

RACE, POWER, AND DEVELOPMENT IN GLOBAL HAITI

ANTH 50.4/AAAS 88.5/LACS 50.2

(AREA) *Dist: SOC; WCult: CI.*

Fall 2013; TuTh 2:00 to 3:50 (x-hour: Wed 4:15 pm); 105 Reed Hall

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Office Hours: Wed 1- 4 pm or by appointment

Haiti is a 90-minute flight from Miami, but it is a world away. It is routinely described as the *poorest and most unstable* country in the Western Hemisphere. And yet it has long been the world's test site for development *projects, humanitarian aid, and foreign military interventions?* Why does this contradiction exist? Why does development leave behind disaster? You will develop an answer in this course through critical readings, deliberative discussion, collaborative projects, and independent research. Over the term you will gain a comprehensive understanding of how the issues of race, gender, class, and nation impact Haitian society, and will, in turn, enrich your perspective on the enduring problems of inequality, insecurity, and political instability in Haiti. As a corollary to studying Haiti, we will also consider the problems and possibilities of various forms of engagement for understanding modern life and ameliorating social problems. This will include scholarship (e.g., ethnography, history, and statistical analysis), foreign aid (e.g., humanitarianism and development), and cultural critique (e.g., film, literary nonfiction, art, and music). We will visit the Hood to look at socially engaged Haitian art, watch a critical documentary, and welcome a performance and teach-in by a Haitian street band.

Pedagogical Goals

Students who successfully complete this course will:

- *analyze the current predicament of Haiti* from a perspective that is historically and critically informed
- *understand and develop a critical perspective on development* in Haiti
- *demonstrate knowledge of Haitian history and society* as related to the world system
- develop the analytic and research competencies to *produce a quality research paper*

Course Requirements

I. Contribution to Discussion (10% of grade). This class will be run as a seminar. It will consist of open, purposeful discussions, with lecturing on background material as appropriate. Its success thus depends on your preparation and participation. Your contribution will be a measure of how well you engage in and inspire constructive conversation and debate among your classmates. If you are not participating in discussion, you will be called upon to offer your opinion. I will grade your contribution on a pass/fail basis, providing constructive feedback as needed and also asking you to engage in self-assessment.

Missed classes. Daily attendance is imperative. I will excuse one absence. If you miss another class, you are expected to write a short response paper that covers the readings discussed in class (1 to 2 pages). Response papers should not recapitulate readings but rather provide an argument about the authors' points. If you are missing more than one class because of a personal crisis, you are required to speak with me to make personal arrangements for make-up work.

II. Discussion Questions and Presentations (30% of grade).

1. Students will prepare a short response to the readings of three class days. In a paragraph, write a succinct summation of the main points raised in the readings. Then detail at least three "talking points" for discussion. Talking points should be drawn specifically from quotes or paraphrases of points in the readings, and you are expected to provide citations. You must prepare your response before class and hand it in on the day of the readings. If you have prepared a response, you can expect to be called on to jumpstart or reorient class discussion. No additional research or reading is expected. A total of three responses must be turned in *before week ten*. These will be graded on a check scale: (1) check plus: your response is clearly formulated, accurate, and demonstrates a sound understanding of the reading/concepts; (2) check: your response is mostly correct, demonstrates some familiarity with reading, but is incomplete or awkwardly formulated; (3) check minus: the response is partially correct, demonstrates minimal familiarity with reading, or is poorly formulated; (4) zero: you did not turn in something that qualifies as a response. (20% of grade)
2. The last class sessions will be devoted to presentations about your final papers. These presentations are meant to provide a forum for sharing your research and offering areas for further inquiry. Length will depend on paper format. (10% of grade)

III. **Course Paper** (60% of grade). Students will either write an independent research paper or a collaborative policy paper. Both papers must be original papers prepared for this class only. All papers must make substantive use of course readings. Class time will regularly be devoted to covering the information and skills you need to complete this assignment successfully.

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 Haitian social life or of Haiti's place in the world. You should use class readings where appropriate but should also refer to other academic sources. A short paper proposal (about 1 page) describing your topic and your approach is due in class the first session of week five. This proposal will be checked for completion. In the first session of week seven, you will submit an annotated bibliography (10 sources) and a "seed paper" (4 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, and it will provide the basis for your final paper. Final papers will be due in the last class session. Detailed instructions will be provided in class.

Track 2. Collaborative Policy Paper. Working in small groups (two to four students), students will write a policy paper (20 pages, excluding title page, abstract, and references), which addresses a social problem, provides an anthropologically informed analysis, and proposes an intervention. While you should use class readings for the paper as necessary, it is expected that the bulk of 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 5 pages) describing your topic and approach, as well as group tasks, is due in class the first session of week five. In the first session of week seven, each student will submit a descriptive outline of their task, and the research group will submit an annotated bibliography (20 sources). This assignment will be graded, and it will provide the basis for your final paper. Final papers will be due the last day of finals. Detailed instructions will be provided in class.

Library Research Assistance. Amy Witzel, Baker-Berry's anthropology bibliographer, can help with library research at any stage of your project. She will be visiting our course, but feel free to contact her directly with questions or to schedule an appointment [Amy.L.Witzel@dartmouth.edu]. During fall term, she will hold office hours Tue 1:00-2:30pm in the Anthropology Lounge (401 Silsby).

Some Classroom Rules (to be elaborated at my discretion)

- No electronic device (e.g., cell phone, laptop, or iPod) should be used in class unless you need it to fully participate and you have my permission.
- Please bring all readings to class. This means you will need to print out e-reserve readings.
- Uphold Dartmouth's "Principles of the Community."
<http://www.dartmouth.edu/~deancoll/student-handbook/principles.html>
- Give credit where credit is due. <http://www.dartmouth.edu/~writing/sources/>
- Speak up. If you have any issue or concern (e.g., religious observance, family duties, disability, illness) that prevents you from participating fully in this course, please see me so we can make appropriate accommodations.

Books to Buy (Listed in the order they will be needed.) All other readings are available on electronic reserve through Blackboard (in "Library Reserves" or "Course Materials") or at Baker Reserve in hard copy.

1. Trouillot, Michel Rolph
1990 *Haiti, State Against Nation: The Origins and Legacy of Duvalierism*. New York: Monthly Review Press.
2. Farmer, Paul
2006 *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press.
3. Richman, Karen E.
2005 *Migration and Vodou*. Gainesville, FL: University Press of Florida.
4. Danticat, Edwidge
2007 *Brother, I'm Dying*. New York: Alfred A. Knopf.

Course Schedule

*Readings are listed in order they should be read. Also, treat this schedule as a *working draft*; it will be amended as needed.

Week One: Revolutionary Aftershocks

September 17: Introduction

September 19: Transforming the World... But Not Without Consequence

Fick, Carolyn E.

1990 *The Making of Haiti: The Saint Domingue Revolution from Below*. Knoxville: University of Tennessee Press. (Ch. 1: 15-45)

Trouillot, Michel-Rolph

1995 *Silencing the Past: Power and the Production of History*. Boston, Mass.: Beacon Press. (Ch. 3: 70-108)

Week Two: A History of Predatory Politics (but also Resistance)

September 24: State Against Nation

Trouillot, Michel Rolph

1990 *Haiti, State Against Nation: The Origins and Legacy of Duvalierism*. New York: Monthly Review Press. (Ch.1-3: 35-108)

Visit Dartmouth-Haiti Exhibit

September 26: The People Against Power

Larose, Serge

1978 *The Haitian Lakou, Land, Family, and Ritual*. *Family and Kinship in Middle America and the Caribbean*. Marks and Römer, eds. Pp. 482-512. Institute of Higher Studies in Curaçao.

Catanese, Anthony V.

1991 *Rural Poverty and Environmental Degradation in Haiti*. Indiana Center on Global Change and World Peace. Occasional Paper No. 5, November 1991. Series on Environment and Development, Indiana University.

*Final Project Workshop

Week Three: Race and Power

October 1: US Imperialism and the Making of Dependency

Trouillot, Michel Rolph

1990 *Haiti, State Against Nation: The Origins and Legacy of Duvalierism*. New York: Monthly Review Press. (Ch. 4: 109-136)

Renda, Mary

2001 *Moral Breakdown*. *In Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940*. Chapel Hill: University of North Carolina. (Ch. 4: 131-181)

October 3: Dictatorship and Black Power

Trouillot, Michel Rolph

1990 *Haiti, State Against Nation: The Origins and Legacy of Duvalierism*. New York: Monthly Review Press. (Ch. 5-7: 109-230 [skim ch. 5])

Week Four: Arts of Resistance

October 8: Democracy and Dissidence

Averill, Gage

1997 “Watch Out for Them!”: Dechoukaj [Uprooting] and Its Aftermath. *In A Day for the Hunter, A Day for the Prey: Popular Music and Power in Haiti*. Pp. 161-207. Chicago: University of Chicago Press.

McAlister, Elizabeth

2002 *Rara: Vodou, Power, and Performance in Haiti and Its Diaspora*. Berkeley: University of California Press. (Ch. 6)

October 9: Performance by Rara M de NY—9 pm Collis Patio

October 10: “Rara and Politics”—Teach-in by RARA M de NY

Week Five: Moral Economies of Illness

October 15: Disease and Disorder I

Farmer, Paul

2006 *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press. (Part 1 & 2: 1-120)

Library Research Workshop

***Paper Proposals Due**

October 17: Disease and Disorder II

Farmer, Paul

2006 *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press. (Part 3 & 5: 121-150; 191-264)

Hood Visit

Week Six: New World Order

October 22: AIDing and Abetting I

Dewind, Josh

1990 Elections without Democracy? The Impact of United States Economic Assistance in Haiti. *Cimarron* 2 (3): 64-83

Dupuy, Alex

2005 Globalization, the World Bank, and the Haitian Economy. *In Contemporary Caribbean Cultures and Societies in a Global Context*. Knight, Franklin W., and Teresita Martínez Vergne, eds. Pp. 43-70. Chapel Hill: University of North Carolina Press.

October 23 (x-hour): AIDing and Abetting II

Wilentz, Amy

2013 Farewell, Fred Voodoo: A Letter from Haiti. New York: Simon & Schuster. (Ch. 3: 51-68).

No class October 24

Week Seven: Moral Economies of Migration

October 29: Losing Land, Losing Self I

Richman, Karen E.

2005 Migration and Vodou. Gainesville, FL: University Press of Florida. (Ch. 1: 1-37)

***Annotated Bibliography and Seed Papers** (Independent Research)

Or Annotated Bibliography and Task Outlines Due (Policy Paper)

October 31: Losing Land, Losing Self II

Richman, Karen E.

2005 Migration and Vodou. Gainesville, FL: University Press of Florida. (Ch. 6 & 7: 150-211)

Week Eight: Democratic Imaginings

November 5: Organizing for Racial Respect

Smith, Jennie Marcelle

2001 When the Hands are Many: Community Organization and Social Change in Rural Haiti. Ithaca, NY: Cornell University Press. (Ch. 1, 7, & 8: 1-16; 141-199)

November 7: When the Social Contract Disappears

Katz, Jonathan

2012 The Big Truck that Went By: How the World Came to Save Haiti and Left Behind a Disaster. New York: Palgrave Macmillan. (Ch. 3 and 6: 53-66; 109-134)

Kivland, Chelsey

2012 To Defend or Develop? On the Politics of Engagement among Local Organizations, Before and After the Earthquake. Theme Issue, "Education and Humanitarian Aid," Journal of Haitian Studies 18(1):75-99.

Week Nine: Globalized Insecurities

November 12: When Nowhere Is Safe

Danticat, Edwidge

2007 Brother, I'm Dying. New York: Alfred A. Knopf.

November 13 (x-hour): Mozayik of AID

Showing *Mozayik*

November 14: Same Old Development Patterns

Wilentz, Amy.

2013 Farewell, Fred Voodoo: A Letter from Haiti. New York: Simon & Schuster. (Ch. 6 & 7: 99-138).

Guest Speaker: Jon Bougher, filmmaker of *Mozayik*

Week Ten: A New Way Forward?

November 19: Conclusion and Final Paper Presentations

Final Paper Due November 26