KENNESAW STATE UNIVERSITY
DEPARTMENT OF HISTORY & PHILOSOPHY

HIST 3358: Africans in Latin America and the Caribbean

FALL 2012 T/TH 5:00-6:15 PM SO 1020
Course Director: Dr. Akanmu G. Adebayo 770-423-6646; aadebayo@kennesaw.edu
Office Hours: T/TH 3:00-4:30 PM in SO 2039. Other times by appointment

Course Description

Prerequisite: HIST 1110
A history of the people of African descent in Latin America, the Caribbean, and the United States, from the African beginnings to 1888. The course will examine the forced migration of Africans, their roles in the conquest and settlement of Spanish America, Brazil, and the West Indies, and their comparative experiences under plantation slavery. It will emphasize their resistance and emancipation, and their contributions to the development of the multiracial character of Latin American and Caribbean societies.

Course Objectives

• To understand the migration, settlement, and legacy of peoples of African descent in Latin America and the Caribbean;
• To articulate the similarities and differences in the experiences of people of African descent under slavery and in freedom in Latin America and the Caribbean;
• To understand Latin American and Caribbean societies through the lens of the culture and contributions of peoples of African descent.

Texts: Required
2. George Reid Andrews, Afro-Latin America, 1800-2000
3. Jan Rogozinski, Brief History of the Caribbean: From the Arawak and the Carib to the Present
4. Darien J. Davis, Beyond Slavery: The Multilayered Legacy of Africans in Latin America and the Caribbean
5. Other texts, books, journals, and periodicals in KSU library and electronic databases such as J-Stor

Texts: Optional/Recommended
6. Philip M. Sherlock and Hazel Bennett, Story of the Jamaican People

Course Activities and Grades

<table>
<thead>
<tr>
<th>Activities</th>
<th>Percent</th>
<th>Date/Time Due</th>
<th>Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and class participation</td>
<td>10%</td>
<td>Sign in the roll sheet</td>
<td>A = 90% or higher</td>
</tr>
<tr>
<td>Book Review</td>
<td>20%</td>
<td>Sept 25, electronically, 11:59 PM</td>
<td>B = 80-89</td>
</tr>
<tr>
<td>Mid-term Test</td>
<td>20%</td>
<td>Oct 16, handwritten in class 5-6:15 PM</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>Nov 13, electronically, 11:59 PM</td>
<td>D = 60-69%</td>
</tr>
<tr>
<td>Final Test</td>
<td>20%</td>
<td>Dec 6, handwritten in class, 6-8 PM</td>
<td>F = 59% or lower</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Academic Honesty

Familiarize yourself with the KSU statement of academic honesty. Below, please see the statement pertaining to plagiarism and cheating:

A. Plagiarism and Cheating

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

More information, see: http://catalog.kennesaw.edu/content.php?catoid=10&navoid=454#stud_code_cond

Explanation of Course Activities

1. Attendance and Participation

We plan to make the course interesting enough for you to want to attend classes. An attendance sheet will be circulated at each class meeting. Sign your name on the sheet. If you don’t see one, ask. It is your responsibility to sign the roll. The only acceptable evidence of your attendance is this roll sheet. You are allowed three absences. You lose all attendance points at the fourth absence. Let’s keep to this simple rule. Examine the implication: you drop a letter grade by missing more than three classes.

2. Book Review | Date due: February 7 (prepared in Word, submitted as e-mail attachment in Vista latest by 11:59 PM)

Choose a book on any aspect of the history and legacy of peoples of African descent in Latin America or the Caribbean. It may be a country-specific book or a book about the entire region. A history book is preferred, but any book on the contemporary period is acceptable. Your book must be non-fiction, and at least 200 pages in length. Works of fiction, biographies, and autobiographies are not acceptable. Below, see a list of books reviewed by students who took the course in past semesters. You may review the same books, but it would be much better if you selected other/new books.

BOOKS REVIEWED BY STUDENTS WHO TOOK THE COURSE IN PAST SEMESTERS

Maureen Warner-Lewis, *Central Africa in the Caribbean: Transcending Time, Transforming Cultures*

Toyin Falola and Matt D. Childs, eds., *The Yoruba Diaspora in the Atlantic World*

Ivan Van Sertima, *They Came Before Columbus: The African Presence in Ancient America*

Matt D. Childs, *The 1812 Aponte Rebellion in Cuba and the Struggle against Atlantic Slavery*

Susan Dwyer Amussen, *Caribbean Exchanges: Slavery and the Transformation of English Society, 1640-1700*

C. L. R. James, *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*

O. Nigel Bolland, *Colonialism and Resistance in Belize Essays in Historical Sociology*

Herman L. Bennett, *Africans in Colonial Mexico*

Randall Robinson, *An Unbroken Agony: Haiti, from Revolution to the Kidnapping of a President*

Eric E. Williams, *Capitalism and Slavery*

Mimi Sheller, *Democracy after Slavery: Black Publics and Peasant Radicalism in Haiti and Jamaica*

John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1680*
Leonard E. Barrett, Sr., The Rastafarians
Cyril Outerbridge Packwood, Chained on the Rock
Mimi Sheller, Democracy after slavery: Black publics and Peasant Radicalism in Haiti and Jamaica
Katia M. Queirós Mattoso, To Be a Slave in Brazil
Holly Sprayberry and Carl N. Degler, Neither Black Nor White: Slavery and Race Relations in Brazil and the United States
Jane G. Landers and Barry M. Robinson, ed., Slaves, Subjects, and Subversives
Leslie Bethell, The Abolition of the Brazilian Slave Trade
Marc Aronson and Marina Budhos, Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science
Kenneth F. Kiple, The Caribbean Slave
Barbara Bush, Slave Women in Caribbean Society 1650-1838

In writing your book review, avoid excessive summary. Rather, critique the main ideas and point out what you learned. Describe and critically appraise the author’s method, analysis, and sources, and explain the significance of the book. Paraphrase or quote the profound ideas you encounter in the book, but avoid excessive quoting. Whenever you paraphrase or quote, cite the page number(s). Point out where you think the author is correct or inaccurate, and cite other sources to validate your opinion. A high standard of book review, one befitting an upper level course, is expected.

Your book review should be between 750 and 800 words in length, double-spaced. Use the Chicago Manual in writing the review and citing your sources. For assistance in completing this assignment, or in using the Chicago Manual, contact the Writing Lab in the English Building.

Late book reviews will be penalized 2 points per day. No book reviews will be accepted a week after the due date.

3. Mid-Term and Final Tests
Both tests are essays.
- Mid-Term Test: Oct 16 (in class) | Final Test: Dec 6, 6-8 PM (in class)

4. Research Paper
Write on an issue that interests you. Discuss your ideas with the course director. You may write on any topic except the biography of a Latin American or Caribbean leader. Do your research thoroughly. There is no limit to the number of sources, but use at least five books and/or scholarly articles on your topic. Internet sources, newspapers and magazines are welcome, but they must be treated as additional sources to the five books/journal articles. The research paper should be between 1500 and 2000 words in length, double spaced, 12 point font, 1-inch margin all around. In writing your paper and citing your sources, please use the Chicago Manual, Notes-Bibliography Style. For assistance, contact the Writing Lab in the English Building.

Prepare your paper in Word and email it in Vista email to reach the course director no later than 11:59 PM on Nov 13.

The following key elements will be taken into account in grading your paper:
- content (whether information is substantive, exhaustive, and significant);
- appropriateness and relevance of sources used;
- consistency/coherence of argument;
- style/grammar/spelling (e.g., using “there,” “their,” and “they’re” correctly); and
- how closely you have followed the instructions above.

RESEARCH PAPER TOPICS BY STUDENTS WHO TOOK THE COURSE IN PAST SEMESTERS
Voodoo in Haiti
Garveyism: Its origin and influences
The Leeward Maroons of Jamaica: Survival in a Forbidding Land
Religious Syncretism in the Caribbean
Culture and Race Relations in Latin America
Haiti in United States Foreign Policy
Effects of U.S. Foreign Policy on Afro-Cubans
Rastafarianism
“One Love”: Roots of Rastafarianism
Maroons in the Caribbean
History of Rumba
Latin America: Race, Class and Change
Influence of the Rastafarian Movement
Economy of Latin America and the Caribbean: From Natural Resources to Tourism
The Négritude Movement
Blacks in the Wars of Independence in Latin America
HIV/AIDS in Haiti
African Women’s Roles in the Caribbean
The Quilombo dos Palmares
Contemporary Influences of Voodoo
Freedom through Flight: Maroons of Jamaica
The Carnival in Trinidad
Why did Abolition of Slavery take so long in Brazil?
Sugar in History of the Caribbean: The Sweet and Bitter Story
The Middle Passage: Conditions on the Slave Ship
Land and Leadership in the aftermath of Haitian Revolution
Beyond Stereotypes: Perceptions of Afro-Brazilian Religions
Rumba: More than a Dance

Please note: The topic of your research paper and your name must be clearly stated on the first page. You will lose 5 points if you do not write your topic or your name.
HIST 3358: AFRICANS IN LATIN AMERICA AND THE CARIBBEAN
SCHEDULE OF LECTURES**

Class meets T/TH 5:00-6:15 PM in SO 1020

The schedule below lists themes broadly. In addition to the readings from your textbooks cited below, you will be required to read articles that will be posted on the course site in Vista. All readings are to be completed prior to class time to promote a lively discussion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 21</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td>Aug 22, 28, 30</td>
<td>The African beginnings</td>
<td>Klein &amp; Vinson, chapters 1 &amp; 2 Rogozinzki, chapters 5-8</td>
</tr>
<tr>
<td>Sept 4, 6, 11</td>
<td>Migrations, Settlement Patterns, Changing Political Geography</td>
<td>Klein &amp; Vinson, chapters 3 &amp; 5 Rogozinzki, chapters 9-10</td>
</tr>
<tr>
<td>Sept 18, 20</td>
<td>Sugar and Slavery in the Caribbean</td>
<td>Klein &amp; Vinson, chapter 4</td>
</tr>
<tr>
<td>Oct 2, 4</td>
<td>African Enslavement in Brazil</td>
<td>Klein &amp; Vinson, chapter 6</td>
</tr>
<tr>
<td>Oct 9, 11</td>
<td>Resistance and Rebellion; Haitian Revolution and its aftermath</td>
<td>Klein &amp; Vinson, chapters 9 &amp; 10 Rogozinzki, chapters 12, 15 Andrews, chapter 2</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Mid-Term Test in class</td>
<td></td>
</tr>
</tbody>
</table>

**PART A: MIGRATIONS, SETTLEMENT, ENSLAVEMENT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 30, Nov 1</td>
<td>Abolition of Slavery in Latin America and the Caribbean; Freedom and its meaning</td>
<td>Klein &amp; Vinson, chapters 10 &amp; 11 Andrews, chapter 3</td>
</tr>
<tr>
<td>Nov 6, 8</td>
<td>The “Whitening” and “Browning” in Latin America</td>
<td>Andrews, chapters 4 &amp; 5 Rogozinzki, chapter 16</td>
</tr>
<tr>
<td>Nov 13, 15</td>
<td>Dominican Republic and Haiti in 19th and 20th Centuries</td>
<td>Rogozinzki, chapter 17</td>
</tr>
<tr>
<td>Nov 20</td>
<td>French and British Colonialism in 20th century Caribbean</td>
<td>Rogozinzki, chapter 8</td>
</tr>
<tr>
<td>Nov 27, 29</td>
<td>Independence and after</td>
<td>Rogozinzki, chapters 19-21</td>
</tr>
<tr>
<td>Dec 4</td>
<td>Revision</td>
<td></td>
</tr>
<tr>
<td>Dec 6</td>
<td>Final exam in class, 6-8 PM</td>
<td></td>
</tr>
</tbody>
</table>

**PART B: POST-SLAVERY, POSTCOLONIAL, CONTEMPORARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>

**This schedule is subject to change**