

# Syllabus for Haitian Culture and Society

HAT 3564 (1E27) | LAS 3930 (028B) | AFA 3930 (1E55) | ANT 3930 (03FC)

Spring 2013, M/W/F, 7<sup>th</sup> period, FAC 0120

Department of Languages, Literatures and Cultures

University of Florida, Gainesville

**Professor:** Ben Hebblethwaite, Ph.D.  
**Office location:** Dauer Hall, 363  
**Office hours:** Mondays and Wednesdays, 8<sup>th</sup> period (3-3:50 p.m.)  
**Contact information:** [hebble@ufl.edu](mailto:hebble@ufl.edu)  
Tel: 352-273-3762  
**Class website:** <http://web.clas.ufl.edu/users/hebble/>

## Class objectives:

The objective of this class is to help develop your understanding of the Haitian Culture and Society. The class format involves lectures, slide-presentations (art slides), daily student presentations, classroom discussions, films and music. The class will have no more than 8 pop-quizzes, one midterm, one final, and a 2,000 word essay. Two textbooks provide the background knowledge needed to follow lectures, participate in discussions and pair-work, and to prepare for and perform well on the presentation, quizzes, examinations and the paper. Reading the assigned passages carefully while noting key ideas, events and individuals is a helpful way to study. Also, the assigned readings are your first two sources for your paper and they must be cited and included in your bibliography.

**Grade distribution. You are responsible for keeping a record of your own grades.**

- (1) 5 % = 1 Class presentation; 8 minutes long. You will present on some aspect of the readings for the day you present; for example, if you present on January 9, you will present on some aspect of Dubois 1-13, etc. Graded for clarity, organization, preparation, effectiveness of your communication (are you connecting with us? are we convinced?) and insight of your critique. Do not read from a piece of paper; practice in advance. You are required to **create a PowerPoint presentation with images.**
- (2) 25 % = 2000 word paper (essay topic and paper). *See grading criteria below.*  
**(5% for outline, 15% for first draft, 5% for final draft).**
- (3) 15 % = As many as 8 quizzes (most are pop-quizzes).
- (4) 25 % = Participation; attendance; punctuality, courtesy, attentiveness; respect for learning environment; etiquette; insights (please, no phones, newspapers and inappropriate work).
- (5) 30 % = 2 Exams (15% each)

## Required readings (books you need to buy for this class):

1. Arthur, Charles and Michael Dash. 1999. *A Haiti Anthology: Lib àè*. New York: Markus Wiener Publishers.

2. Dubois, Laurent. 2012. *Haiti: The Aftershocks of History*. New York: Metropolitan Books.

**Possible films**

*Rezistans, Ti Machin, Pouki se mwen? Courage des femmes, Bouki nan paradi, etc.*

**Possible music**

*Christopher Laroche, B dO, T-Vice, Tropicana, Nemours Jean-Baptiste, Misty Jean, etc.*

**Recommended**

Nicholls, David. 1996. *From Dessalines to Duvalier: Race, Colour and National Independence in Haiti*. New Brunswick, New Jersey: Rutgers University Press.

**!!! Academic honesty/professionalism statement !!!**

Last semester I had one student cheat on a Scantron quiz, two students submit falsified medical letters (yes, I call the doctor), and two disruptive students who regularly engaged in rude private conversations. All such cases are sent to the Dean of Students and result in the lowering of the violator's grade or failure in addition to sanctions from the Dean of Students. The instructor can lower a grade as appropriate if students disregard UF policy.

*Thank heavens that most UF students are **AWESOME!!!***

**General Education Learning Objectives and Student Learning Outcomes**

- Humanities (H) - Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. Your courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
- International (N) - International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location, development level and geopolitical influences affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.
- Social and Behavioral Sciences (S) - The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes.

## Class Policies

### Late or makeup work policy

Work may be turned in up to one week late for a 10% penalty. Work that is turned in late with an excuse letter (letterhead & phone number required) that conforms with UF policy is acceptable and not penalized. Work that is turned in **after I have collected** the assignment, even if it is during the same class on the day it is due, is penalized 5%. Note for your essay you must submit both a paper version and an electronic MS Word version via elearning.

### Attendance policy

Students are expected to attend class *daily*. Athletes must be excused by the athletics department. **Unexcused absences** and **tardiness** result in a lowering of the participation grade. Missing class can seriously affect a student's ability to perform in other categories of the syllabus (such as missed quizzes or late penalties).

If a student *is* absent, he or she is expected to contact the instructor with the reason for his or her absence. Medical treatment or a personal or a family crisis are grounds for an excused absence, *a note including a contact phone number is required*.

**Students are expected to sign the attendance form before class begins.** If you arrive late, you are considered absent (but you are still welcome to class). If you are late, please enter discreetly at the back.

**Leaving in the middle of class to go to the bathroom or answer a phone is not acceptable.** UF assumes you can organize your biological and social functions before or after class! If you do leave in the middle of class, you will be considered **absent** for the day, resulting in the lowering of your grade.

Engaging in distracted forms of behavior like **texting, emailing, reading the newspaper or chatting inappropriately with other students is not acceptable.** If you do engage in such behavior, you will be considered **absent** for the day, resulting in the lowering of your grade.

If you disregard UF policy, the instructor reserves the right to ask you to leave the class, to make an appointment with the Dean of Students, and to engage in a conflict resolution procedure. (see the Dean of Students' language about this: <http://www.dso.ufl.edu/sccr/resolution/>). The instructor can lower your grade if you do not comply with UF and class policies.

### Examinations

Class quizzes and exams are based upon readings, lectures and presentations. Students are expected to review their notes and readings prior to these evaluations.

### Paper – (Read carefully!)

Students are expected to write a 1 page outline and a 2,000 word research paper; the **bibliography is not counted among those 2,000 words.** Both submissions must use **.12 Times New Roman, double spaced, with 1 inch columns on all sides.**

**Include at least 5 refereed sources (i.e. books or articles; UF online database books and articles are OK; but NOT the open access WWW).** 2 of your 5 sources must also be the 3 required readings in this class. The required readings must serve as guidance and form a foundation for your paper topic.

Citations must be accompanied by appropriate bibliographical references. Your paper will be graded based on the basis of the originality of the ideas, on the clarity and concision of the writing and editing, and the adherence to the requirements given above and below in the reference and bibliography guideline. **You need to show that you have carefully read the class books, found and read additional sources**, reflected on them and added your unique interpretation of events, individuals, ideas and phenomena. Aim to write a scholarly paper where you strive to produce an objective and accurate analysis of your topic. Avoid advancing personal ideological preferences; instead, take an empirical approach in which facts are weighed as you develop **an argument, a position, and a synthesis of ideas**. Write an outline as you piece together your study of Haitian culture and society. Organize and link the parts together.

**You must turn you essay in via elearning in addition to a physical copy in class. The version you submit via elearning will be submitted to “Turn it in” plagiarism software. Copy and pasting from online or published sources is unacceptable and results in failure.**

**Avoid citing at all costs. I recommend you explain the author’s ideas in your own words, but always give her or him credit for the idea, i.e. (Dubois 2012:213).**

**Please use Chicago citation and bibliographical style.**

**You must indicate the word count below your name on the first page. You may exceed the 2000 word requirement by as many as 25 words.**

**Failure to follow the formatting guidelines explained in the paragraphs above will result in the lowering of your grade by as much as 5%.**

## Reference and Bibliography Guidelines

In the text:

- (a) Z éphir (1997: 223) advocates the instruction of Haitian Creole in the United States’ secondary education system.
- (b) Misclassifying Creole-speakers as African Americans fails to properly account for linguistic and cultural differences (Z éphir 1997: 223).

In the bibliography:

Z éphir, Flore. 1997. Haitian Creole Language and Bilingual Education in the United States: Problem, Right or Resource? Article in *Journal of Multilingual and Multicultural Development*, Vol. 18, No. 3, pp. 223-37

a. Book:

Author. Year of publication. *Title of book*. City of publisher: Publisher.

b. Article in journal, magazine, etc.:

Author. Year of publication. Title of article. Article in *Name of source*, Volume/number of issue, page numbers.

See the bibliography for further examples.

**For students who want GORDON RULE credit:**

The first draft (+ 5 bibliographic entries) of your *complete* essay is due 4 weeks before the end of the semester. If you fail to submit your paper on the deadline (see syllabus schedule), you are unable to earn Gordon Rule credit (due to University of Florida regulations). Once corrected, you will make corrections and improvements and the final draft is due on the last day of class.

**Academic Honesty Guidelines**

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

*Cheating.* The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

*Plagiarism.* The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

*Misrepresentation.* Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

*Bribery, Conspiracy, Fabrication.* For details see below.

**The UF Honor Code states:**

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

On all work submitted for credit the following pledge is either required or implied:

*"On my honor I have neither given nor received unauthorized aid in doing this assignment."*

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.dso.ufl.edu/judicial/academic.htm>

**Students with disabilities**

Students with disabilities must register with the Dean of Students office. Contact the Assistant Dean of Students/Director of the Disability Resources Program at:

P202 Peabody Hall

Gainesville, FL 32611-5055

Phone (352) 392-1261 (V), 392-3008 (TDD)

For stress, emotional and psychological support, please contact the Counseling Center at:

301 Peabody Hall

Phone (352) 392-1575

Or: [www.counsel.ufl.edu](http://www.counsel.ufl.edu)

If you need this syllabus in an alternate format, please speak to Ben.

## Syllabus for Haitian Culture and Society, HAT 3564, Spring 2013

Department of Languages, Literatures and Cultures

University of Florida, Gainesville

Benjamin Hebblethwaite, Ph.D.

**HMWK = 1 PAGE COMMENTARY ON THE  
READING FOR THE DAY IT IS DUE.**

### 1

Monday, January 7

Introduction

Wednesday, January 9

Dubois 1-13; \_\_\_\_\_ **1a**

Friday, January 11

Dubois 15-35; \_\_\_\_\_ **1b**

### 2

Monday, January 14

Arthur 17-34; \_\_\_\_\_ **2**

Wednesday, January 16

Arthur 45 – 68; \_\_\_\_\_ **3**

Friday, January 18

Arthur 69 – 85; \_\_\_\_\_ **4**

### 3

Monday, January 21

NO CLASS IN HONOR OF MARTIN LUTHER KING, JR

Wednesday, January 23

Arthur 80 – 100; \_\_\_\_\_ **5**

Friday, January 25

Arthur 100 – 110; \_\_\_\_\_ **6**

### 4

Monday, January 28

Arthur 111 – 130; \_\_\_\_\_ **7**

Wednesday, January 30

Arthur 130 – 138; \_\_\_\_\_ **8**

Friday, February 1

Arthur 139 – 149 & Dubois 35-41 \_\_\_\_\_ **9a**  
\_\_\_\_\_ **9b**

### 5

Monday, February 4

Arthur 149 – 175; \_\_\_\_\_ **10**

Wednesday, February 6

Dubois 41-51; \_\_\_\_\_ **11**

Friday, February 8

Arthur 176 – 198 \_\_\_\_\_ **12**

### 6

Monday, February 11

Arthur 198 – 208 & Dubois 52-61; \_\_\_\_\_ **13a**;  
\_\_\_\_\_ **13b**

Wednesday, February 13

Arthur 209 – 227; \_\_\_\_\_ **14**

Friday, February 15

Dubois 61-76; \_\_\_\_\_ **15**

### 7

Monday, February 18

Dubois 76-88; **MIDTERM EXAM REVIEW**

Wednesday, February 20

**MIDTERM EXAM**

Friday, February 22

Arthur 228 – 245; \_\_\_\_\_ **16**

### 8

Monday, February 25

Dubois 89-112; **Gordon Rule outline due**; \_\_\_\_\_ **17**

Wednesday, February 27

Dubois 112-134; \_\_\_\_\_ **18**

Friday, March 1

Arthur 255 – 276 \_\_\_\_\_ **19**

## SPRING BREAK MARCH 2-9

### 9

Monday, March 11

**Gordon Rule Paper Outline (1 page, double-spaced)**; Dubois 135-  
154; \_\_\_\_\_ **20**

Wednesday, March 13	Dubois 154-173; _____	<b>21</b>
Friday, March 15	Dubois 173-195; _____	<b>22</b>
<b>10</b>		
Monday, March 18	Arthur 277 – 288 & Dubois 195-203; _____	<b>23a;</b>
	_____	<b>23b</b>
Wednesday, March 20	Dubois 204-223 _____	<b>24</b>
Friday, March 22	Arthur 289 – 299 & Dubois 223-231; _____	<b>25;</b>
	_____	<b>26</b>
<b>11</b>		
Monday, March 25	<b><u>Gordon Rule paper due;</u></b> Arthur 300 – 310 & Dubois 231-238	
	_____	<b>27; _____ 28</b>
Wednesday, March 27	Dubois 238-254; _____	<b>29</b>
Friday, March 29	Arthur 310 – 320; _____	<b>30</b>
<b>12</b>		
Monday, April 1	Arthur 320 – 330; _____	<b>31</b>
Wednesday, April 3	Dubois 254-274 _____	<b>32</b>
Friday, April 5	Arthur 330 – 341 & Dubois 274-285 _____	<b>33;</b>
	_____	<b>34</b>
<b>13</b>		
Monday, April 8	Dubois 285-305 _____	<b>35</b>
Wednesday, April 10	Dubois 305-320 _____	<b>36</b>
Friday, April 12	Dubois 320-333 _____	<b>37</b>
<b>14</b>		
Monday, April 15	Dubois 333-342 _____	<b>38</b>
Wednesday, April 17	Dubois 342-354 _____	<b>39</b>
Friday, April 19	Dubois 354-370 _____	<b>40</b>
<b>15</b>		
Monday, April 22	<b>FINAL EXAM REVIEW</b>	
Wednesday, April 24	<b><u>FINAL EXAM; Corrected Gordon Rule Essay Due</u></b>	
Friday, April 26	4 p.m. on this day (4/26/2012) at Dauer 363 is the latest date you can turn in your Gordon Rule Essay.	

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
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<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.