



Rose Marie Desruisseau: LA RENCONTRE DES TROIS MONDES (1492-1992): LA BATAILLE DE LA CRETE-A-PIERROT , 1980

Winter Quarter 2022

T-Th 9:30- 10:50 AM

INTL 190:

Haiti in a Transnational Context

Instructor: Katherine Steelman

E-Mail: ksteelma@ucsd.edu

Office Hours: By Appointment

“The silencing of the Haitian Revolution is only a chapter within a narrative of global domination. It is part of the history of the West and it is likely to persist, even in attenuated form, as long as the history of the West is not retold in ways that bring forward the perspective of the world.”

— Michel-Rolph Trouillot

Course Description

This course examines Haiti and its relationship to the world, starting with the Haitian Revolution. We will analyze historical texts, as well as the cultural production of Haiti and the Haitian diaspora to contextualize current events in Haiti and the increasing migration of Haitians to Latin America. We will also engage in a comparative analysis of international borders, where these migrants face increasingly racialized militarization.

Course Objectives:

Students will develop the following abilities in this course:

Critical thinking, reading, and writing skills

Ability to analyze cultural production

Oral presentation skills

Understanding of Haiti and its position in the world

Theoretical understanding of the ways that power operates, especially through gender, race, nation, sexuality, and class

Comprehensive understanding of key debates in race, sexuality and border studies

Community/Discussion Guidelines

Everyone is expected to contribute to class discussions. Be prepared to ask questions and discuss reading materials, lectures, and films.

Guiding Principles: Along with the UCSD Principles of Community, the following guidelines are the basis for meaningful discussions.

In order to create an environment that allows us to have productive discussions, please observe the following guidelines. We can add more suggestions later if the need arises:

- **Respect your classmates' privacy.** Unless you explicitly ask for and receive permission, do not share information you learn in class about people with anybody else.
- **Speak only for yourself.** Nobody in the class has the insight or authority to speak for all people. Tell us what *you* feel or believe and acknowledge that others experience the world differently. Use "I" statements.
- **Take turns speaking in an orderly manner.**
- **Listen to what people say.** Listen first, then respond. Pay attention not only to their words, but the emotion in their voices, their facial expressions and other non-verbal cues. Be aware of your own expressions, laughs, gestures, etc. and how they may be interpreted by others in the conversation.
- **Use humanizing language.** When you take issue with something said in class, respond to the idea without attacking the person.

Requirements

Required Texts: All course readings will be posted as PDFs on Canvas one week before the first day of class. Films will be made available through the Library E-Reserves

Course Evaluation

| Assignments: | | Grading Scale: | | | |
|------------------------------|-------------|----------------|-----------|-------------|----------|
| Attendance and Participation | 20% | 93-100 | A | 73-76 | C |
| Blog Posts (8) | 20% | 90-92 | A- | 70-72 | C- |
| Cultural Production Analysis | 15% | 87-89 | B+ | 67-69 | D+ |
| Panel Discussion | 15% | 83-86 | B | 63-66 | D |
| Digital Project | 30% | 80-82 | B- | 60-62 | D- |
| TOTAL | 100% | 77-79 | C+ | 0-59 | F |

Attendance: (10%) / Participation and Preparation (10%)

We will hold Zoom meetings or meet in person during our regularly scheduled class time. You may miss 2 classes without influencing your participation grade. Every absence thereafter will affect your final grade. In order to be counted as present you must arrive on time and stay until class concludes. I will take attendance every time class meets.

Class participation requires that you complete the assigned readings thoroughly and come to each class prepared with questions and comments for the discussion. I will take note of your engagement in class discussion when you make comments and pose questions.

You are required to bring course texts to class in either hard copy form, or on your laptop/tablet, as we will often read extensive excerpts of texts together. Failure to come to class with the reading will decrease your participation grade.

You are required to bring a notebook and writing material to class, as we will sometimes conduct writing and other creative exercises during class time.

(8) Blog Assignments (20%, 2.5% each)

You will have 8 Blog Assignments to be submitted on Canvas. You are required to post a blog, and to respond to one of your classmate's posts. The posts must make connections multiple readings or films from the current week.

Blog responses must be a **minimum of 400 words and include at least one image and/or video**. Late submissions will not be accepted. *Please note:* Blog entries are not summaries, or opinion pieces, they are critical analyses.

There will be no blog due week 1 or week 10.

Cultural Production Analysis (15%) 800 words

In addition to the required weekly readings, students will have a Cultural Production Analysis due **TUESDAY of Week 5**.

Your analysis must engage with the formal elements of an artwork, song, film or other piece of cultural production created by a Haitian or Haitian diasporic artist. Analyze why the artists may have made specific choices, how the work relates to Haiti and to the world. Formulate a main claim about the artwork, and support this claim with visual details. Some artists whose work you can choose from will be discussed in class.

Panel Discussion (15%)

On designated days of class, a student panel will present comments and/or questions to lead discussion of the readings in class. This assignment is intended to bring in whatever insights students wish to contribute, based on the readings, class discussions, and their own experiences and observations. Students can include videos, news articles, and additional materials. This is an opportunity to articulate, discuss, and teach key issues from that week. Panel member(s) will evaluate half of your grade for this assignment.

Digital Project (30%)

These digital projects will culminate in the class creating a Scalar website about Haiti in a transnational context. You will work in groups and be responsible for individual sections of your project. Each group will choose a country, and create website detailing Haiti's relationship with that country historically, and in the contemporary moment. You are required to embed 2000-words of commentary about Haiti in your digital project. Throughout the quarter, we will have writing workshops to assist your writing. Also, we will have workshops to teach you how to use digital tools for complete your project.

Grading: Students must complete ALL assignments in order to receive a passing grade in the course.

Email Policy: I am available by email Monday- Friday, and will do my best to respond within 24 hours. If you have a question that requires an in-depth answer, I may ask you to see me during office hours or briefly before lecture.

Accommodations

Please speak with me if you prefer I use a name or gender pronoun different from what appears on your enrollment record. Students registered with the Office for Students with Disabilities should speak with me regarding accommodation to support your learning.

Weekly Schedule

Unit 1: *Introduction*

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| Week 1 | <p>Tuesday</p> <ul style="list-style-type: none">- Class Introduction <p>Thursday</p> <ul style="list-style-type: none">- “The Odd and the Ordinary: Haiti, the Caribbean, and the World” by Michel Rolph Trouillot (1990)- *Editors’ Introduction” in The Haiti Exception: Anthropology and the Predicament of Narrative (2016) |
| Week 2 | <p>Tuesday</p> <ul style="list-style-type: none">- Chapter One of A Haiti Anthology: Libete by Arthur and Michael Dash- Collaborative digital collections: Caribbean solutions for effective resourcebuilding and successful partnerships” by Judith Rogers and Brooke Wooldridge- Review the Digital Library of the Caribbean (dloc): http://dloc.com/- Review Haiti An Island Luminous: http://islandluminous.fiu.edu/learn.html <p>Thursday</p> <ul style="list-style-type: none">- “An Unthinkable History” by Michel-Rolph Trouillot- “Slave Resistance” by Carolyn E. Fick- “Saint-Domingue on the Eve of the Haitian Revolution” by David P. Geggus- “I am the Subject of the King of Congo” by John K. Thornton |

Unit 2: *Resistance, Revolution, Independence*

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| Week 3 | <p>Tuesday</p> <ul style="list-style-type: none"> - “The Politics of “French Negroes” in the United States” by Ashli White - “The Black Republic” by Leslie M. Alexander <p>Thursday</p> <ul style="list-style-type: none"> - “The Haitian Revolution” (2000) by Franklin W. Knight Haiti. - “From Revolutionary Slaves to Powerless Citizens” (2014) by Alex Dupuy |
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| Week 4 | <p>Tuesday</p> <ul style="list-style-type: none"> - US Occupation, 1915-1934 * “Introduction” in Taking Haiti: Military Occupation and the Culture of U.S. by Mary Renda - Haitian History, Chapter from Section III: “Under the Gun” by Brenda Gayle Plummer - “White Shadows in a Black Land” (1932) by Langston Hughes <p>Thursday</p> <ul style="list-style-type: none"> - Lorgia García-Peña “The Borders of Dominicanidad: Race, Nation, and Archives of Contradiction” POSTSCRIPT ONLY |
| | <p>Film: Haiti & the Dominican Republic: An Island Divided</p> |

Unit 3: *Haitian Spirituality*

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| Week 5 | <p>Tuesday</p> <ul style="list-style-type: none"> - Introduction to Haitian Vodou * “Vodou in Haiti: Way of Life and Mode of Survival” by Claudine Michel <p>Thursday</p> <ul style="list-style-type: none"> - Libète: Chapter 8—Popular Religion and Culture, pp. 255-288 |
| | <p>Watch Film: Voodoo and the Church in Haiti (1989)</p> |
| Week 6 | <p>Tuesday</p> <ul style="list-style-type: none"> - “Introducing Rara” from Rara! by Elizabeth McAlister |
| | <p>Thursday</p> <p>Watch before class: Of Gods and Men (2002)</p> |

Unit 4: *Haiti and the Global Economy*

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| Week 7 | <p>Tuesday</p> <ul style="list-style-type: none"> - “Migration and Urbanization in Haiti” by Michel Laguerre - “The Context of Haitian Development and Underdevelopment” by Patrick Bellegarde Smith <p>Thursday</p> |
| | <p>Watch before class: Poto Mitan</p> |
| Week 8 | <p>Tuesday</p> <ul style="list-style-type: none"> - “Making it in America: Haitian Immigrants Ethnic Options” in <i>The Haitian Americans</i> by Flore Zephir <p>Thursday</p> <ul style="list-style-type: none"> - <i>Two Chapters Nations Un”bound</i> (2005) by Linda Basch, Linda Schiller, and Christina Szanton Blanc <ul style="list-style-type: none"> - Chapter 5: The Establishment of Haitian Transnational Social Fields - Chapter 6: Not What We Had in Mind |

Unit 5: *Grassroots Change and NGOs*

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| Week 9 | <p>Tuesday</p> <ul style="list-style-type: none"> - Introduction of <i>When the Hands Are Many: Community Organization and Social Change in Rural Haiti</i> (2001) by Jennie Marcelle Smith <p>Thursday</p> <ul style="list-style-type: none"> - “Haiti’s Popular Resistance” by Marx Aristide and Laurie Richardson |
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| Week 10 | <p>Tuesday</p> <ul style="list-style-type: none"> - <i>Tectonic Shifts</i>, pp. 1-56 <p>Thursday</p> <ul style="list-style-type: none"> - <i>Tectonic Shifts</i>, pp. 57-94 *<i>“Haiti Disaster Tourism”</i> by Van Hoving et al. |
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Final Exam Date – Digital Project Showcase