

**LAH 3725**  
**The Black Caribbean:  
Race, Religion & Revolution**

**Introduction to the Societies and History Examined in this Course**

*This course explores the conceptual emergence of “the Caribbean” by plotting the creation of imperial ideologies and institutions through the consolidation of slavery, ideas of white supremacy, colonial rule and a global system of capitalism.* Resistance to imperialism and the inequality that imperial economies generated is a key focus of the course. We will examine resistance in a wide variety of forms, including rebellion, revolution and the formulation of alternative value systems among slaves, pirates, black workers, intellectuals and spiritual movements such as Rastafarianism and radical Christianities.

*The societies, struggles and cultures of the Caribbean are foundational to understanding the roots of all historical processes forged in the Western Hemisphere, from the colonial period to the present day.* In the fifteenth century when Europeans first arrived in the New World, the Caribbean became the first region of the New World to encounter the belief systems, economic interests and ideologies that would forge experiences central to our history as “Americans” and as citizens or residents of the United States. The Caribbean formed the site of the first indigenous genocide, the development of slavery as the basis of a global economy based on capitalist consumption, and social revolutions of the most profound and far-reaching consequences the world has ever known. Imperial rivalries and shifting relations of power among the French, Spanish, British, Dutch and U.S. Americans produced a tremendous diversity of languages and cultures unique to the region. They also generated a complex range of social responses among local peoples seeking to acquire and enjoy the greatest possible *degree of freedom in a context continually shaped by opposing conditions*: enslavement, the denial of human equality, the silencing of suffering and the commodification of cultural difference through direct and indirect forms of colonialism.

**Methodological Approach and Topics**

*Through the examples of Haiti, the Dominican Republic, Jamaica and Nicaragua, this course explores the evolution of race and blackness as a lived and living social construction over time, taking on different definitions as well as different discursive guises from the sixteenth century to the present.* Although focused mainly on the nineteenth and twentieth centuries, the course considers early colonial imagery of the Caribbean as “the forgotten Eden” and “the Sea of Cannibals,” later returning to this imagery in conceiving contemporary sex tourism and eco-tourism as cultural practices rooted in the ideology of conquest.

In our study of the Twentieth Century, we will trace the development of radical expressions of “black pride” in the Negritude and Garveyist movements of Haiti and Jamaica. Students also come to appreciate the origins of Nicaragua and the Dominican Republic’s respective national myths denying the centrality of slavery and race to their

countries' formation, despite living evidence to the contrary. Like most scholars of the Caribbean, this course identifies the region to include mainland areas whose development was principally driven by the same forces as the island: continuous colonialism, slavery, indigenous genocide and plantation-based capitalism. However, we also study the Miskito of coastal Nicaragua because they are the descendants of shipwrecked slave ships and the refugees of early Spanish slave-raiding and enslavement on the islands.

***This course refutes the tendency of "modern" society to insist on the segregation of the spiritual life from the political and economic spheres of reality.*** In fact, many Caribbean peoples, if not most, see such boundaries as fluid or artificial: imposing them on the societies we study is counter-productive to understanding them. Spiritual practice and belief have not only consistently served to inspire political change and revolutionary action in this region. They form critical dimensions of popular notions of "nation" that conflict with and even usurp, in some cases, the legitimacy of the state. In our study of Jamaica, Haiti, and Nicaragua especially, we will encounter and analyze the links, often direct, between Voudou and the state, Rastafarianism and Jamaica's peculiar experience with socialism as well as the prominence of Catholic Liberation Theology in the Sandinista Revolution. We will also study the role of United States imperialism in impeding the democratization of these countries through repeated U.S. military occupations and economic policies that limited change. Years- and even decades-long U.S. military occupations of Haiti, the Dominican Republic and Nicaragua tended to promote military dictatorships rather than pluralistic or democratic governments from the early Twentieth Century through the 1990s.

### **Goals**

***This course has three primary goals.*** **First**, this class seeks to transform the way students understand concepts that they take for granted, helping them to recognize the relevance of historical, often violent social struggles over definitions of freedom and equality to their daily lives. **Second**, this course will provide a deep knowledge of the complex realities of Caribbean societies, bringing students to identify with peoples who are among the least understood and often the most vilified, conceived often through such empty catch-all terms as "pirates", "zombies", "Communists", "left-wing radicals", "cannibals" and the like, both in popular U.S. culture and the mainstream media. **Third**, this class promises to challenge students at every level, honing their intellectual creativity and forcing them to use it.

### **How to succeed in this course:**

1. Come to class, take notes, pay attention.
2. Do the assigned readings and come to class prepared with readings in hand.
3. Print all scanned readings and buy books: you will use them for papers too.
4. Take advantage of your instructors' availability to review introductions and thesis statements for each paper several days before its due date.

**Course Requirements:**

In-class participation in discussions of readings	25%
Two Analytical Papers on Readings (4-6 pages in length)	25%
Midterm Exam	25%
Final Exam	25%

**Extra Credit Opportunities:** This fall, Smathers Library is offering an exhibit titled *Racism in Children's Literature* in the Grand Reading Room, 2<sup>nd</sup> Floor of Library East, Aug 13-Oct 15. On Wednesday, September 12, 3:00-4:00 pm in Smathers Library Room 100, scholar Dr. Ebony Thomas of the University of Pennsylvania will be speaking about how racism in children's literature shaped attitudes and politics in our society. *Students who write a 600-word commentary on objects in the exhibit and/or Prof. Thomas' lecture will receive a maximum of 4 points added to their overall lowest score, added at the end of the semester. Quality counts, however, so take this seriously.*

**I. Approaches to Learning in This Course & Evaluation**

**By their nature, lecture courses offer students more information than they can possibly absorb. This course is no different in that respect. It is meant to build cumulative knowledge that, by the end of the course, will reveal relevant, new "truths" to students that explain not only the past, but their own reality in unexpected ways.** Equally important, this course requires students to develop the basic skills that every historian needs to interpret the past. These skills include:

- *the ability to identify with the diverse people we study, no matter how different their interests, views or lives may seem so that we can explain their actions, beliefs and cultural responses to processes of change*
- *the ability to take the short-range view of the historical moment in question and make sense of the long-term consequences of this moment (i.e. figure out what each one of us considers the "turning points" of history are over time)*
- *the willingness to examine parallels between the past and present and to know how our own contemporary interests, identities or perspectives may influence our analysis of the past.*
- *the ability to weigh the relative importance of several, potentially countervailing or coinciding factors at once, in order to determine their relative importance in contributing to collective actions, a historical moment or process of change*

In order for students to learn, students must participate in a process that combines **community-based analytical exchanges through discussion sections and a more individual dialogue with their instructors.** The following assignments and requirements for this course reflect this pedagogical approach.

**Grading Scale:**

93-100	A	89-87	B+	79-77	C+	69-67	D+	Below 60	Failing
92-90	A-	86-83	B	76-73	C	66-63	D		
		82-80	B-	72-70	C-	62-60	D-		

Letter Grade with GPA equivalent:

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0

**Attendance is a must and attendance will be taken every day at the start of class.**

Students who do not attend lectures will fail to comprehend the individual histories of each country studied or the chronological order of events that drives the process of change connecting these countries as a region. Students who have an unexcused absence and do not attend discussions will receive a failing grade for that week's participation.

***Consistent with the policy of the UF College of Liberal Arts and Sciences, repeated absences from the course may result in Professor Guerra preventing a student from attending the class or dropping the student from the course with a failing grade.***

**Note-taking is also a must.** Knowledge of key events, locations, historical figures, organizations and movements is the basis of all historical analysis. History in this course (as in any course offered by UF's history department) is **not** the study of generalizations but contingences: ***being able to explain why something happened is as important as explaining what happened. One cannot be achieved without the other.***

**Excused Absences:** Students who will not be able to take an exam at the scheduled time, need an extension of the due date for a paper or were unable to attend class due to illness **must** provide medical documentation of their condition at the time. Students who have other conflicts that will prevent them from being able to complete an assignment on time must notify Professor Guerra in advance and discuss whether or not the extension or make-up exam is merited. Students must also notify Professor Guerra if they will incur absences due to UF-sanctioned activities (such as participation in UF teams, etc.).

**Academic Honesty:** Violations of academic honesty standards include but are not limited to cheating, plagiarism, misrepresentation of another's work as one's own, bribery, conspiracy and fabrication. The criteria for assessing whether student behavior meets one or more of these violations as well as the sanctions imposed may be reviewed at the website: <http://www.aa.ufl.edu/aa/Rules/4017.htm>

**Students with disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to Professor Guerra when requesting accommodation. Contact the Disability Resource Center through their website: <http://www.dso.ufl.edu/drc/>

**Make-up Policy and Extra Credit:** There is no way to make-up for missing discussions of the weekly reading assignment. These will normally take place before or after lecture unless otherwise noted below in the course schedule. **Unexcused absences from discussion will result in a participation grade of zero for that week.** Evaluation of oral participation in discussion is based on the criteria described immediately below this section.

**Other Course Policies:** All cell phones must be turned to vibrate at the beginning of class. *Internet websurfing, texting, checking of email, or other tasks unrelated to note-taking during lecture, discussion or other classroom activities is not permitted.* Professor Guerra will confiscate the cell phone or laptop of any student found engaging in these activities during class and s/he may be asked to leave the classroom. A second violation will result in disciplinary sanction.

## **II. Participation in Discussion and Importance of Readings (25%)**

**Readings are fundamental to the successful completion of all requirements of this course, not just the discussion section. Papers will analyze readings and some exam questions will be based exclusively on the reading.** Reading assignments include not only analytical writings by historians but primary documents such as historic speeches by Marcus Garvey, the private and propaganda writings of Sandino and Bob Marley lyrics. *Moreover, these readings are not only interesting, but many of them are actually exciting! They are also NOT onerously long. DO the reading!*

**Discussions will be organized around a set of questions found in this syllabus** below each reading assignment. Surprise, easy quizzes (if you did the reading!) on the reading **may** be administered at the Professor's discretion, **as needed**, to make sure that students are doing the reading.

**Evaluation of oral participation in weekly discussions will be based on these criteria:**

1. students' demonstrated command of the material in the reading
2. willingness to engage ideas, questions and other students in debate or dialogue
3. active listening and reflection on concepts presented in lectures in connection to readings
4. silence during class discussion will merit a participation grade of C- or below

**Students will receive a mid-term grade for their participation at the time of the mid-term exam.** Students who receive a grade of C- or below will be allowed to improve

their grade by writing weekly one-page reflections on subsequent readings; these reflections will be due in class at the time of discussion in hard copy form. They will not be accepted afterward.

### **Course Materials:**

#### **1. Required books for purchase, reading and use in papers and exams:**

- Laurent Dubois, Haiti: The Aftershocks of History (Picador, 2013).
- Eric Paul Roorda, The Dictator Next Door: The Good Neighbor Policy and the Trujillo Regime in the Dominican Republic, 1930-1945 (Duke Press, 1998).
- Baron L. Pineda, Shipwrecked Identities: Navigating Race on Nicaragua's Mosquito Coast (Rutgers University Press, 2006).

**2. Scanned readings, scholarly journal articles and primary source collections will be available for downloading, either through Canvas or library course reserves for this class on the Smathers Libraries' website.** They are assigned and cited below in the class schedule.

**3. Lecture outlines and PowerPoints for lecture will be posted to Canvas.** Please note that Power Points contain valuable imagery, tables, terms for identification (such as proper names, dates and events) plus other data provided in lecture but they are no substitute for note-taking.

## **II. Two Short Analytical Papers (25%)**

- **Minimum length** for each paper is four full pages; ideal length for each paper is five to six pages.
- All papers must be **typed in 12-point Times font and double-spaced.**
- **No digital papers (delivered via email or internet) will be accepted** unless the student is physically unable to deliver the hard copy paper on time. Students will still be required to provide a hard copy of the paper a.s.a.p.
- **Students will write each paper in response to one or more questions** on previously assigned readings provided by Professor Guerra. *Essay prompts/questions will be provided one week before the paper is due.*
- **Due dates and delivery location. Students must write the first paper for Friday, Sept. 28th; they may choose to write their second paper for either Monday, Nov. 5th or Wednesday, Nov. 28th:**
  - **Paper #1, due Friday, September 28th**
  - **Paper #2-Option A, due Monday, November 5th**
  - **Paper #2-Option B, due Wednesday, November 28th**
  - **Deliver** all hard copies to the Center for Latin American Studies, front desk, 3<sup>rd</sup> floor, **Grinter Hall before 4:00 PM** on date due.

**Papers must respond to / answer questions through a standard essay format** in which a thesis statement is clearly stated, underlined for the purposes of clarity and supporting evidence primarily derived from readings provided. The more specific the examples given to support the argument, the better the paper will be.

**Papers will be graded on:**

- creative use of specific evidence drawn from the readings
- the clarity of their argument
- coherence of the writing
- grammatical correctness
- analytical “movement” toward a point.

**III. Examinations: Midterm (25%) & Final (25%)**

Students will take an in-class **midterm examination on October 11<sup>th</sup>** as well as a **cumulative final exam**, emphasizing material from the second half of the course, on the date and time assigned by the College.

**The in-class midterm exam will consist of two parts.**

- Part one of the midterm exam will require students to **identify 3 out of 5 terms** and **locate 8 out of 10 items on a blank map** provided. Part two of the midterm exam will ask students to write **a short response essay in reply to one of two questions provided in advance**. The midterm will be conducted in class, during the course of our regular 50-minute session.
- Fully half of the items on the midterm, as on the final, will derive entirely from the reading and half from the lectures.

**A two-hour final exam will follow the same format as the midterm.**

- The final exam will consist of **short-answer identifications and maps** as well as **essay questions** to which students will need to respond in analytical essay form. There will be a greater number of identifications on the final and students will write two essays in response to questions provided in advance, instead of one.

**Lecture Schedule & Weekly Reading Assignments**

**Unit I. Colonial Tragedies and Transformations**

**Th 8/23 Why Study Race, Religion and Revolution in the Caribbean? An Introduction**

***Assigned reading for discussion Tuesday:***

1. Gerald **Sider**, "When Parrots Learn to Talk and Why they Can't: Domination, Deception and Self-Deception in Indian-White Relations" *Comparative Studies in Society and History*, Vol. 29, No. 1 (Jan., 1987), pp. 3-23. (Available through **course reserves**).
2. Tink **Tinker** and Mark **Freeland**, "Thief, Slave Trader, Murderer: Christopher Columbus and Caribbean Population Decline," *Wicazo Sa Review* 23: 1 (Spring 2008), 25-50. (Available through **course reserves**).

***Additional recommended reading:*** Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies* (Penguin, 2004, orig. written 1542, published 1552), pp. 5-30. (Available as a scan through **Canvas**).

**Tu 8/28 Period 1. Paradise Lost: The Indigenous Holocaust in the European Imagination**

**Period 2. Discussion of Sider, Tinker & Freeland. Discussion questions:** In 1492, Spanish scholar Antonio de Nebrija told Queen Isabela, "Language is the instrument of empire." These authors take to heart that advice in analyzing the reality and five centuries of history that the Conquest produced.

1. *How does Sider reveal the centrality of language to European conquerors' justifications of their policies and attitudes? What values did they readily endorse and which did they actively deny?*
2. Tinker and Freeland make a compelling historical case of Columbus's responsibility for the first New World genocide, ultimately arguing that he should not be honored but condemned. *Why does the history that Tinker and Freeland dredge up matter? Why and how is it denied? Do such denials matter—why?*

**Th 8/30 Sugar, Slavery & the Emergence of Global Capitalism in the British West Indies**

**Reading for discussion Tuesday:** 1. Eric Williams, From Columbus to Castro: The History of the Caribbean (Vintage, 1984), pp. 10-45. (Available as a scan through Canvas)

2. Hilary McD. Beckles, "Plantation Production and White 'Proto-Slavery': White Indentured Servants and the Colonisation of the English West Indies, 1624-1645," *The Americas* 41: 3 (January 1985), 21-45. (Available through course reserves)

**T 9/4 Period 1. The Plantation and the Counter-Plantation: Slaves and Maroons**

**Period 2. Discussion of Williams & Beckles. Discussion questions:** The Caribbean is defined by its "blackness": whites are a minority in most of Caribbean societies, especially those which are the focus of this course. Yet, the "whiteness" of whites was a product of Europeans' imperial policies and actions, as was the enslavement of non-whites. *How did labor become associated with non-whiteness, dishonor and "savagery", a term used by slavers to justify enslavement?*

**Th 9/6 Pirates! Counterculture, Countereconomy & the First Anti-Imperial Movement?**

**Reading for discussion Tuesday:** Dubois, Haiti: The Aftershocks of History, pp. 1-134. (Required book for purchase)

**Unit II. The Age of Liberation and the Struggle for Caribbean Freedom**

**T 9/11 Period 1. Slave Revolution: The Ideologies, Meanings & Impact of Haiti**

**Period 2. Discussion of Dubois. Discussion questions:** In this book, Dubois argues that despite the fact that Haiti was the first independent nation in America to abolish slavery permanently, the state to which the Haitian Revolution gave birth became parasitic, even predatory by the mid-19<sup>th</sup> century, particularly with respect to the majority of former slaves and their descendants. *What factors explain this development?*

**Th 9/13 English Abolitionists & Slaves as Political Actors in Jamaica**

**Reading for discussion Tuesday:** 1. Diana Paton, "Punishment, Crime, and the Bodies of Slaves in Eighteenth-Century Jamaica," *Journal of Social History*, Vol. 34, No. 4 (Summer 2001), pp. 923-954. (Available through course reserves)

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**T 9/18 Period 1. From Slaves to Subject-Citizens in 19th Century Jamaica**

**Period 2. Discussion of Paton. *Discussion questions:*** The ideology of white racial superiority (and its attending ill of cultural supremacy) emerged in every dimension of colonial Jamaican society. This article focuses on how the legal British officials and planters reflected those values. *What examples do they provide? Can symbolic violence be as powerful as physical violence? How do they work together? What are the effects of symbolic violence?*

**Th 9/20 Becoming Black: Ideologies of Freedom in the Morant Bay Rebellion**

***Reading for discussion Tuesday:***

1. Tony Martin, "Marcus Garvey, the Caribbean and the Struggle for Black Jamaican Nationhood," in Caribbean Freedom: Economy and Society from Emancipation to the Present, ed. by Hillary Beckles and Verene Shepherd (Markus Weiner Publishers, 1996), pp. 359-369. (Available through Canvas)
2. Marcus Garvey, The Philosophy and Opinions of Marcus Garvey, or, Africa for the Africans, compiled by Amy Jacques Garvey (Dover: The Majority Press, 1986; first published 1923 & 1925): Vol. 1: pp. 1-14; 26-31; 48-51; 59-67; 68-78; Vol. 2: a-j; 18-33; 62-73; 81; 134-143. (Available through Canvas)

**PAPER QUESTION FOR PAPER #1, DUE 9/28, provided via email by Dr. Guerra.**

**T 9/25 Period 1. Garveyism, Political Control & Black Transnational Radicalism**

**Period 2. Discussion of Martin & Garvey documents. *Discussion questions:***

1. Written largely in Jamaica and among West Indian migrants in New York, this selection of Garvey's writings apparently rejected the idea that blacks had anything to gain from cooperation with whites and argued that "a return to Africa", in the spiritual, literal and political sense was in order for black emancipation. *How did Garvey define race? What did Garvey believe was necessary for black empowerment? Do you think Garvey wanted to revolutionize, that is, invert the social order of contemporary society?*
2. Some analysts contend that Garvey's appeal lay in the messianic qualities of his message, rather than its practical political prospects. *How was his message messianic? Do you think Garvey saw himself as a black Christ?*

**Unit III. Unfreedom in "The American Age": The Rise and Results of U.S. Imperialism in Haiti, the Dominican Republic & Nicaragua**

**Th 9/27 "Cannibal Cousins": The U.S. Military Occupation and Resistance in Haiti**

***Reading for discussion Tuesday:*** Dubois, Haiti: The Aftershocks of History, pp. 205-310.

**FIRST PAPER DUE FRI 9/28, hard copy due to Center for Latin American Studies.**

**T 10/02 Period 1. Discussion of Dubois. *Discussion questions:*** *How did Haiti's "pariah status" in the world affect Haitians' ability to construct a viable nation-state? How did the United States' nineteen-year military occupation of Haiti exacerbate this problem? What might have happened had the United States never occupied Haiti?*

**Period 2: Papa Doc and the "Voodooization" of Haitian Politics, 1934-1971**

**Th 10/04 Caribbean Counterpoint: "Hispanic" Nicaragua, Miskitos & The Regime of William Walker**

***Reading for discussion Tuesday:*** Baron L. Pineda, Shipwrecked Identities: Navigating Race on Nicaragua's Mosquito Coast (Rutgers University Press, 2006), pp. 34-107.

**NOTE: Midterm essay options will be delivered via email on Fri 10/05. Prof. Guerra will be in Haiti 10/08-10/14. Ms. Lisa Krause will conduct discussion and administer the midterm on 10/11.**

**T 10/09 Period 1. Discussion of Pineda. Discussion questions:** Nicaragua's Pacific coast elites long viewed their own political weakness and Nicaragua's relative poverty as an extension of Miskitos and other peoples' freedom from their economic and state control. *How did the Miskito view themselves? How salient was "race" to their own distinction from creoles in their midst, foreigners, and Pacific-coast Nicaraguans? What made the Miskito "the Miskito", in other words?*

**Period 2. Review for in-class midterm on Thursday.**

**Th 10/11 IN-CLASS MIDTERM EXAM. No reading for Tuesday.**

**T 10/16 GUEST LECTURE BY DR. CONSUELO NARANJO, Instituto de Historia, Madrid, Spain.**

**Th 10/18 Miskitos and the National Project of Modernity: Liberation or a New Colonization? Reading for discussion Tuesday:** Augusto Cesar Sandino, Sandino: The Testimony of a Nicaraguan Patriot, 1921-1934, edited and translated by Robert Edgar Conrad. Princeton, NJ: Princeton Paperbacks, 1990. pp. 1-19; 25-33; 74-85; 88-97; 173-184; 239-242; 251-262. (Available through Canvas)

**T 10/23 Period 1: David vs. Goliath: Sandino, U.S. Marines & the Origins of Somocismo**  
**Period 2: Discussion of Sandino. Discussion questions:** Many Nicaraguans (and Latin Americans more broadly) see Sandino as both a nationalist revolutionary and a "Pan-Americanist": that is, they see Sandino as a Nicaragua version of José Martí and other similiary intellectuals of the period who promoted Latin American unity saw U.S. interventionism, whether economic, political or both, as detrimental to the development of socially just societie s and democracies.

1. *What do you think Sandino's goals were? Was Sandino a revolutionary? If so, how did he define revolution? Was he more radical than Marcus Garvey?*
2. *To what extent did Sandino understand Latin Americans' struggle for sovereignty against U.S. imperialists as a racial struggle? How does gender—in terms of both masculinity and femininity—figure into his moral vision of Nicaragua's fight for freedom?*

**Th 10/25 "I don't need citizens, I need oxen": Somocismo in Nicaragua, 1930s to 1950s**  
**Reading for discussion Tuesday:** Eric Paul Roorda, The Dictator Next Door, pp. 31-62; 89-148 . (Required book for purchase)

**PAPER QUESTION FOR PAPER #2-Option A, DUE 11/05, provided via email by Dr. Guerra.**

**T 10/30 Period 1. Dominican Dilemmas: Race, Nation and the Haitian Other**  
**Period 2. Discussion of Roorda. Discussion questions:** Probably no other modern dictator of the many that the US supported in the Twentieth Century got away with as much murder and mayhem as Trujillo. Delving deeply into the archive, Roorda discovers Trujillo as the favorite son of his US Marine trainers and useful to US interests, despite many factors including his race and his totalitarianism. *What explains this?*

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**Th 11/01 Totalitarianism, Caribbean-Style: Rafael Trujillo, The Dictator Next Door**

**Reading for discussion Tuesday:** Roorda, The Dictator Next Door, pp. 150-191; 230-243.

**SECOND PAPER-OPTION A, DUE MON 11/05, hard copy due to Center for Latin American Studies.**

**Unit IV. Revolution and Reaction during the Cold War and Today**

**T 11/06 Period 1. The Fall of Trujillo, the CIA, US Marines & the Neo-Trujillista State**

**Period 2. Discussion of Roorda. Discussion questions:** *How does Roorda's focus on the role of the United States undermine the role of local and national actors in determining the Dominican Republic's fate? What does Roorda's approach leave out?*

**Th 11/8 Orphan or Pariah: Pigs, AIDS and other Betrayals of Democracy in Haiti**

**Reading for discussion Tuesday:** Selected primary source documents from Eric Paul Roorda, Lauren Derby & Raymundo González, The Dominican Republic Reader: History, Culture, Politics (Duke University Press, 2014), pp. 303-368. (Available through Canvas)

**T 11/13 Period 1. Toppling the Somoza Dynasty: Sandinismo Reborn, Revolution Redefined**

**Period 2. Discussion of Roorda, Derby and González. Discussion questions.** This selection of documents is meant to provide a more complete picture of Dominican society's struggles to overcome the immediate obstacles to democracy and the long-term legacies of a US-backed dictatorship. *What documents surprised you the most? What did you learn from them that you did not expect? What is the most "hidden history" of this period that they reveal?*

**Th 11/15 Sandinista State, Miskito Defiance: The Contra War, 1981-1990**

**Reading for discussion Tuesday:** Pineda, Shipwrecked Identities, pp. 152-225.

**PAPER QUESTION FOR PAPER #2-Option B, DUE 11/28, provided via email by Dr. Guerra.**

**T 11/20 Period 1. Democratization or Demagoguery in Nicaragua? From the Iran-Contra Scandal to the Return of Daniel Ortega, 1985-Today**

**Period 2. Discussion of Pineda. Discussion question:** *What factors explain Miskito cooperation with the US and participation in the Contra War? What are the primary historical lessons of the Miskitos' experience? Is it unique?*

**THANKSGIVING BREAK 11/21-11/25. No reading. SECOND PAPER DUE WED 11/28**

**T 11/27 Period 1. The Fractured Hegemony of Joaquín Balaguer and the Role of Anti-Haitianism in the DR's Neo-Trujillista State, 1970s-Today**

**Period 2. Ideas Workshop. Discussion of race in the DR,** based on a film clip from "Mirrors of the Heart" (1993).

**SECOND PAPER-OPTION B, DUE WED 11/18, hard copy due to Center for Latin American Studies.**

**Th 11/29 Independence, Rastafarianism and Jamaica's Socialist Way, 1940s-1990s**

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**Reading for discussion Tuesday:** Nathaniel Samuel **Murrell**, et al, eds. *Chanting Down Babylon: The Rastafari Reader*. (Philadelphia: Temple University Press, 2002), selections to be decided. (Available through **Canvas**)

**T 12/04 Period 1. Discussion of Murrell. Discussion questions:** Rastafarianism is both a form of black transnational radicalism, much like Garveyism, and a religion. *How important is blackness to being a Rasta? How do Rastas define "blackness" or race for that matter? In today's global age, what does Rastafarianism teach us about the history of the Caribbean?*  
**Period 2. Final Lecture.**

**FINAL EXAM 12/12 at 7:30-9:30 AM. Location to be announced.**