

## **Syllabus for Haitian Culture and Society, Spring 2024**

HAT 3564 (and cross-listed with LAS 3930, AFA 3930, ANT 3930)

Department of Languages, Literatures and Cultures

University of Florida, Gainesville

### ***The 15-week reading schedule begins on page 10***

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### **General Education Requirements Satisfied by *Haitian Culture and Society***

1. 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. ([Area objectives available here](#))
2. 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. ([Area objectives available here](#))
3. 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. ([Area objectives available here](#))

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

### **Description of the course's goals:**

The objective of this class is to help develop your understanding of the Haitian Culture and Society. The history, languages, music, cuisine, cultures, religions, and philosophies of the Haitian people, their relationships with other peoples and ideas, and the qualitative and quantitative methods for examining those domains are the focus of this course. The class format involves lectures, readings in *The Haiti Reader*, slide-presentations, activities, discussion activities, quizzes, a midterm, final and a 2,000-word essay. *The Haiti Reader* provides the background knowledge needed to follow lectures, participate in discussions and pair-work, and to prepare for and perform well on the quizzes, assignments, discussions, examinations and the paper. Reading the assigned passages carefully while noting key ideas, events and individuals is the best 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.

**This course has the following learning objectives:**

- Analyze Haitian culture and society
- Compare Haitian culture and society with those in other places, including the US.
- Critique the role of French colonialism and slavery in the formation of Haitian identity
- Classify the linguistic situation in Haiti and the functions of French and Haitian Creole
- Recognize the major causes of the War of Independence and the leading figures of the struggle
- Summarize major racial and gender struggles that mark Haitian history
- Differentiate among the major political traditions that compete in Haiti
- Interpret the major religious and philosophical traditions in Haiti
- Exemplify major figures, themes, and styles in Haitian art, music, poetry, and prose
- Generate a hypothesis about a problem in Haitian culture and society
- Plan and produce original research about Haitian culture and society

**Modality**

This course is taught in person. Office hours are in-person. This course is taught in person. Office hours are in-person.

**Required textbook:**

Dubois, Laurent, et al. (2020). The Haiti Reader. Durham: Duke University Press.

**Grade distribution.**

10 minute in-class presentation	15%
2,000-word essay	30%
Oral Midterm Exam:	20%
Oral Final Exam:	20%
Weekly Canvas Quizzes:	15%

<b>Breakdown of the Grades</b>	<b>Points</b>
10-minute presentation	150
Research Paper	300
Oral Midterm Exam	200
Oral Final Exam	200
Quizzes	150

**Grading Scale & GPA equivalent:**

A 100-93 (4.0)	A- 92-90 (3.67)	B+ 89-87 (3.33)	B 86-83 (3.0)	B- 82-80 (2.67)	C+ 79-77 (2.33)	C 76-73 (2.0)	C- 72-70 (1.67)	D+ 69-67 (1.33)	D 63-66 (1.0)	D- 62-60 (0.67)	E 59-(0)
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**Please note:** There is no rounding up in this course. If a student earns 92.99, the grade is A-

- A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
- <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### Grading Policy

I will make every effort to have each assignment graded and posted within one week of the due date. In the case of essays, I will return work within 2 weeks.

### General Education SLOs

Subject Area	Content	Critical Thinking	Communication
<b>Humanities</b>	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively.
<b>International (co-designation)</b>	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.
<b>Social and Behavioral Sciences</b>	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Communicate knowledge, thoughts and reasoning clearly and effectively.

## Descriptions of Graded Work

### 10 minute in-class presentation (15%)

The in-class presentation *or* Vlog-presentation is aimed at encouraging professional public speaking and presenting skills. Students have 10 minutes to present on a “bullet-point” topic from *The Haiti Reader*. The presentation can be in-person or it can be a video vlog. Both are in-class.

- Create a PowerPoint of 5-7 slides or a 10-minute video vlog.
- Select a “bullet point” from *The Haiti Reader* and present on the day that it appears in the syllabus.
- Keep the slides or video neat and tidy without too many words.
- Prepare in advance so that the presentation is smooth and professional.
- Avoid reading from notes or the screen.
- Keep the presentation time to 7-10 minutes.
- Respond thoughtfully to questions from the class, 5 minutes.
- Present on the assigned day.
- Ideas should be carefully sourced from scholarship at UF Libraries.
- Ideas should be carefully sourced from scholarship at UF Libraries.
- Respond to questions about the project and the methods used to create it.

### 2,000-word Essay (30%) on Haitian Culture and Society for the Writing Requirement [2,000]

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

- Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."
- The instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- The first draft of the 2,000-word essay is due 4 weeks before the last day. The corrected second submission with Track Changes turned on is due on the last day of class.
- The writing assessment rubric is given on the next page.
- The university's Writing Studio can be contacted for assistance at [www.writing.ufl.edu](http://www.writing.ufl.edu)
- Please use Chicago citation and bibliographical style. You must indicate the word count below your name on the first page.

Students' check list:

- a 2,000-word research paper that deals with Haitian culture and society.
- The bibliography is not counted in those 2,000 words.
- The essay has a “thesis statement” that summarizes the main argument/idea of the essay.
- The essay cites experts for support and uses consistent citation formatting.
- The essay has a boldface title that is catchy and informative.
- The essay has sections and boldface section headings.
- Submissions must be .12 Times New Roman, double spaced, with 1-inch columns on all sides.
- Essays must show the word-count under the student's name or else lose 5%.

- You may exceed the 2000-word requirement by as many as 100 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%.

Essays must include at least **four** refereed sources. More than four sources is fine. “Refereed” means “serious” books and articles that have been “peer-reviewed” and vetted by legitimate publishers. You may add additional sources like Wikipedia and other websites in addition to the 4 books or articles. One of your “peer-reviewed” books may be the required textbook, *The Haiti Reader*. 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 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 textbook, 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 in which 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.

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

**Oral Midterm (20%), Oral Final (20%), Weekly Canvas Quizzes (15%)**

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

An oral exam involves being present for a short interview during the normal class periods. Instead of writing, the instructor will ask the students questions about the course for which the student provides oral responses.

**Writing Assessment Rubric**

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
<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.

1. The student must earn a grade of C or better in the course.  
AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

**Academic honesty/professionalism statement**

All cases of academic dishonesty are sent to the Dean of Students and result in the lowering of the student'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.

**Class Policies**

**Late or makeup work policy**

Quizzes and Exams cannot be taken late under any circumstances unless the request is accompanied with a legitimate excuse note that respects UF policies.

Assignments, however, may be turned in late for a 10% penalty. Work cannot be turned in after the official closing date of the assignments indicated on Canvas. Work that is turned in late with an excuse letter that conforms to UF's policies will not be graded as late. Falsified excuse notes are reported to the Dean of Students.

**Reference and Bibliography Guidelines**

In your text:

- (a) Zéphir (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 (Zéphir 1997, 223).

In your bibliography:

Zéphir, 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

Book:

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

Article in journal, magazine, etc.:

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

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

The first draft (+ 4 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 at the end of the semester.

**Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Privacy Policies**

<https://www.instructure.com/policies/privacy>Links to an external site.

<https://www.instructure.com/canvas/accessibility>Links to an external site.

<https://zoom.us/privacy> (Links to an external site.)

<https://zoom.us/accessibility> (Links to an external site.)

**Important links to the Office of Academic Support Services, Student Life Success Services, and Academic Advisors.**

<https://oas.aa.ufl.edu/services/> (Links to an external site.)

<https://www.ufl.edu/student-life/success-services/> (Links to an external site.)

<http://www.ufadvising.ufl.edu/college-remote-advising-contacts/> (Links to an external site.)

**Course evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

<https://ufl.bluera.com/ufl/>

Summaries of course evaluation results are available to students at

<https://gatorevals.aa.ufl.edu/public-results/>

### **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 who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting:

<https://disability.ufl.edu/students/get-started/>

It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.



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.

## Course Reading Schedule in Weekly Modules with Objectives

### Module 1 Saint Domingue and Haiti's First Generation

In this module we explore the original people of Haiti, the Tainos, and examine texts that reflect aspects of the colony of Saint-Domingue, including Vodou religion, the maroons, and forms of asymmetrical and bacteriological warfare deployed to smash the French enslavers. The module analyzes the condition of women in the colony through a contemporary text. Dessalines's "Declaration of Independence" and the writings from his regime reveal the avenging mood that prevailed in the early years.

#### Objectives

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After completing this module, you will be able to:

- Identify the national and ethnic groups that founded Haiti
- Recognize the Native American (Taino), colonial (French), and enslaved, then liberated, independent Haitian people (African and Creole)
- Differentiate and compare Saint Domingue and Haiti
- Recognize the roles of colonial groups like the Jesuits and anti-colonial groups like the maroons, especially Makandal the poisoner
- Explain and critique the colony of Saint Domingue
- Evaluate the main ideas in Jean-Jacques Dessalines's declaration of independence in 1804
- Create a short biography of either Louverture, Dessalines, or Pétion

#### Learning Materials

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##### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

January 8:

- "Foundations" (pp. 7)
- "An Account of the Antiquities of the Indians," Ramón Pané (pp. 8-12)
- "Sou lanmè," anonymous (pp. 13-15)
- "Account of a Conspiracy Organized by the Negroes, 1758," anonymous (pp. 16-18)

January 10:

- "The Infamous Rosalie," Évelyne Trouillot (pp. 19-22)
- "The Declaration of Independence," Jean-Jacques Dessalines (pp. 23-26)
- "Haitian Hymn," anonymous (pp. 27-28)
- "Writings," Jean-Jacques Dessalines (pp. 29-30)
- [Makandal's Cultural Legacies: Links to an external site.](#)

January 12:

*Stirring the Pot of Haitian History*, pp. 6-19

### Module 2 The First Generation in Haiti

In this module texts from Haiti's first generation in the nineteenth century address the condition of women and the plight of people re-enslaved in Spanish Santo Domingo, examine Pétion's support for

the Venezuelan, Bolívar, and present King Henry Christophe, his laws and heraldry. The module offers Haitian analyses of the colonial system while introducing the notion of the counter-plantation system.

## Objectives

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After completing this module, you will be able to:

- Understand the condition of women and the plight of the re-enslaved in Santo Domingo
- Recognize the contribution of Haiti's early leaders to anti-colonial liberation movements like Bolivar's in Venezuela
- Apply knowledge of Haitian heralds and coins to the creation of a meme design that seriously contemplates history in a contemporary expression
- Summarize the purpose of the "Code Henry"
- Create an analysis of central aspects of the French colonial system and how it led to the Haitian Revolution and Independence in 1804

## Learning Materials

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### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

January 15: Martin Luther King, Jr. Holidiay

January 17:

- "A Woman's Quest for Freedom in a Land of Re-enslavement," Marie Melie (pp. 31-32)
- "An Exchange of Letters," Alexandre Pétion and Simón Bolívar (pp. 33-35)
- "The Code Henry," King Henry Christophe (pp. 36-38)
- "Haitian Heraldry, Kingdom of Henry Christophe" (pp. 39-40)
- "Henry Christophe and the English Abolitionists," letters of King Henry Christophe (pp. 41-44)

January 19:

- "The Colonial System Unveiled," Baron de Vastey (pp. 45-50)
- "Hymn to Liberty," Antoine Dupré (pp. 51-52)
- "The King's Hunting Party," Juste Chanlatte (pp. 53-57)
- "Voyage to the North of Haiti," Hérard Dumesle (pp. 58-60)
- On the Origins of the Counter-plantation System," Jean Casimir (pp. 61-66)
- Check out an early printed copy of The Declaration of Independence: [https://upload.wikimedia.org/wikipedia/commons/0/0b/Deklarasyon\\_Endependans Links to an external site. Ayiti.jpg](https://upload.wikimedia.org/wikipedia/commons/0/0b/Deklarasyon_Endependans_Links_to_an_external_site._Ayiti.jpg)Links to an external site.

## Module 3 The Second Generation in Haiti (Part 1)

This module examines the indemnity the Haitian government paid to the French government and considers the forces that influenced the decision. President Boyer's Rural Code is analyzed as is the development of the Haitian peasantry settled on land in the mountainous hinterland. Central Haitian symbols like the *lanbi* and the *assotor* drum are presented. Crises centered around the earthquake of 1842 and internal and external political tensions are examined.

## Objectives

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After completing this module, you will be able to:

- Summarize the indemnity the Haitian government paid to the French government
- Compare the goals of the Haitian French government by signing this indemnity
- Interpret Haitian elite reactions to the indemnity
- Critique Boyer's Rural Code
- Recognize the symbolism of the lambi (conch shell) and the assotor (drum)
- Evaluate the abandonment of the plantations and the development of the peasantry (small scale farmers)
- Create a reparations (the inverse of indemnity) plan for people impacted by enslavement and colonialism

## Learning Materials

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### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

January 22

- "The Second Generation" (p. 67)
- "The Indemnity: French Royal Ordinance of 1825," King Charles X of France (p. 68)
- "Boyer's Rural Code," Jean-Pierre Boyer (pp. 72-74)
- "Le lambi," Ignace Nau (pp. 75-80)
- "An Experimental Farm," Victor Schoelcher (pp. 81-82)

January 24

- "The 1842 Earthquake," Démesvar Delorme (pp. 83-89)
- "Acaau and the Piquet Rebellion of 1843," Gustave d'Alaux (pp. 90-93).
- "The Separation of Haiti and the Dominican Republic," Thomas Madiou (pp. 94-99)

January 26

- *Stirring the Pot of Haitian History*, pp. 20-34

## Module 4 The Second Generation in Haiti (Part 2)

This module analyzes Geffrard's objections to the Spanish occupation of the Dominican Republic. Creative texts like Bergeaud's *Stella* and Janvier's *Le vieux piquet* shed light on the literary forms that Haitian intellectuals employed to express their nationalism and identity. A macroscopic perspective of the 19th century from Anglade provides insight into the central economic system for rural Haitians, the market.

## Objectives

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After completing this module, you will be able to:

- Recognize President Geffrard's opposition to the Spanish occupation of the Dominican Republic.
- Summarize President Geffrard's major goals as Haiti's president.
- Evaluate nationalistic aspects of Bergeaud's novel *Stella*.
- Create a defense of Haitian sovereignty based on Janvier's text

- Analyze the racial and political genealogy revealed in Janvier’s ‘Le vieux piquet’ story (lecture 2)
- Differentiate between the decentralization of the 19th century in Haiti and the centralization of the 20th century
- Critique the ecocide that has befallen Haiti
- Plan a response to the ecocide in Haiti

## Learning Materials

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### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

January 29

- “President Geffrard Protests the Spanish Annexation of the Dominican Republic,” Fabre Geffrard (pp. 100-104).
- “Stella, the First Haitian Novel,” Émeric Bergeaud (pp. 105-108).
- “Haiti and Its Visitors and ‘Le vieux piquet,’” Louis Joseph Janvier (pp. 109-114).

January 31

- “Haiti and Its Visitors and ‘Le vieux piquet,’” Louis Joseph Janvier (pp. 114-121).
- “Atlas critique d’Haïti,” Georges Anglade (pp. 122-125).
- "[Haitian Public Market and Supermarket](#)" [Links to an external site.](#) [1:17]  
Different types of markets in Haiti
- "[Market Life: How to Shop in Haiti](#)" [Links to an external site.](#) [3:33]  
Unique experiences in the market.

February 2

- *Stirring the Pot of Haitian History*, pp. 35-50

## Module 5 The Birth of Modern-Day Haiti (Part 1)

Module 5 focuses on "The Birth of Modern-Day Haiti," a period that extends from the 1860s until the U.S. occupation begins 1915. This module includes an overview of the 19th century, an snapshot of significant patriotic poets, examples of Haiti's legal system with the allegations and sentencing for corruption, in one, and execution, in another. Finally, the module introduces an example gunboat diplomacy and the anti-immigrant sentiment of the "Anti-Syrian Legislation."

### Objectives

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After completing this module, you will be able to:

- Evaluate the claims about the size of the Haitian population in the nineteenth century.
- Analyze Haitian democracy and the plight of limited voter participation.
- Recognize Haitian portraits.
- Plan your own trial as a prosecutor for either Nord Alexis or Anténor Firmin.
- Create your own patriot Haitian poem, song or anthem in the style of Oswald Durand, Justin Lhérisson and Nicolas Geffrard.
- Critique the "Anti-Syrian Legislation" of 1903.

## Learning Materials

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## Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

February 5

- "The Birth of Modern-Day Haiti" (pp. 127-128)
- "Nineteenth-Century Haiti by the Numbers," Louis Gentil Tippenhauer (pp. 129-130)
- "Family Portraits" (p. 131)
- "My Panama Hat Fell Off," Anonymous (p. 132)
- "God, Work, and Liberty!," Oswald Durand (pp. 133-135)
- "The National Anthem, *La Dessalinienne*," Justin Lhérisson and Nicolas Geffrard (pp. 136-137)

February 7

- "Trial about the Consolidation of Debt," Various Authors (pp. 138-143)
- "The Execution of the Coicou Brothers," Nord Alexis and Anténor Firmin (pp. 144-145)
- "The Luders Affair," Solon Ménos (pp. 147-149)
- "Anti-Syrian Legislation," Haitian Legislature (pp. 150-153)

Watch the following assigned videos:

- "[Panama'm Tombe](#)" [Links to an external site.](#) [4:16]  
Contemporary jazz interpretation of "My Panama Hat Fell Off" by Réginald Policard's (2004)
- "[Hymne présidentiel a marchand](#)" [Links to an external site.](#) [3:23]  
The "presidential hymn" played at a parade with President Préval.
- "[The National Anthem, La Dessalinienne](#)" [Links to an external site.](#) [3:28]

February 9

*Stirring the Pot of Haitian History*, pp. 51-60

## Module 6 The Birth of Modern-Day Haiti (Part 2)

Module 6 presents Oswald Durand's poem, "Choucouné," to examine issues of race and neo-colonialism in independent Haiti. A fundamental duo of Haitian storytelling, Bouqui and Malice, are illustrated to shed light on folkloric aspects of Haitian culture. An excerpt from Justin Lhérisson's novel, "Zoune at her Godmother's" sheds light on Haitian urban attitudes toward rural people, both in terms of disdain but also the exploitation of their labor. Hannibal Price's essay reveals how top Haitian diplomats attempted to blunt territorial pressures from the United States while Ebenezer Don Carlos Bassett's essay reveals how black diplomats from the United States attempted to educate Americans about Haiti. Lastly, Anténor Firmin's text reveals his leading efforts to overcome racism in the Caribbean and advance pan-Caribbean cooperation.

## Objectives

After completing this module, you will be able to:

- Analyze the themes of Oswald Durand's poem, "Choucouné."
- Create a Vlog analysis that examines the main themes of the poem "Choucouné" and compares them with aspects of contemporary life in the United States.

- Produce a meme that creatively portrays Haitian folkloric figures like Bouqui or Malice from Suzanne Comhaire-Sylvain illustration.
- Critique the system of domestic child labor in Haiti through "Zoune at her Godmother's" by Justin Lhérisson.
- Interpret Ambassador Hannibal Price's essay about United States's goal in securing Môle Saint-Nicolas in Haiti.
- Recognize African-American defenses of Haiti, like the one by the first black diplomat sent to Haiti from the United States, Ebenezer Don Carlos Bassett.
- Summarize Firmin's objectives in proposing a "Caribbean Confederation."

## Learning Materials

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### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

February 12

- "Choucouné," Oswald Durand (pp. 153-155)
- "Bouqui's Bath," Suzanne Comhaire-Sylvain (pp. 156-158)
- "Zoune at Her Godmother's," Justin Lhérisson (pp. 159-162)

February 14

- "The Haytian Question," Hannibal Price (pp. 163-166)
- "On the Caribbean Confederation," Anténor Firmin (pp. 169-175)
- Watch the following assigned videos:
- ["The Tales of ti Malice and Bouki || Vol. 1" Links to an external site.](#) [1:00]
- ["In Focus: Restaveks, Child Slaves of Haiti" Links to an external site.](#) [6:55]

February 16

- *Stirring the Pot of Haitian History*, pp. 61-73

## Module 7 The U.S. Occupation of Haiti (1915-1934) (Part 1)

Module 7 analyzes the U.S. Occupation of Haiti (1915-1934) and considers some of the motivations for President Woodrow Wilson's decision. The module considers Haitian artists like Ludovic Lamothe and intellectuals like Jean Price-Mars in their efforts to affirm pride in Haiti's culture. On the one hand, the 1915 Treaty signed by the U.S. official, Robert Beale Davis Jr. and the Haitian President Louis Borno reveals some of the understandings shared by the two governments. On the other hand, documents by the "Patriotic Union of Haiti" sheds light on the raw violence and trammeling of democracy that the Occupation represented for many Haitians. The module also introduces the legacy of Haitian freedom-fighter Charlemagne Péralte and examines the duties of the Haitian elite, according to Jean Price-Mars.

### Objectives

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After completing this module, you will be able to:

- Analyze the U.S. Occupation of Haiti.
- Appreciate the music of Ludovic Lamothe.
- Summarize the 1915 Treaty between the United States and Haiti.

- Interpret the demands of the "Patriotic Union of Haiti"
- Compare the painting "The Crucifixion of Charlemagne Péralte" by Philomé Obin with another painting of your choice.
- Compose a fictional letter of your own to Charlemagne Péralte to warn him of the future.
- Deconstruct the arguments of Price-Mars to distinguish between "the Haitian elite" and "the Haitian masses"
- Distinguish between the formation of the Haitian peasantry and the formation of the Haitian elite.

## **Learning Materials**

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### **Readings**

Complete the following assigned readings from the textbook, *The Haiti Reader*:

February 19

- "Occupied Haiti (1915-1934)" (pp. 177-179)
- "1915 Treaty between the United States and Haiti," Robert Beale Davis Jr. and Louis Borno (pp. 180-185)
- "The Patriotic Union of Haiti Protests the U.S. Occupation," Union Patriotique d'Haiti (pp. 186-192)

February 21

- "The Crucifixion of Charlemagne Péralte," Philomé Obin (pp. 198-199)
- "My Dear Charlemagne," Widow Massena Péralte (pp. 200-202)
- "La vocation de l'élite" ['The Vocation of the Elite'], Jean Price-Mars (pp. 202-210)

Watch the following assigned videos:

- [Ludovic Lamothe - 5 Piano Pieces Links to an external site.](#) [22:43]
- [Ludovic Lamothe - Sobo Links to an external site.](#) [3:14]
- [Canadian Kokopelli version of Lamothe's "Nibo" Links to an external site.](#) [5:13]

February 23

*Stirring the Pot of Haitian History*, pp. 75-90

## **Module 8 The U.S. Occupation of Haiti (1915-1934) (Part 2)**

Module 8 examines the efforts and ideas of Georges Sylvain against the U.S. occupation of Haiti, including groups inside and outside of Haiti that contributed to the struggle. Hibbert's critique of Haiti's elite is examined alongside elite efforts like *La Revue Indigène* to encourage pride in Haitian art and literature. Examples of poetry from that journal in addition to a feminist novel and a nostalgic song provide insight into the various concerns of Haitians during the occupation. Finally, the module analyzes Suzy Castor's incisive sociological and economic critique of the U.S. occupation.

### **Objectives**

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After completing this module, you will be able to:

- Recognize the contributions of George Sylvain to advance the cause of Haitian sovereignty during the U.S. occupation.
- Recall the U.S.-based organizations that helped Haitians regain their sovereignty.
- Evaluate the violence and the goals of the U.S. Occupation.



- Create your own cover-design for your own arts and literature journal called *La Nouvelle Revue Indigène* during some U.S. occupation across history (Haiti, Afghanistan, Iraq, etc.) [meme].
- Summarize the attitude to the French language in George Sylvain and *La Revue Indigène*.
- Identify the feminist themes in Cléante Valcin's *La blanche négresse*
- Create a poem or song that draws from the examples of poetry published in *La Revue Indigène* or the song "Souvenir d'Haïti" by Othello Bayard.
- Identify constructive aspects of the U.S. occupation while critiquing destructive ones.

## **Learning Materials**

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### **Readings**

Complete the following assigned readings from the textbook, *The Haiti Reader*:

Monday February 26:

### **IN-CLASS ORAL MIDTERM**

February 28

- “Dix années de lutte pour la liberté,” (“Ten years of struggle for freedom”) Georges Sylvain (pp. 211-224)
- “Les simulacres,” Fernand Hibbert (pp. 225-226)

March 1: NO CLASS (BEN IS AT A CONFERENCE AT FSU)

*Self-directed readings:*

- “La Revue Indigène: The Project,” Normil Sylvain (pp. 227-237)
- “La Revue Indigène: The Poetry” (pp. 233-237)
- “La blanche négresse” (*The white black woman*) Cléante Valcin (pp. 239-242)
- “Souvenir d’Haïti,” Othello Bayard (pp. 243-244)
- “Veneer of Modernization,” Suzy Castor (pp. 245-248)

## **Module 9 Second Independence (Part 1)**

Module 9 explores the political climate after the U.S. withdrawal from Haiti, especially the reappearance of the perennial competition between mixed race and black Haitians. The module examines the political situation between Haiti and the Dominican Republic in 1937 when a presidential meeting between Trujillo and Vincent was followed by the Dominican Trujillo ordering a massacre of Haitians in the Dominican Republic. The module presents an important Haitian patriotic song. Seminal writings from the founder of the Haitian Communist Party, Jacques Roumain, reveal how Marxists analyzed Haiti's problems with racism. The module touches on the mass migration of Haitians to Cuba and the Dominican Republic to cut sugar cane during the early 20th century and it lays out President Lescot's "Anti-Superstition Laws" that were used to persecute Vodouists and destroy their property. The module deals with Dominican violence against Haitians and the Haitian State's use of law and violence to harm Haitian Vodouists.

### **Objectives**

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After completing this module, you will be able to:

- Interpret the competition between black and mixed race political traditions and presidencies.
- Recall the meetings between Haitian president Vincent and Dominican president Trujillo prior to Trujillo's order to massacre Haitians in 1937.
- Evaluate the main themes of the song "Proud Haiti."
- Generate a list of the main tenants of the Haitian Communist Party based on Roumain's text.
- Recognize Haitian migration to Cuba.
- Critique Lescot's "Anti-superstition Laws."
- Summarize the problems surrounding the Dominican's massacre of innocent Haitians.
- Detect anti-Haitian prejudices utilized by Dominicans to identify Haitians.
- Infer the widespread diffusion of anti-Haitianism via Philoctète's descriptions of the climate of anti-Haitianism in the Dominican Republic prior to the massacre.

## Learning Materials

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### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

March 4

- "Second Independence" (pp. 251-254)
- "Vincent and Trujillo," (p. 255-256)
- "Proud Haiti," Edouard A. Tardieu (pp. 257-258)
- "Color Prejudice," Jacques Roumain (pp. 259-261)
- "Migration to Cuba," Maurice Casséus and Jacques Roumain (pp. 262-264)
- "Anti-superstition Laws," President Sténio Vincent (pp. 265-266)

March 6

- "An Oral History of a Massacre," Isil Nicolas Cour (pp. 267-274)
- "Massacre River," René Philoctète (pp. 276-278)

### Videos

Watch the following assigned videos:

- ["L'hymne de la Jeunesse, Fièrè Haïti - The Hymn of the Youth, Proud Haiti" Links to an external site.](#) [4:40]
- ["Fièrè Haïti ou Hymne à la jeunesse en 3 variations / Jonathan Jr Romulus / Piano solo" Links to an external site.](#) [3:41]

March 8

*Stirring the Pot of Haitian History*, pp. 91-105 (up to "three leaves")

## SPRING BREAK 3/9-3/16

### Module 10 Second Independence (Part 2)

Module 10 opens with a foreigner's reflections on the Dominican President Trujillo's 1937 massacre of innocent Haitian civilians, revealing how his crime had profound impacts in Haiti, too, among the working class. An official statement signed by the Dominican and Haitian governments reveals their efforts to hush up the violence in order to fend off U.S. intervention. We read a song by Jean-Claude

Martineau title *Vyewo* "Old Timer" about the misery Haitian agricultural workers endure in the Dominican Republic. The poetry of *Négritude* movement and the ideas of Black Power reveal the pride of Haitian artists but also the depth of their frustrations. Two towering figures of Haitian feminism, Madeleine Sylvain Bouchereau and Marie-Thérèse Colimon-Hall, demonstrate the spectrum of approaches that animated that liberation movement. Finally, the influence of Marxist intellectuals in toppling the regime of Élie Lescot in 1946 marks the ascension of the working-class President Dumarsais Estimé.

## Objectives

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After completing this module, you will be able to:

- Critique Esther Dartigue's account of 1937.
- Judge the reliability of the "Official Communiqué on "Incidents" in the Dominican Republic."
- Recognize the suffering of Haitian migrant laborers in the Dominican Republic through the song, *Vyewo*.
- Exemplify *Négritude* ideology by writing a poem that espouses its ideals (following Roussan Camille's style).
- Summarize the qualities attributed to Jean-Jacques Dessalines.
- Compare Madeleine Sylvain Bouchereau ideas about women's liberation with those of Marie-Thérèse Colimon-Hall.
- Generate a racial and class analysis about the 1946 Revolution based on Matthew Smith's analysis.

## Learning Materials

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### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

March 18

- "On the 1937 Massacre," Esther Dartigue (pp. 279-281)
- "Official Communiqué on "Incidents" in the Dominican Republic," Governments of Haiti and the Dominican Republic (pp. 282-283)
- "Vyewo," Jean-Claude Martineau (pp. 284-285)
- "Nedjé," Roussan Camille (pp. 286-288)
- "Dyakout," Félix Morisseau-Leroy (pp. 289-293)

March 20

- "Estimé Plays Slot Machine in Casino," Gordon Parks (p. 294)
- "On The Voice of Women," Madeleine Sylvain Bouchereau (pp. 296-297)
- "On Women's Emancipation," Marie-Thérèse Colimon-Hall (pp. 298-299)
- "On the 1946 Revolution," Matthew J. Smith (pp. 300-305)

### Videos

- ["Vyewo" Links to an external site.](#) [4:46]
- ["Deklarasyon - by TiCorn & Koralen" Links to an external site.](#) [7:08]

March 22

*Stirring the Pot of Haitian History*, pp. 105 (from "three leaves")-117

## Module 11 The Duvalier Years (Part 1)

This module examines the historical and political context during the Duvalier years. The passages offer a critique of authoritarianism and violence used to support it. Phelps examines the long arch of violence, starting in the colony and marching unimpeded into the 20th century. Creative writings of the Marxist author, Jacques Stephen Alexis, who was murdered by the Duvalier regime, are presented along with Duval Carrié's visual representation of his murder.

The module explores Fignolé's contributions to Trade Unionism and leftist politics and it illustrates Duvalier's manner of thinking in an address he gave to members of his paramilitary organization, the Tonton Makout. The opposition movement that thrived in exile in the Haitian Diaspora provide insight into groups that were working to depose Duvalierism. A contemporary reading of Haitian Vodou is illustrated in Depestre's poetry while folkloric practices like the greasy pole are illustrated in his prose.

### Objectives

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After completing this module, you will be able to:

- Critique the violence of Duvalierism.
- Recognize the Haitian features of Phelps poem "O My Country".
- Explain the political position of Jacques Stephen Alexis and his fate.
- Compare the representation of Jacques Stephen Alexis with Charlemagne Péralte.
- Recognize Fignolé's contributions to the trade union movement in Haiti.
- Compare the statements of Duvalier with those of U.S. politicians (of either party).
- Examine texts from the opposition to Duvalier in exile.
- Analyze the representation of the spirit Legba in Depestre's poem.
- Identify the Caribbean game of the "greasy pole" and its symbolic function.

### Learning Materials

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#### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

March 25

- "The Duvalier Years" (pp. 307-308)
- "O My Country," Anthony Phelps (pp. 310-323 )
- "General Sun, My Brother," Jacques Stephen Alexis (pp. 324-326)
- "Flicker of an Eyelid," Jacques Stephen Alexis (pp. 327-328)
- "The Sad End of Jacques Stephen Alexis," Edouard Duval-Carrié (p. 329)

March 27

- "The Trade Union Movement," Daniel Fignolé and Jacques Brutus (pp. 330-334 )
- "Speech by the "Leader of the Revolution," François Duvalier (pp. 336-339)
- "The Haitian Fighter," Le Combattant Haïtien (pp. 340-341)
- "Atibon-Legba," René Depestre (pp. 342-345)
- "The Festival of the Greasy Pole," René Depestre (pp. 346-348)

March 29

*Stirring the Pot of Haitian History*, pp. 119-133

## Module 12 The Duvalier Years (Part 2)

Module 12 analyzes the Duvalier years. The important author Marie Chauvet and her historical novel reveal the racial and sexual tensions of Saint-Domingue. An interview with Jean-Claude Duvalier reveals how he distinguished himself from his father but also fell back onto his authoritarianism and violence. The pilgrimage to the waterfalls of Saut d'Eau illustrates the blended Vodou and Catholic culture of Haiti, in addition to the hardships of the pilgrims under Duvalierism.

Jean-Claude Fignolé's excerpt reveals the attitudes of Haitians who refuse to leave Haiti while Frankétienne reveals how Haitian artists make use of Vodou in their fiction. Edris Saint-Amand sheds light on authors who represent the conditions of Haiti's poor. The plight of Haitian refugees in U.S. detention under President Reagan reveals the miseries of political refugees. The injustices of immigration law are highlighted by Tanbou Libète and the relationship of Duvalierism to gender politics receives attention.

### Objectives

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After completing this module, you will be able to:

- Analyze the racial and sexual tensions in Chauvet's historical novel.
- Critique the "reforms" of the Jean-Claude Duvalier government (1971-1986).
- Interpret the meanings of "pilgrimage" in Haitian Catholic and Vodou societies.
- Identify the features of Vodou visible during the pilgrimage.
- Recognize the problems with leaving Haiti, according to Fignolé
- Summarize some of the ways that Frankétienne exploits stereotypes about Vodou culture.
- Explain the abuses that local authorities inflict on Haiti's most vulnerable, according to Saint-Amand.
- Compare the conditions of Haitian refugees in detention in the 1980s with people in U.S. detention today.
- Analyze the Haitian critique of U.S. immigration law after centuries of invasion, genocide and land theft by White people.
- Exemplify how the Duvalier dictatorships leveled the playing field between women and men?

### Learning Materials

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#### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

April 1

- "Dance on the Volcano," Marie Chauvet (pp. 349-353).
- "Interview of Jean-Claude Duvalier: Duvalier's 'Liberal' Agenda," Jon-Blaise Alima (pp. 354-356)
- "On the Saut-d'Eau Pilgrimage," Jean Dominique (pp. 357-364)

April 3

- "Dreams of Exile and Novelistic Intent," Jean-Claude Fignolé (pp. 365-367)
- "Dezafi," Frankétienne (pp. 368-372)
- "And the Good Lord Laughs," Edris Saint-Amand (pp. 373-377)
- "Letter to the Haitian Refugee Project," Various Imprisoned Haitian Refugee Women (pp. 378-382)

- "Immigration," Tanbou Libète (pp. 384-385)
- "Gender and Politics in Contemporary Haiti," Carolle Charles (pp. 386-388)

April 5

*Stirring the Pot of Haitian History*, pp. 134-148 (up to “three claps of thunder”)

### Module 13 Overthrow and Aftermath of Duvalier (Part 1)

In Module 13 students encounter the political and social realities of the post-Duvalier period, one marked by reactionary Makout violence and also by *dechoukaj* (anti-Duvalier violence). Poets like Castera returned to Haiti and continue to produce important works, especially in Haitian Creole. The rise in Liberation Theology and its role in helping to topple Duvalier is examined, including the Pope's influential visit of 1983. Vodou's role in supporting or contesting power is examined. The role of working class women in fueling political movements toward democracy is illustrated while the music of Ansy Dérose demonstrates the aspirations of Haitian people after Duvalier. Finally, many progressive reforms and aspirations are reflected in the 1987 Haitian Constitution.

#### Objectives

After completing this module, you will be able to:

- Analyze the situation that emerged after Jean-Claude Duvalier departed Haiti in 1986.
- Summarize the post-Duvalier period in terms of *dechoukaj* (“uprooting”)
- Recognize the concern for working Haitians expressed in Castera’s poetry.
- Evaluate the impact of Liberation Theology in Haiti and the role of the Pope’s visit in 1983 in spurring change.
- Explain what social group received criticism from Ti Legliz and what social group was defended by the Catholic group.
- Compare Vodou’s role supporting and contesting political power in Haiti via Jean Dominique’s reporting.
- Recall the role of women in powering the rise of democracy and the election of Jean-Bertrand Aristide in Haiti via Magalie St. Louis and Nadine Andre.
- Recognize the aspirations captured in Ansy Dérose’s song “Nou vle”
- Focus on the innovations of the Haitian Constitution of 1987.

#### Learning Materials

##### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

April 8

- “Overthrow and Aftermath of Duvalier” (pp. 389-391)
- “Jean-Claude Duvalier with a Monkey’s Tail, 1986,” Pablo Butcher (p. 392)
- “Four Poems,” Georges Castera (pp. 394-395)
- “Liberation Theology,” Conférence Épiscopale d’Haïti (pp. 397-401)
- 

April 10

- “On the Movement against Duvalier,” Jean Dominique (pp. 403-406)

- “Interview with a Young Market Woman,” Magalie St. Louis and Nadine Andre (pp. 407-412)
- “Nou vle,” Ansy Dérose (pp. 413-415)
- “The Constitution of 1987,” Government of Haiti (pp. 416-419)

Also, read this supplemental item:

- [1987 Constitution of Haiti](#)[Links to an external site.](#)  
This is the complete Haitian Constitution in translation

April 12

*Stirring the Pot of Haitian History*, pp. 148-160

## Module 14 Overthrow and Aftermath of Duvalier (Part 2)

Module 14 examines the aftermath and overthrow of Duvalier. A "rara" song is presented that reveals the charged political themes that the public and processional song genre develops. The FDA's controversial, and frankly racist anti-Haitian propaganda and misinformation about a putative connection between HIV-AIDS and Haitians in the 1990s reveal systemic bias against Haitians in the U.S. Federal government. The Peasants' Movement in Haiti reveals the chasm between farmers and the urban poor and the elite policy makers in Haiti and abroad.

This module reviews the rise of Jean-Bertrand Aristide with his Liberation Theology-inspired political program. Aristide's speeches and interviews reveal the intense hatred for the right-wing Macoutes, remnants of Duvalierism. The *rasin* "roots" band Boukman Eksperyans rose to fame at this time denouncing the crimes of the military government that seized power from Aristide soon after his election. Some of the angry and threatening rhetoric of Aristide is revealed while Lyonel Trouillot sheds light on the tension in Port-au-Prince during this time.

This module explores the rift between urban and rural Haiti as shown in Kettly Mars' "The Agronomist." Contemporary problems like poverty, authoritarianism, and state neglect come into focus. Haitian artists like BIC, Rara M No Limit, Bélo, and Brothers Posse reveal how this generation of artists addresses Haitian issues like crime, politics and police abuse. The impact of the earthquake and Cholera outbreak of 2010 are central concerns in various texts.

### Objectives

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After completing this module, you will be able to:

- Recall the objectives and themes of Rara songs.
- Critique the assimilation of HIV AIDS with Haitians in the early 1990s.
- Summarize the goals of the Peasants' Movement.
- Recall the fundamental of Aristide's political program.
- Analyze Aristide's political philosophy and how it combines with theology.
- Differentiate between Aristide and the Macoutes.
- Classify Boukman Eksperyans's song and identify its themes and style.
- Critique Aristide's attitude to political violence.
- Recognize the tensions in Port-au-Prince in the 1990s through Trouillot's descriptions.

### Learning Materials

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#### Readings

Complete the following assigned readings from the textbook, *The Haiti Reader*:

April 15

- "Rara Songs of Political Protest," Various Groups (pp. 421-423)
- "Haitians March against an FDA Ban on Haitian Blood Donations," Richard Elkins (pp. 424-425)
- "The Peasants' Movement," Tèt Kole (pp. 426-429)
- "Aristide and the Popular Movement," Jean-Bertrand Aristide (pp. 430-435)
- "My Heart Does Not Leap," BoukmanEksperyans (pp. 437-438)

April 17

- "On Theology and Politics," Jean-Bertrand Aristide (pp. 440-444)
- "Street of Lost Footsteps," Lyonel Trouillot (pp. 445-446)
- "Political Music from Bel Air," Rara M No Limit, Bèlè Masif, and Blaze One (pp. 462-467)
- "Strange Story," Bélo (pp. 468-469)
- "Faults," Yanick Lahens (pp. 470-474)
- "Everything Is Moving around Me," Dany Laferrière (pp. 476-478)

April 19

*Stirring the Pot of Haitian History*, pp. 161-170

## **Module 15 Haiti in the New Millennium**

Module 15 The politics of Haitian Creole are examined, including perspectives on how Haiti could improve its social and economic conditions by advancing the national language spoken by all of its citizens. Finally, authors who seek the "re-establishment" of Haiti call for political, linguistic, economic and social reform that benefits the majority instead of the minority in Haiti.

### **Objectives**

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After completing this module, you will be able to:

- Critique the ongoing chasm between urban and rural Haitians, as shown in "The Agronomist," by Kettly Mars (pp. 452-454)
- Summarize the themes and style of Haitian rap music and konpa by Bélo.
- Compare pre-earthquake with post-earthquake Haiti.
- Evaluate the relationship between the Haitian state and NGOs in Haiti.
- Recognize the ethical dimensions of working in and on Haiti.
- Analyze the contribution of graffiti after the earthquake.
- Critique the errors made by the UN that allowed a cholera outbreak to occur.
- Create an action plan for advancing the politics of Haitian Creole.
- Evaluate the themes expressed in "Stayle" by Brothers Posse and their focus on government failures.
- Summarize the central recommendations made for Haitian development in Lemète Zéphyr and Pierre Buteau (pp. 502-512).

### **Learning Materials**

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#### **Readings**

Complete the following assigned readings from the textbook, *The Haiti Reader*:



Before watching the below lecture, read:

April 22

- "VIII. Haiti in the New Millennium" (pp. 449-451)
- "Haïti pap peri," Jerry Rosembert Moïse (pp. 483-486)
- "The Cholera Outbreak," Roberson Alphonse (pp. 487-489)
- "On the Politics of Haitian Creole," Various Authors (pp. 490-497)
- "To Reestablish Haiti?" Lemète Zéphyr and Pierre Buteau (pp. 502-512)

April 24

**IN-CLASS ORAL FINAL EXAM**