

Politics of the Caribbean
(Fall 2022)

This is a draft syllabus and is subject to change

Instructor: Dr. Haskins
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Class: MWF 11:35am-12:45pm
Student Hours: TuTh 1-4pm

Department Mission Statement:

The mission of the Department of Politics and International Relations is to equip students with knowledge about politics and government, with methods for analyzing political actors and institutions, and with the ability to apply biblical and theological perspectives to public life.

i. Course Overview and Objectives

What is “freedom”? What is “justice”? What role do politics, law, art, economics, faith, and ethics play in securing freedom and justice? How do the interrelated nature of social identities such as race, ethnicity, class, and gender reflect important elements in calls for freedom and justice? In this course, we will seriously consider—from a distinctly Christian perspective—how key Caribbean figures like Frantz Fanon, Marcus Garvey, C.L.R. James, Claudia Jones, Toussaint L’overture, and Sylvia Wynter (among others) have answered these questions and the degree to which we might find these arguments persuasive (or not) as they bear both on Christian faith and practice as well as on the world. Through dialogue and writing, students will *develop their ability to compare and critically (though charitably) assess* disparate articulations of the relationship between domination, freedom, and justice in the history of Caribbean political thought, from the 18th century to the present. In so doing, students *will cultivate a nuanced view of Caribbean diasporic thought*—both within and outside of the global church—as well as *formulate their own political and philosophical opinions* on the varied, and often contradicting, visions for how politics might secure conditions of freedom and justice in the modern world.

Moreover, this course aims to improve your ability to:

- **Understand** the history, culture, or social experience of at least one cultural group outside the Anglo/Anglo-American context (GP)
- **Analyze** the global context of at least one cultural group with reflection on one’s own context (GP)
- **Articulate** a Christian theological understanding of global differences/cultural diversity & unity (GP)

ii. Required Texts

Physical copies of the following texts will be available for purchase at the bookstore. Please use these versions of the texts. If you have issues obtaining these texts, please contact me as soon as possible. I will provide all other readings.

- Paget Henry, *Caliban’s Reason* (Routledge, 2000)
- Sylvia Wynter, *Hills of Hebron* (Ian Randle, 2010)

iii. General Policies

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Wheaton College’s campus with the College. Confidential resources available to students include Confidential Advisors,

the Counseling Center, Student Health Services, and the Chaplain's Office. More information on these resources and College Policies is available at www.wheaton.edu/sexualassaultresponse.

Inclusive Language

As per the faculty rules, I expect students to use gender inclusive language for human beings.

Learning and Accessibility Services

Wheaton College is committed to providing reasonable accommodations for students with documented learning differences, physical or mental health conditions that qualify for accommodations under the ADA. Any student needing academic adjustments is requested to contact the Learning and Accessibility Services Office as early in the semester as possible. To contact LAS, please email las@wheaton.edu or call 630.752.5615. If you already have an accommodation letter, I am available to discuss how to implement the accommodation.

Writing Center

Writing Center: The Writing Center is a free resource that equips undergraduate and graduate students across the disciplines to develop effective writing skills and processes. This academic year, the Writing Center is offering [online appointments only](#). Learn more about online consultations for [undergraduates](#) and [graduate students](#), and [make an appointment](#).

iv. Assignments, Grading, and Policies

Participation

25 %

Regular class attendance, active discussion posting, and active in-class participation facilitate the successful comparison and assessment of the concepts, schools of thought, institutions, and figures encountered in this course. Thus, attendance, discussion posts, and participation in class are mandatory. Absences due to personal emergencies, illness, or other legitimate causes will be excused with advanced notice and proper documentation, where applicable. Good participation reflects quantity *and* quality of in- and out-of-class comments. Students are expected to come to class with texts readily available, having done the reading and having prepared for respectful and substantive discussion. Laptops are allowed only for course-related activities; other observed activities will result in a grade reduction. I am available for any student wishing to discuss methods for engaging more effectively in class discussion. To complete the discussion posts, students must reflect on a chosen quote from the days reading, both (1) summarizing and (2) assessing the merits/demerits of the argument in the reading. Students do this by selecting a quote that best exemplifies a key concept or point in the reading (50-75 words) for the upcoming class period and then analyzing/assessing this quote in relation to the broader reading (less than 150 words). Discussion posts will be due the midnight before the relevant class session via Schoology and will form part of the basis for in-class discussion.

Class Attendance/Participation: 15%

Schoology Discussion Posts: 10%

Analysis Essays

75%

Analysis essays serve as a written means for students to demonstrate their ability to practically reflect on course material and develop their writing skills. There are four analysis essays. The first essay asks students to choose one slave narrative and reflect on how the narrative's account/arguments for freedom or justice are affected by the literary form (nonfiction prose), genre (biography), and audience. Students must also include a 500-word reflection on how their own social location (i.e. race, gender, SES, etc.) influenced their analysis. The second essay requires students to engage with a print from one of the National Museum of Puerto Rican Arts & Culture collections by offering nuanced theological analysis in the service of an argument concerning the politics of the piece. I advise students to take scrupulous notes while engaging with the prints; these notes will serve as your primary access to the "text". The third essay encourages students to offer a sustained theological reflection on Sylvia Wynter's *Hills of Hebron*, drawing not only on the literary text, but also on Old and New Testament scriptures in the service of an argument. The fourth essay invites students to reflect on select theologically-political

songs from Bob Marley's albums and analyze how Marley's historical, biographical, and/or cultural context inform his arguments for freedom. Students are expected to reflect on the lyrical content and secondary sources in presenting their written arguments. For all essays, I will send a prompt in advance of the paper to aid in argument formation and reflection. The analysis essays should be doubled-spaced, 12pt font, and normal margins. Essays must answer the prompt, be original and on time (See plagiarism/late policies below). Essay 1 is due week 4; essay 2 is due week 8; essay 3 is due week 14; essay 4 is due week 16.

<i>Essay 1</i> (1000 + 500 words): Slave Narrative Literary Analysis and Reflection	10%
<i>Essay 2</i> (1000 words): Museum Exhibit Theological Analysis	15%
<i>Essay 3</i> (1500 words): <i>Hills of Hebron</i> Literary Theological Analysis	20%
<i>Essay 4</i> (2000 words): Marley Album Analysis	30%

Grading Range

_____	A: 100-94	A-: 93-90
B+: 89-87	B: 86-84	B-: 83-80
C+: 79-77	C: 76-74	C-: 73-70
D+: 69-67	D: 66-64	F: 63-0

v. Tips for Success

In my experience, students who follow these tips tend to do well. I encourage you to heed them.

- *Finish the reading at least 24 hours before it is due.* For example, finish Wednesday's class reading by Tuesday morning. This will require time management, but it allows more time for reflection.
- *Take notes as you read, in the text.* This will allow you to track your reactions to the readings and think (ahead of class) about intriguing or puzzling passages.
- *Come to office hours.* I do not bite. I am invested in you succeeding in this course.
- *Talk with your peers about the readings outside of class.* It helps you process and vocalize your views on the text(s) in preparation for class discussion.
- *Map out the "A-L-E" (Argument-Logic-Evidence) of the text before, during, and after class.* Your reproduction of the "A-L-E" of class texts helps enrich both our class discussion and your written assignments.
- [For any writing assignment] *Outline your argument—section by section, paragraph by paragraph.* If you cannot justify why a section or paragraph should be included in the writing assignment, do not include it.

vi. Reading Schedule

Assignments listed under each day are due for that day. Readings reflect a balance of primary and secondary sources. Students are expected to gain a general view of prominent concepts and arguments, from which they may elect to develop a more focused research topic in the final essay. All readings will be in English.

[Pages of Reading]

I. Framing

Week One

M (8/22): **NO CLASS**

Complete Pre-Assessment Surveys

W (8/24): Henry, *Caliban's Reason* (2000) ch. 1

[~26]

F (8/26): Gilroy, *The Black Atlantic* (1993) ch. 1, selections

[~30]

II. Slavery & Revolution

Week Two

M (8/29): *Slavery, Freedom, and the Law in the Atlantic World: A Brief History with Documents*, (1755-1888) [~37]
Selections

W (8/31): Equiano, *Interesting Narrative* (1789) ^{TR} vol I. chs I, V, & VI [~45]

F (9/2): Equiano, *Interesting Narrative* (1789) vol II. chs VII & X [~30]

Week Three

M (9/5): **NO CLASS (LABOR DAY)**

W (9/7): Cugoano, *Thoughts and Sentiments* (1791) pp.9-18, 28-45, 59-71 [~41]

F (9/9): Dubois et al., *Slave Revolution in the Caribbean* (1797-1801), pp. 147-53, 167-170
Geggus, *The Haitian Revolution* (1793-1798), pp.117-138 [~33]

Week Four

M (9/12): Geggus, *The Haitian Revolution* (1797-1802), pp.139-167, 174-175 [~30]

W (9/14): Prince, *The History of Mary Prince, a West Indian Slave* (1831) [~35]

F (9/16): **NO CLASS (APSA)**

ESSAY 1 DUE (via Schoology)

III. Afro-Caribbean Political Visions: Black (Inter)Nationalisms and Anti-Colonialisms

Week Five

M (9/19): Garvey, *UNLA Papers* Vol. I (1919), pp. 498-516 [~42]
-----, *UNLA Papers* Vol. II (1920), pp. 571-575, 583-597, 599-601

W (9/21): Garvey, *UNLA Papers* Vol. IX (1922), pp. 532-545 [~27]
-----, *UNLA Papers* Vol. VII (1929), pp. 328-341

F (9/23): Stephens, *Black Empire* (2005) ch. 3 [~28]

Week Six

M (9/26): Padmore, *Africa and World Peace* (1937), foreword, ch. VI [~22]

W (9/28): Padmore, *Africa and World Peace* (1937), ch. IX [~28]

F (9/30): James, *The Black Jacobins* (1938) chs. VI, X [~37]

Week Seven

M (10/3): James, “Lectures on the Black Jacobins” (1971), secs. I, III [~32]

W (10/5): Henry, *Caliban’s Reason* (2000) ch. 2 [~22]

F (10/7): **NO CLASS (due to Saturday Museum trip)**

S (10/8): MUSEUM TRIP and LUNCH* (leave @9am CST, back by 3pm CST)

*Please let me know about any allergies or dietary preferences well in advance!

Week Eight

M (10/10): Williams, *Capitalism and Slavery* (1944) chs. 4, 9, conclusion ^{TR} [~32]

W (10/12): Jones, *We Seek Full Equality for Women* (1949), *An End to the Neglect* (1949) [~23]

Mid-Course Review (Lundin)

F (10/14): Césaire, *Discourse on Colonialism* (1955), pp. 9-32 TR
ESSAY 2 DUE

[~24]

Week Nine

M (10/17): **NO CLASS (FALL BREAK)**

W (10/19): **NO CLASS (FALL BREAK)**

F (10/21): Césaire, *Discourse on Colonialism* (1955), pp. 33-61 TR

[~29]

Week Ten

M (10/24): Fanon, “The Trials and Tribulations of National Consciousness” (1961)

[~48]

W (10/26): Henry, *Caliban’s Reason* (2000) ch. 3

[~23]

F (10/28): Rodney, *How Europe Underdeveloped Africa* (1972) ch. IV pp. 95-103, 113-146 TR

[~43]

Week Eleven

M (10/31): Rodney, *How Europe Underdeveloped Africa* (1972) ch. VI pp. 205-223, 261-280

[~39]

IV. The Art(s) of Caribbean Politics

W (11/2): Wynter, *Hills of Hebron* (1962), chs. 1-2 TR

[~37]

F (11/4): Wynter, *Hills of Hebron* (1962), chs. 3-5 TR

[~37]

Week Twelve

M (11/7): Wynter, *Hills of Hebron* (1962), chs. 6-9 TR

[~46]

W (11/9): Wynter, *Hills of Hebron* (1962), chs. 10-12 TR

[~37]

F (11/11): Wynter, *Hills of Hebron* (1962), chs. 13-15 TR

[~43]

Week Thirteen

M (11/14): Wynter, *Hills of Hebron* (1962), chs. 16-18 TR

[~53]

W (11/16): Wynter, *Hills of Hebron* (1962), chs. 19-21 TR

[~40]

F (11/18): Wynter, *Hills of Hebron* (1962), ch. 22

[~24]

Bogues, “Introduction” to Wynter’s *Hills of Hebron* (2010)

Week Fourteen

M (11/21): **NO CLASS**

ESSAY 3 DUE

W (11/23): **NO CLASS (THANKSGIVING BREAK)**

F (11/25): **NO CLASS (THANKSGIVING BREAK)**

Week Fifteen

M (11/28): Glissant, *Poetics of Relation* (1990) pp. 1-22, 89-102

[~37]

W (11/30): Harris, “Creoleness: The Crossroads of a Civilization?” (1998/2017) TR
Condé, “Creolité without Creole Language?” (1998/2017) [~22]

F (12/2): **LISTENING SESSION (Marley)** [~19]
Bogues, *Black Heretics, Black Prophets* (2003) ch. 7

V. Caribbean Futures

Week Sixteen

M (12/5): Scott, *Conscripts of Modernity* (2004), prologue [~22]

W (12/7): Stephens, *Black Empire* (2005) ch. 8 TR [~28]

F (12/9): Beckles, *Britain's Black Debt* (2013) chs. 12, 15 [~28]
ESSAY 4 DUE

Post-Assessment Surveys Due Before Class