group members handled the facilitation. This will be turned in as a hard copy to the professor. Class facilitation is worth 10% of your grade, using a 100-point scale with narrative feedback as necessary.

## **III. Course Paper—60% of grade**

Students will either write an independent research paper, an independent creative essay, or a collaborative policy paper. All papers must make substantive use of course readings and include some additional materials gathered through independent research. Class time will regularly be devoted to covering the information and skills you need to complete this assignment successfully. This task is broken down into three graded components. All assignments related to this paper should be submitted **in class in hard-copy format**.

*Track 1. Independent Research Paper:* Students in this track will write a research paper (10 to 12 pages, excluding title page, abstract, and references) on a relevant and manageable topic. Research papers will address some aspect of Caribbean social life. This paper should be modeled on an academic journal article. You should mainly use class readings but should also refer to other academic sources. A short paper proposal (1-2 single-spaced pages) describing your topic and your approach is due in class the first session of week five. This proposal will be checked for completion and narrative feedback will be provided. In the first session of week seven, you will submit an annotated bibliography (10 sources) and a “seed paper” (4-5 double-spaced pages), which will define the problem or area you want to address, identify the intellectual debate that is relevant to it, and engage in some preliminary analysis of your material. This seed paper will be graded using a check scale with narrative feedback. This paper will provide the basis for your final paper. Final papers will be due during the finals period, graded using a 100-point scale and narrative feedback if desired. The components are weighted as follows: (i) Proposal (5%); (ii) Seed Paper (10%); (iii) Annotated Bibliography (10%); Final Paper (30%)

*Track 2. Independent Creative Essay:* Students in this track will use a genre of creative writing to bring an aspect of Caribbean culture to life. You will craft a memoir, short story, play, screenplay, poetry collection, or other work of literary art (10 to 12 pages, excluding title page, abstract, and references). Creative essays should incorporate at least one core ethnographic text from the class (book, article, or film, and one social theory framework to which you have been exposed through course material. (The social theory may, but need not, emerge from the same source as the ethnographic example. It could also be from another text or from lecture.) The essay itself should illuminate an aspect of Caribbean history, culture, or politics, by which I mean making it “come alive” in terms of its anthropological significance and social relevance. A short paper proposal (1-2 single-spaced pages) describing your idea and your approach is due in class the first session of week five. This proposal will be checked for completion and narrative feedback will be provided. In the first session of week seven, you will submit an annotated bibliography (10 sources) and a “seed paper” (4-5 pages). Although you only need to use one course text in the essay; you are also asked in the annotated bibliography to reflect on how other texts, from class or beyond, influenced your essay’s style, approach, and analysis. The “seed paper” will define the cultural aspect you want to address, experiment with your genre of choice, and engage in some preliminary writing of the essay. This seed paper will be graded using a check scale with narrative feedback. This paper will provide the basis for your final paper. Final papers will be due during the finals period, graded using a 100-point scale and narrative feedback. The components are weighted as follows: (i) Proposal (5%); (ii) Seed Paper (10%); (iii) Annotated Bibliography (10%); (iv) Final Paper (30%)

*Track 3. Collaborative Policy Paper:* Working in small groups (2 to 3 students), students will write a policy paper (25-30 pages, excluding title page, abstract, and references), which addresses a social problem, provides an anthropologically informed analysis, and proposes an intervention. While you must use class readings for the policy paper, it is expected that much of your source material will come from independent research. Successful policy papers will not be of the one-size-fits-all variety but will display an understanding of the problem and means of intervention within a rich cultural and historical context. A paper proposal (about 4 single-spaced pages) describing your topic and approach, as well as group tasks, is due in class the first session of week five. This proposal will be checked for completion and narrative feedback will be provided. In the first session of week seven, *each* student will submit a descriptive outline of their task (4-5 double-spaced pages), and the research group will submit an annotated bibliography (20 sources). This assignment will be graded using a check scale with narrative feedback, and it will provide the basis for your final paper. Final papers will be due during the finals period, graded using a 100-point scale and narrative feedback. The components are weighted as follows: (i) Proposal (5%); (ii) Descriptive Outline (10%); (iii) Annotated Bibliography (10%); (iv) Final Paper (30%)

*Presentations:* The last class sessions will be devoted to short presentations about your final papers. These presentations are meant to provide a forum for sharing your research and offering areas for further inquiry. Format and length will depend on paper format. The presentations will account for 5% of your grade.

*Library Research Assistance.* Amy Witzel, Baker-Berry’s anthropology bibliographer, can help with library research at any stage of your project. Feel free to contact her directly with questions or to schedule an appointment [Amy.L.Witzel@dartmouth.edu].

## Weekly Course Schedule

*Note on Schedule:* The schedule posted below is **provisional** by design. I like to allow some flexibility to respond to student interests, current events, and other influences. Our readings may expand, contract, or shift within reason throughout the term. The final word for what is due will be posted in Canvas (“Course Schedule and Readings”), or come from me during the previous class period. If you have questions, please ask me!

### WEEK 1: MAKING THE CARIBBEAN

Monday: Introduction to the Course

Wednesday: Sugar and Slavery

Readings: Mintz, Sidney, *Sweetness and Power*, Introduction and Ch 1

Friday: Sugar and Slavery

Readings: Mintz, Sidney, *Sweetness and Power*, Ch 2  
Watch *Coolies, Sailors, and Settlers*

### WEEK 2: GLOBAL BEFORE GLOBALIZATION

Monday 4/1: The Making of the Global Economy

Readings: Trouillot, Michel-Rolph, "Motion in the System: Coffee, Color, and Slavery in Eighteenth-Century Saint-Domingue"

Wednesday 4/3: The Making of the Global Subject

Readings: Mintz, Sidney, *Worker in the Cane* (selections, ONLY Ch. 3, 8, and 9)  
Watch *The Price of Sugar*

Friday: The Unmaking of a Global History

Readings: Trouillot, Michel-Rolph, "An Unthinkable History," In *Silencing the Past*  
Kivland, blogpost on Jerry's response to \*\*\*\*hole comment

### WEEK 3: RETHINKING TOURISM

Monday: Being Toured

Readings: Kincaid, Jamaica, *A Small Place* (selections)  
Watch *The Toured*

Wednesday: Gender, Sex, and Tourism

Gregory, Steven, "Men in Paradise: Sex Tourism and the Political Economy of Masculinity," In *Race, Nature, and the Politics of Difference*  
Stout, Noelle, "Smarter Than You Think: Sex, Desire, and Labor Among Hustlers," In *After Love*



Friday: Sustainable Tourisms?

- Readings Catherine M. Cameron and John B. Gatewood, "Beyond Sun, Sand and Sea: The Emergent Tourism Programme in the Turks and Caicos Islands, 2008"  
Moore, Amelia "Islands of Difference: Design, Urbanism, and Sustainable Tourism in the Anthropocene Caribbean"

## WEEK 4: POLITICAL ECOLOGIES OF THE CARIBBEAN

Monday: The Neoliberal Legacy

- Readings Dupuy, "Globalization, the World Bank, and the Haitian Economy"  
Watch *Life and Debt*

Wednesday: The Ongoing Struggle for Sovereignty

- Readings Bonilla, Yarimar, *Non-sovereign Futures* (selection)  
Bonilla, Yarimar, "Why Would Anyone in Puerto Rico Want a Hurricane? Because Someone Will Get Rich"

Friday: Anthropocene Imaginaries and Possibilities

- Readings Catanese, Anthony V., "Rural Poverty and Environmental Degradation in Haiti, Occasional Paper on Environment and Development, 1991"  
Vaughn, Sarah, "Disappearing Mangroves: The Epistemic Politics of Climate Adaptation in Guyana"

## WEEK 5: THE STIGMA OF ILLNESS IN AN UNEQUAL WORLD

Monday: Structural Violence

- Readings Farmer, Paul, *AIDS and Accusation*, Ch. 2, 3, 4, 5, 6  
**\* Paper Proposals Due**

Wednesday: Rituals of Healing

- Readings Farmer, Paul, *AIDS and Accusation*, Ch. 7, 8, 9, 10

Friday: No Class

## WEEK 6: RACE, COLOR, AND HIERARCHY

Monday: Rituals of Stigma and Power

- Readings Farmer, Paul, *AIDS and Accusation*, Ch. 18, 19, 20, & 21

Wednesday: Afro-American Culture: Retention or Loss?

- Readings Yelvington, Kevin, "The Anthropology of Afro-Latin America and the Caribbean: Diasporic Dimensions"

Friday: *Race and Ethnicity after Indenture*

- Readings      Munasinghe, Viranjini, "Culture Creators and Culture Bearers"  
Mauer, Bill and Sylvia J. Martin, "Accidents of Equity and the Aesthetics of Chinese Offshore Incorporation"

**WEEK 7: THE CARIBBEAN AS METAPHOR**

Monday: *Discovering the Caribbean, anthropologically*

- Readings      Trouillot, Michel Rolph, "The Caribbean Region: An Open Frontier in Anthropological Theory"

**\*Seed Paper or Descriptive Outline Due, both with Annotated Bibliography**

Wednesday: *Creole as the Model of Our Times*

- Readings      Munasinghe, Viranjini, "Theorizing World Culture through the New World: East Indians and Creolization"  
Thomas, Deborah, "New Savage Slots, response to 'Viranjini Munasinghe's Theorizing World Culture through the New World: East Indians and Creolization'"

Friday: *Ontology and the Caribbean*

- Readings      Thomas, Deborah, "Time and the Otherwise: Plantations, Garrisons, and Being Human in the Caribbean"  
Watch *Four Days in May*

**WEEK 8: ARTS OF POWER AND RESISTANCE**

Monday: *Literary Politics and Poetics*

- Readings      Benitez-Rojo, Antonio, *The Repeating Island* (introduction)  
Murray-Romàn, Jeannine, "Rereading the Diminutive"

Wednesday: *Bodies of Power or Subversion?*

- Readings      Stolzoff, Norman, "Run Come Inna the Dance: The Dancehall Performance"  
Watch Dancehall Queen

Thursday x-hour: *Visit to Hood Art Museum*

Friday: *The Aesthetics of Rivalry and Subversion*

- Readings      Fischer, Lawrence, "Dropping Remarks and the Barbadian Audience"  
Kivland, Chelsey, "Sympathetic Education in Haiti: Jerry's Murals as a Scene of Pedagogic Identification."

## WEEK 9: MIGRATION AND VULNERABILITY

### Monday: *Disaster Capitalism*

Readings      Collier, Paul, "Haiti: From Natural Catastrophe to Economic Security, A Report to the Secretary General of the United Nations, 2009" (SKIM)  
                    Katz, Jonathan, *The Big Truck that Went By* (selections)

### Wednesday: *Paper Presentations*

Readings      Danticat, Edwidge, *Brother, I'm Dying* (read ahead, to discuss Friday)

### Friday: *Diaspora: When Nowhere is Safe*

Readings      Danticat, Edwidge, *Brother, I'm Dying* (finish for today)

## WEEK 10

### Monday: *To the research... No Class Today*

Readings      Whatever you need to read for your projects

### Wednesday: *To the research... Paper Presentations*

Readings      Whatever you need to read for your projects

**\*Final Papers Due Friday, May, 31<sup>st</sup>** (*submit hard copy to my office*)