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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 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 travelings of peoples 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 crisscrossings of peoples, cultures, and goods. The early returns of slaves and Afrodescendants 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 BRIC countries) as a major player on the global stage. Indeed, as a Latin American economic power house, Brazil has been deploying an ever more visible South-South rhetoric in the management of its foreign relations. The course is therefore mostly focused, as indicated by its title, on the influences and interventions of Latin American and Caribbean nation-states on/in Sub-Saharan African nation-states than on the influences of Africa on Latin America and the Caribbean, even though the latter is seen as a precursor movement of the former. 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 back 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, with President Luis Inácio Lula da Silva, and his successor president Dilma Rouseff, Brazil has developed and maintained a 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.

The relationship of Cuba with Sub-Saharan Africa developed in the context of the non-aligned movement (NAM) at first, and continued with its participation/inclusion—during the Cold War—in the socialist camp on the side of the Soviet Union. 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, and of the current involvement of Caribbean and Sub-Saharan countries in the multilateral organization Africa-Caribbean-Pacific (ACP).

The course ends with an evaluation of contemporary socio-cultural, economic and political relations between Latin America, the Caribbean and Sub-Saharan Africa.

### **STUDENT LEARNING OUTCOMES**

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 challenges faced by African nation-states when they attempt to develop their economies.
- Better understand the processes of Independence in Sub-Saharan Africa.
- Better understand the early African postcolonial period.
- Assess the contemporary economic situation of African countries as it relates to Latin America and the Caribbean.

### **GLOBAL LEARNING OUTCOMES**

- 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 AWARENESS)
- 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 PERSPECTIVES)
- Students will be able to propose solutions to specific problems in African contexts with the goal of suggesting specific involvement of Latin American countries. (GLOBAL ENGAGEMENT)

## **MOODLE**

There are no prerequisites for this course. However, all students are **REQUIRED** to regularly utilize Moodle for this course; **a minimum of twice a week is required**. Thus, in order to take this course, students must have access to a computer and be able to navigate the course's website. Through this website, students will be able to access all course information and materials (INCLUDING films), take the required examinations, view weekly course announcements, send messages to other students, participate in Moodle class discussions, and access grades

## **COURSE GROUND RULES AND "NETIQUETTE"**

- 1) ALL READINGS MUST BE DONE IN ADVANCE, ACCORDING TO THE SCHEDULE OF CLASSES (see below).
- 2) Papers are to be submitted through the ASSIGNMENT DROP BOX. NO late papers will be accepted for full credit without a medical excuse. Each day late will result in the loss of 10% of the total possible points.

SAMPLE SCENARIO: You do an excellent job on a paper that is due on October 19th. You submit it on time, you earn 5/5 pts. You submit it a day late, you earn 4.5/5 (A-). You submit it two days late, it drops to a 4/5 pts. (B-). ETC.

- 3) Plagiarism is a serious offense. If you use the work of other authors without giving them credit, you will receive a '0' for the assignment.
- 4) Papers must include a title, your name, the course name and number, and **page numbers**.
- 5) All email correspondence must begin with a salutation (Professor \_\_\_\_\_.; Dear Dr. \_\_\_\_\_, Hi Professor \_\_\_\_\_, etc.) and end with your name. I will not read your email if you fail to include this.
- 6) NO TEXT SHORTHAND (ie: u, ur, omg, etc.).
- 7) This course will include on-line discussion. It is IMPERATIVE that you address your peers in a respectful manner even if/when you disagree with their opinion.

## **COURSE REQUIREMENTS**

### ***COURSE PARTICIPATION***

Students must participate in this course a minimum of two times per week. Students must read and comment on the required readings and/or view the films at the beginning of each week. Then, at least once during the week, students must contribute to on-line class discussions. The professor sees this participation in the online discussions and the viewing and writing of film reactions as active learning strategies along with the research activities involved in the writing of the research paper (see below) and the presentation each student must do about the content of his/her paper at the end of the semester; all students must listen and learn from the other students' presentations.

### ***FILM REACTION PAPERS***

There are three (3) film reaction papers (2-3 pages, 12 pt, double-spaced) assigned throughout the course. Students can choose any three of the required films in the course on which to write a reaction paper, however each paper is **due the Monday after the film is assigned**. These papers

are evaluated based upon the discussion of the themes in the film, the incorporation of your own personal reaction to the film, and the quality of writing.

### ***EXAMS***

There are three (3) exams based on assigned readings and films. These exams will be a combination of multiple choice and short essay questions and will be available to students on Moodle **7 days before their due dates**. Exams will be evaluated based on 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 exams.

### ***RESEARCH PAPER***

A 10-15 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 in a particular 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 2-3 pages so that you can focus on current examples of and questions concerning the phenomenon. 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 presence/influence/intervention in Africa that is of particular interest to you and relate it 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, each of which 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 the instructor will also review and comment on. The third is the research paper itself. Students who would like to receive feedback on their research papers prior to submitting a final draft may do so at a minimum of three weeks prior to the paper's final due date.

### **GRADING**

"Informed" participation in class discussions, and on Moodle:	15
3 Film Reaction Papers (5 points each);	15
3 In class examinations (10 points each):	30
1 Research Paper	40
<b>Total</b>	<b>100</b>

## REQUIRED BOOKS

A number of articles and book chapters that are also required readings have been uploaded on the Moodle site associated with this course. They are detailed below, in the Schedule of Classes, for each week of class they must be read by. The following books must be purchased.

Naro, Nancy Priscilla; Sansi-Rosa, Roger; and David Treece (Eds.)  
2007 *Cultures of the Lusophone Atlantic*. Basingstoke, Hampshire, GBR: Palgrave McMillan.  
Schaumloeffel, Marco Aurelio  
2008 *Tabom. The Afro-Brazilian Community in Ghana*. Bridgetown: Custom Books Publishing.

## RECOMMENDED READING

Dávila, Jerry  
2010 *Hotel Trópico: Brazil and the Challenge of African Decolonization, 1950–1980*. Durham, NC: Duke University Press.

## SCHEDULE OF CLASSES

### Week 1.

General Introduction: review of course outline; discussion of the importance of the course's subject matter.

### Week 2.

I Contemporary theorizings of the African Diaspora

II The History of the Transatlantic Slave Trade-based 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, Matthew and Jane Landers

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

Go through the Power Point presentation on Diaspora theorizings

Required Viewing of Films

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.**

III Brazil and Africa (1): The Making of the Lusophone Atlantic

Required Readings

Naro, Nancy Priscilla; Sansi-Roca, Roger and David Treece

2007 “Introduction: The Atlantic Between Scylla and Charybdis.” In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 1-18.

Sansi-Roca, Roger

2007 “The Fetish in Lusophone Africa.” In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 19-40.

Havik, Philip

2007 “Kriol without Creoles: Rethinking Guinea’s Afro-Atlantic Connections (Sixteenth to Twentieth Centuries).” In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 41-74.

## **Week 4**

### IV Brazil and Africa (2): The Making of the Lusophone Atlantic

#### Required Readings

Ferreira, Roquinaldo

2007 “Atlantic Microhistories: Mobility, Personal Ties, and Slaving in the Black 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 McMillan: 99-128.

Naro, Nancy Priscilla

2007 “Colonial Aspirations: Connecting Three Points of the Portuguese Black Atlantic.” In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave McMillan: 129-146.

Guran, Milton

2007 “Agudás 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 McMillan: 147-158.

## **Week 5**

### V History and Ethnography of the Brazilian Presence in West Africa (1)

#### Required Reading

Schaumloffel, Marco Aurelio

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

## **Week 6**

### V History and Ethnography of the Brazilian Presence in West Africa (2)

#### Required Readings

Soumoni, Elisée.

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

Verger, Pierre

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

Watch the video on Moodle:

“Pierre Fatumbi Verger : mensageiro entre dois mundos - messenger between two worlds.”

## **Week 7**

### VI Contemporary Economic Linkages of Brazil to Sub-Saharan Africa

#### Required Readings

Santos-Paulino, Amelia U.

2011 Trade specialization, export productivity and growth in Brazil, China, India, South Africa, and a cross section of countries. *Economic Change and Restructuring* 44, no. 1-2: 75-97

Lechini, Gladys

2007 “The Multipolar Moment? Latin America and the Global South - Middle Powers: IBSA and the New South-South Cooperation.” *NACLA report on the Americas*. 40, no. 5: 28-33.

Flemes, Daniel

2009 India-Brazil-South Africa (IBSA) in the New Global Order. *International Studies* 46, no. 4: 401-421.

Flemes, Daniel

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

## **Week 8**

### VII Brazil and South Africa among the IBSA Countries

#### Required Readings

Dupas, Gilberto

2006 “South Africa, Brazil and India: Divergence, Convergence and Alliance Perspectives.” In, *India, Brazil and South Africa--Perspectives and Alliances*. Fábio Villares , ed. Sao Paulo: Institute for the Study of International Economics.

Le Pere, Garth L.

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. São Paulo, Brazil: IEEI, Instituto de Estudos Econômicos e Internacionais : Editora UNESP.

## **Week 9**

### VIII Legacy of Cuban musical influence in Africa in the 1960s and 1970s

#### Required Readings

Collins, John

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

Read the section II “Feedback”: 49-68.

Shain, Richard M.

- 2002 "Roots in Reverse: Cubanismo in 20<sup>th</sup> 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.

### **Week 10**

#### IX 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. 4 (2006): 98-146.

Brittain, V.

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

### **Week 11**

#### X The Caribbean in Sub-Saharan Africa: Historical Perspectives (1)

##### Required Readings

Helenon, Véronique

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

### **Week 12**

#### X The Caribbean in Sub-Saharan Africa: Historical Perspectives (2)

##### Required Readings

Helenon, Véronique

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

Critical viewing of documentary by Raoul Peck: "Lumumba or the Death of a Prophet."

**Week 13**

XI 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**

Student Presentations

**Week 15**

Final Examination

Do not copy