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LATIN AMERICA AND THE CARIBBEAN IN AFRICA: SOUTH-SOUTH INTERACTIONS AFS 4265

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COURSE DESCRIPTION & OBJECTIVES

This course will introduce students to the dynamics of the relationships between sub-Saharan African countries on one side and Latin American and Caribbean countries on the other side. The course will be valuable in giving to students primarily interested in Latin America, the Caribbean or Africa a new perspective on the relationships between these regions by providing a view different from the traditional and for most common approach which has looked at Africa's influence over Latin America and the Caribbean. In terms of *Global Learning, the students will acquire a new perspective in their knowledge and analysis of the relationships and interactions of Latin America, the Caribbean and Africa.

*This is a Discipline-specific Global Learning designated course that counts toward your FIU Global Learning Graduation Requirement.

Thus, the course introduces students to the historical and dynamic relationships that have unfolded at least since the 1500s between Latin America and the Caribbean, on one side, and Sub-Saharan Africa on the other. The earlier phases of these relationships are summarized at the beginning of the course. They are grounded on what could be called a "traditional" conception of the African diaspora- which sees the Atlantic Ocean as a space for unidirectional traveling of people and cultures from Africa to the Americas. Here, the focus is on the consequences of the transatlantic Slave Trade on Latin American and Caribbean societies and cultures.

The remaining sections of the course are based on an interpretation of the Atlantic Ocean as a space of multi-directional crisscrossing of peoples, cultures, and goods. The early returns of slaves and Afro descendants to West Africa are examined, along with the progressive involvements of Latin American and Caribbean countries in sub-Saharan Africa from the 1960s-the decade that saw the start of Sub-Saharan African Independences-to the subsequent growth of the non-aligned movement that established early links among postcolonial countries, through the contemporary period characterized by the emergence of Brazil (among the BRICS countries) as a major player on the global stage. Indeed, as a Latin American economic powerhouse, Brazil has been deploying an ever more visible South-South rhetoric in the management of its foreign relations. The course pays careful attention to the two Latin American countries with the most cultural, historic and contemporary ties to Sub-Saharan Africa: Brazil and Cuba. The beginning of the relationship of Brazil with Sub-Saharan Africa dates to the slave trade and to the inclusion of Brazil in the Portuguese empire. The decline of the Portuguese empire quickly brought Brazil to a place of preeminence in the Lusophone world, overcoming Portugal itself. While after its Independence from Portugal Brazil's government was mostly dominated by either the military or by conservative politicians who had limited interest for the Global South and for Africa in particular, things changed with the coming in the presidency of Fernando Henrique Cardoso in the mid-1990s. Since then,

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with the worker party in power (PT), President Luis Inacio Lula da Silva, and his successor president Dilma Rousseff, Brazil has developed and maintained an active foreign policy that pays great attention to what is called South-South relations, and to Sub-Saharan Africa in particular, above and beyond Portuguese-speaking African countries. But with the election of President Jair Bolsonaro, who is not from the PT, but rather from the far right, it remains to be seen whether Brazil will keep the same foreign policy of close proximity with African countries.

Some of the cultural ties between Cuba and Africa are explored before analyzing subsequently the relationship of Cuba with Sub-Saharan Africa developed in the context of the non-aligned movement (NAM) at first and in the polarized context of the Cold War. Cuba actively supported armed rebellions or intervened militarily in a number of Sub-Saharan countries.

The course then continues with an exploration of the historical linkages between the Caribbean and Sub-Saharan Africa, including the current involvement of Caribbean and Sub-Saharan countries in the multilateral organization Africa-Caribbean-Pacific (ACP).

STUDENT LEARNING OUTCOMES

• Global Learning Course Outcomes:

Global Awareness: Students will be able to demonstrate knowledge of how much Latin American and Caribbean countries have been engaged in the socioeconomic and political realities of Sub-Saharan Africa from precolonial time to the postcolonial present.

Global Perspective: Students will be able to appreciate the perspectives of Latin American, African, European and North American scholars and politicians on the growing involvement of Latin American and Caribbean countries in Sub-Saharan Africa throughout the history of globalization.

Global Engagement: Students will be able to propose solutions to specific problems in African contexts with the goal of suggesting specific involvement of Latin American and Caribbean countries.

By the end of the course students will be able to:

- Understand the complexity of the historical and dynamic relationships between Latin America, the Caribbean and Sub-Saharan Africa.
- Comprehend the particularities of Brazil's place in the history of the Lusophone world.
- Understand the history of Cuban relations with, and military interventions in, a number of Sub-Saharan Countries.
- Appreciate critically the complexity of the so-called South-South relations, and the emergence of new forms of unequal international relations.
- Better understand the processes of independence in Sub-Saharan African countries
- Better understand the early African postcolonial period.
- Assess the contemporary economic situation of African countries as it relates to Latin America and the Caribbean.

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EXPECTATIONS FOR THIS COURSE AND COLLABORATIVE LEARNING TOOLS

This is an online course, which means all of the course work will be conducted online; however, expectations for performance in an online course are the same for a traditional course. All assignments must be completed by the date indicated. Students are expected to review and follow the course schedule. The following are the mandatory assignments:

***Introduce yourself** to the class on the discussion board during the first week of class. Log in to the course no less than two times per week.

***Weekly discussions:** Post a response to the weekly analysis questions by Sunday at 11:59pm. You will also react to the comments by other students. These weekly discussions will be an essential collaborative learning tool in this course as it will also contribute to the Global Learning objectives of this course because you will be in position to demonstrate knowledge how much Latin American and Caribbean countries have been engaged in the socioeconomic and political realities of Sub-Saharan Africa from precolonial times to the postcolonial present. As this will demonstrate your global awareness, you will also be able in the course of these weekly interactions with classmates to also demonstrate global perspective and global engagements as you will comment on assigned readings that will cover the perspectives of Latin American, African, European and North American scholars and politicians on the growing involvement of Latin American and Caribbean countries in Sub-Saharan Africa and be able to propose solutions to specific problems in African contexts with the goal of suggesting specific involvement of Latin American and Caribbean countries.

***Lectures:** The lecture for each module will usually be available by the beginning of each week. The content of a lecture is meant to complement the reading assigned each week. As you will do for face to face classes, you will first go over the assigned reading before viewing the lecture. The lecture will always be on the same topic as the reading assigned but it will not necessarily be a review of the reading per se, or go over the same thing. Just as for classes in physical setting the reading will help you better understand the lecture. So the knowledge you are expected to get from this class will be a sum of what is in the lectures and what you learned from the reading materials and videos assigned. The lectures will thus be very essential for the attainment of the Global Outcomes of this course as that is where you will get a big share of the input to solidify your Global Awareness, your Global Perspective and Global Engagement.

Films Reaction Papers: There are two (2) film reaction papers (2-3 pages, 12 pt, double-spaced) assigned throughout the course. Students can choose any of the required films in the course to write a reaction paper on for submission on those dates specified for the submission of this assignment. When there is required viewing of two films in a given week, only one film can be chosen for a reaction paper. So the two reaction papers cannot come from videos assigned the same week. These papers are evaluated based upon the discussion of the theme in the film and how it relates to the lectures and/or the assigned reading as well as the incorporation of your own personal reaction to the film, and the quality of writing. Your ability to illustrate the Global Outcomes of this course will also be an important factor in the evaluation of this assignment because when commenting on each video, you will have to show Global Awareness, Global Perspectives and Global Engagement.

Exams and Quizzes: There will be one mid-term exam and approximately five random short quizzes based on the assigned readings, films and the lectures. The mid-term exam and the quizzes will be a combination of multiple choice and short essay questions. These quizzes and the mid term will significantly evaluate your performance in term of the absorption of the Global Outcomes set for this course as the questions will revolve around issues which will force you to display a complete mastery of these outcomes. The quizzes and exams will be constructed to evaluate the students' ability to demonstrate and articulate key themes and information presented in course materials. Thus, it is critical that students are familiar with these materials in order to be successful on the exam and quizzes.

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RESEARCH PAPER

A 7-10 page research paper will be due at the end of the semester. It will need to be focused on one specific population or geographic context, and engage with the literature and debates explored in class. This research paper is not a report. The difference between a report and a research paper is that in a research paper, you are asking a research question whereas in a report you are relaying general information about a subject. Asking a research question helps you to be more specific in the information that you provide.

There are two basic components to this research paper. One component is the specific topic concerning the presence, intervention of any kind, or influence of Latin America (or a specific Latin American country) in a particular African country. This topic can be historical or contemporary. If you are looking at a contemporary phenomenon, be sure to limit the historical background that you provide to 1-2 pages so that you can focus on current examples of and questions concerning the phenomenon you want to discuss (any theme starting from module 3). The other component of this research paper is the way that this topic is related to the themes that are addressed in this course. Thus, in this research paper, you will explore one area of Latin American or Caribbean presence/influence/intervention in Africa that is of particular interest to you and related to the theme or themes that are addressed in the course. A successful research paper will include a discussion of how the research topic is connected to one or more of the themes addressed in class.

There are three stages of writing the research paper, two of which will have a corresponding assignment. The first is the description of the research topic, which is to be submitted to the instructor who will then provide feedback. The second is an annotated bibliography which does not have to be submitted ahead of time (unless you want specific feedback from the instructor) as it is the part of the final work to be submitted. The third stage is the research paper itself which has to be submitted by the due date. Because of its importance for this course the research paper will be the single most important element where the Global Outcomes of this course will be displayed by the students. The quality of the paper will essentially be assessed by how the students through the topic of their selection demonstrate Global Awareness by their knowledge of how much Latin American and Caribbean countries have been engaged in the socioeconomic and political realities of Sub-Saharan Africa from precolonial time to the postcolonial present, and Global Perspective by their ability to appreciate the perspectives of Latin American, African, European and North American scholars and politicians on the growing involvement of Latin American and Caribbean countries in Sub-Saharan Africa. Similarly they will demonstrate Global Engagement as their paper must propose solutions to specific problems in African contexts with the goal of suggesting specific involvement of Latin American and Caribbean countries.

GRADING

Weekly Discussion	10
Random quizzes	15
Film Reaction Papers (10 points each);	20
Mid term Exam	25
Research Paper	40
Total	100

REQUIRED BOOKS

The core reading material for this course is made up two books, the first one (Davila) is available as an ebook at the FIU library. The second book required not available at the FIU library, will have to be purchased. In addition, to the two books, there will be a number of books chapters and articles accessible online which will be assigned as required readings.

Davila, Jerry

2010 Hotel Tropico: Brazil and the Challenge of African Decolonization, 1950-1980.

Durham, NC: Duke University Press.

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Schaumloeffel, Marco Aurelio

2008 *Tabom. The Afro-Brazilian Community in Ghana*. Bridgetown: Custom Books Publishing.

Recommended book

Naro, Nancy Priscilla; Sansi-Rosa, Roger; and David Treece (Eds.)

2007 *Cultures of the Lusophone Atlantic*. Basingstoke, Hampshire, GBR: Palgrave MacMillan.
Schaumloeffel, Marco Aurelio

Technical Requirements and Skills: Throughout the semester, readings, announcements, notes of class, and grades will be placed in the FIU Online classroom. To access these, students will need to enter the classroom regularly (at least two or three times each week). Be certain to do a browser check-up (<http://online.fiu.edu/browsercheck>) to ensure all features in the FIU Online classroom work properly.

This course utilizes the following tools:

Canvas (Privacy Policy (<https://www.instructure.com/policies/privacy/>))

Adobe Acrobat Reader (Privacy Policy (<https://www.adobe.com/privacy/policy.html>))

Microsoft Office (Word, Excel, etc.) (Privacy Policy) (<https://privacy.microsoft.com/en-US/>)

Zoom (Privacy Policy) (<https://zoom.us/privacy>)

Turnitin (Privacy Policy) (<https://help.turnitin.com/new-line-item>)

Respondus, Lockdown Browser (Privacy Policy) (<http://www.respondus.com/about/privacy.shtml>)

Technical problems can sometimes come up unexpectedly. Students should have a backup plan for Internet and e-mail access in case your home or work computer connection goes off line or crashes. Always keep a back-up copy of all assignments and e-mails in a safe place. Though they are rare, major system outages and failures do happen. All technical problems must be directed to the FIU Support Services Help Desk (<http://online.fiu.edu/supportservices>) by phone at 1-877-3-ELEARN.

Be certain to request and note the “trouble ticket” number, which will be used to verify and track any claims of a system failure. The trouble ticket number must be provided to the instructor and technical problem verified by FIU Support Services before a makeup will be considered. An assignment makeup is at the discretion of the instructor. Remember that individual technical problems are not an acceptable excuse for late assignments. Please visit the Technical Requirements page for additional information:

(<https://online.fiu.edu/html/canvas/mastertemplate/technicalrequirements/>)

FIU Online Policies: Florida International University is committed to social justice. The instructor concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Florida International University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestion as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. Any student with a disability that anticipates needing any type of accommodation in order to participate in this class should advise the instructor within the first week of class to make appropriate arrangements. The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

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For additional assistance please contact FIU's Disability Resource Center (<http://drc.fiu.edu/>) .

Web Accessibility Statements for Partners and Vendors:

Canvas (<https://community.canvaslms.com/docs/DOC-2061>)

Microsoft (<https://www.microsoft.com/en-us/trustcenter/compliance/accessibility>)

Adobe (<https://www.adobe.com/accessibility/compliance.html>)

Turnitin (<https://www.turnitin.com/about/accessibility>) *Zoom* (<https://zoom.us/accessibility>)

Respondus,

LockDown

Browser

(http://support.respondus.com/support/index.php?/default_import/Knowledgebase/Article/View/187/19/islockdown-browser-accessible-to-those-with-disabilities)

Please visit the ADA Compliance (<https://online.fiu.edu/html/canvas/mastertemplate/accessibility/>) page for additional information about accessibility involving the tools used in this course. Medical Emergencies A doctor's note will NOT automatically excuse students from assignments, discussion posts, examinations and class archives. Students must have a true medical emergency before the excuse will be considered. Colds, coughs, and bellyaches are generally NOT medical emergencies.

The acceptance of the medical excuse is at the complete discretion of the instructor. Class Cancellation for Weather and Other Emergencies At some point during the semester, it may be necessary for the University to cancel all or some classes due to poor weather, power failures, or other emergencies. Because of the very nature of an online class in which students are participating from all over the world, a University class cancellation or closure will not automatically apply in this course. The FIU eCampus will still be operational in times of a University shutdown. In times of a power outage or system wide failure, the instructor will make an announcement in the FIU eCampus classroom as soon as information becomes available. Assignment due dates are firm and will not automatically change if the University closes. Always check the FIU Online classroom for updates and announcements concerning the class. Student evaluation of instruction Effective teaching is a primary mission of Florida International University. Student evaluation of instruction provides the university and the instructor with feedback about the student's experience in the course for review and course improvement. Student participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about the evaluation will be provided towards the end of the semester.

SCHEDULE OF CLASSES

Week 1. Introduction

General review of the course Syllabus: overview of the subject matters covered in the course.

Each student is asked to introduce himself/herself to one another via the "Introduction" forum: for instance, you may share with the class why are you taking this class, what do you expect to learn from this class, and if you have any link with Latin America, the Caribbean or Africa.

You may also relay to the professor any question you may have about this course.

Week 2. The History of the Transatlantic Slave Trade and the African Diaspora in Latin America

Required Readings:

Palmer, Colin

2000 "The African Diaspora." *The Black Scholar*. 30, no. 3-4, (Fall 2000): 56-60. Yelvington,

Kevin

2001 "The Anthropology of Afro-Latin America and the Caribbean: Diasporic Dimensions."

Annual Review of Anthropology Vol. 30: 227-260. Restall

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Matthew and Jane Landers

2000 "The African Experience in Early Spanish America." *The Americas*, vol. 57, n°2, October: 167-170.

Required Viewing:

Gates, Henry Louis Jr.

2010 "Black in Latin America: Brazil a Racial Paradise?" PBS Video

<http://video.pbs.org/video/1906000944/>

2010 "Black in Latin America: Cuba the next revolution" PBS Video

<http://video.pbs.org/video/1898347038/>

Week 3. Reverse Migration: History of the Brazilian presence in Africa(1)

Required readings:

Ferreira, Roquinaldo

2007 "Atlantic Microhistories: Mobility, Personal Ties, and Slaving in the Back Atlantic World (Angola and Brazil)." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 99-128.

Guran, Milton

2007. "Agudas from Benin: "Brazilian" Identity as a Bridge to Citizenship." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 147-158

Soumoni, Elisee.

2008 "The Afro-Brazilian Communities of Ghana and Lagos in the Nineteenth Century: A Comparative Analysis" In *Africa and the Americas: interconnections during the slave trade*. Edited by Josae C. Curto and Renae Soulodre-LaFrance. Trenton, NJ: Africa World Press: 231- 242.

1984 "Latin America in Africa" in *Africa in Latin America: Essays on History, Culture, and Socialization*. Manuel Moreno Fajana, editor New York: Holmes and Meier Publishers Inc.: 273-285

Required viewing: Afro-Brazilians from Slaves to Returnees.

<https://www.youtube.com/watch?v=ND43W0uyE>

Week 4: Reverse Migration: History of the Brazilian presence in Africa (2)

Required readings:

Schaumloeffel, Marco Aurelio

2008 *Taborn. The Afro-Brazilian Community in Ghana*. Bridgetown: Custom Books Publishing

Required viewing:

"Pierre Fatumbi Verger : messageiro entre dois mundos - messenger between two worlds."

Week 5: History of Brazil's political engagement with Africa (1)

Required reading:

Davila, Jerry

2010 *Hotel Tropico: Brazil and the Challenge of African Decolonization, 1950-1980*.

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Durham, NC: Duke University Press. (1-90).

FIRST FILM REACTION PAPER DUE: February 9th, 11:59PM

Week 6. History of Brazil's political engagement with Africa (2)

Required reading:

Davila, Jerry

2010 *Hotel Tropico: Brazil and the Challenge of African Decolonization, 1950-1980.*

Durham, NC: Duke University Press. (91-220)

***** SPRING BREAK *****

Week 7. The Economic Linkages of Brazil to Sub-Saharan Africa

Required Readings:

Davila, Jerry

2010 *Hotel Tropico: Brazil and the Challenge of African Decolonization, 1950-1980.*

Durham, NC: Duke University Press. (221-243)

Flemes, Daniel

2009 "Brazilian Foreign Policy in the Changing World Order." *South African Journal of International Affairs*, vol. 16, no. 2: 161 -82.

2006 "International strategies and the south-south dialogue in the Lula administration : lasting alliances or ephemeral coalitions?" In *India, Brazil and South Africa: Perspectives and Alliances*. Villares, F. Editor. Sao Paulo, Brazil: IEEI, Instituto de Estudos Economicos e Internacionais : Editora UNESP.

Week 8:*** EXAM*******

Week 9. Legacy of Cuban musical influence in Africa in the 1960s and 1970s

Required Reading:

Collins, John

1992 *West African Pop's Roots*. Philadelphia: Temple University Press. Read the

section II "Feedback" 49-65.

Shain, Richard M.

2002 "Roots in Reverse: Cubanismo in 20th Century Senegalese Music." *International Journal of African Historical Studies*. 35 (I): 83-101

White, Bob W.

2002 "Congolese Rumba and Other Cosmopolitanisms." *Cahiers d'Etudes Africaines*. 62 (4). 168: 663-86.

White, Bob W.

2008 *Rumba rules: the politics of Dance Music in Mobutu's Zaire*. Durham: Duke University Press. Read the chapter "The Zairian Sound": 27-64.

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Required viewing:

Rear Window: Rumba in Kinshasa – Politics and Music in Congo.

<https://www.youtube.com/watch?v=aMeWu3DzwRo>

Week 10. History of Cuba's military interventions in Africa

Required Readings:

Gleijeses, Piero

2006 "Moscow's Proxy? Cuba and Africa 1975-1988." In *Journal of Cold War Studies* 8, no. 1 (2006): 98-146.

Brittain, V.

2002 "Cuba in Africa." *New Left review*. no. 17: 166-172.

Required viewing:

Cuba an African Odysee

<https://www.youtube.com/watch?v=DNzgo8fgltc>

Week 11. The Caribbean in Sub-Saharan Africa: Historical Perspectives (1)

Required Readings Helenon, Veronique

2011 *French Caribbeans in Africa: Diasporic Connections and Colonial Administration, 1880- 1939*. New York: Palgrave-McMillan.

SECOND FILM REACTION PAPER DUE: MARCH 29th, 11:59PM

Week 12. The Caribbean in Sub-Saharan Africa: Historical Perspectives (2) Required Readings

Helenon, Veronique

2011 *French Caribbeans in Africa: Diasporic Connections and Colonial Administration, 1880- 1939*. New York: Palgrave-McMillan.

Week 13. Latin America and Africa in Contemporary Economic Contexts

Required Readings

Southall, Roger and Henning Melber

2009 *A new scramble for Africa?: imperialism, investment and development*. Scottsville, University of KwaZulu-Natal Press.

Week 14

Research paper due April 13th