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

AFS 4265 (Global Learning (GL) Course)

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FULLY ONLINE COURSE

This is a Discipline-specific Global Learning course that counts toward your graduation requirement.

COURSE DESCRIPTION & OBJECTIVES:

This course introduces students to the dynamic relationships that have unfolded between Latin America and the Caribbean, on one side, and Sub-Saharan Africa on the other, with specific focus on the historical, cultural, political, and economic linkages between them. Students will also engage in research, based on both their own interests and the course materials in order to investigate the dynamic the effects of Latin America and the Caribbean in Africa.

Module one analyzes the historical relationships between these regions. Readings are grounded on what could be called a "revised" conception of the African diaspora—which sees the Atlantic Ocean as a space for unidirectional travelling 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.

Module two explores the cultural links between the two regions. Readings are based on an interpretation of the Atlantic Ocean as a space of multi-directional criss-crossings of peoples, cultures, and goods.

Module three investigates the political relationships between Latin America, the Caribbean and Africa, particularly 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 independence—to the subsequent growth of the non-aligned movement that established early links among postcolonial countries.

Module four is focused on the economic relationships between Latin America, the Caribbean and Africa, with particular focus on Brazil as a major player on the global stage. Finally, module five will be dedicated to student research on a related topic of their choice.

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This is an FIU Global Learning (GL) course. Your final research paper will demonstrate your increased global awareness, global perspective, and global awareness.

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 post-colonial 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 cultural, socioeconomic, and political realities of Sub-Saharan Africa from pre-colonial time to the post-colonial 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 in processes of globalization. (GLOBAL PERSPECTIVE)
- 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).

ACTIVE AND COLLABORATIVE LEARNING STRATEGIES

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One of the most exciting aspects of this course is that there are many discoveries to be made about Latin American and Caribbean influences on Africa. Changing the students' perspectives to move from the unilateral output of cultural forces from Africa to the multidirectional flows of culture and influence produces revelations in student's thinking about the African diaspora.

Students are active researchers in searching for historical and contemporary examples of this exchange between Latin America, the Caribbean, and Africa.

Being that this is an online only course, the discussion board is the most active site for learning in the course, where students share their research and engage in discussion on the topics surfaced by their colleagues.

COURSE GROUND RULES AND "NETIQUETTE"

- 1) ALL READINGS ARE MANDATORY
- 2) Assignments are to be submitted through the TurnItIn ASSIGNMENT DROP BOX on Blackboard. Assignments MUST be submitted on time.
- 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, and the course name and number.
- 5) NO TEXT SHORTHAND, even in online discussions (ie: u, ur, omg, etc.).
- 6) 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.

WEEKLY ASSIGNMENTS

Students will complete a 2-page double-spaced response paper assignment each week, which will ALWAYS be due on Sundays by 11PM. The format for the weekly 2-page response paper is as follows: describe in detail the articles for week; explain what they are about; analyze, compare and contrast them; give your personal analysis; and provide a conclusion. These

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response papers ensure that you are keeping up with the course materials. Each weekly response paper is worth 50 points. These assignments are mandatory and **MUST** be turned in on time, by each Sunday at 11PM. You will be provided with a rubric for the weekly response paper assignments by in the first week of class.

Global Learning RESEARCH PAPER

A ten-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 the 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

Class participation in Blackboard discussions	100 points
15 weekly assignments	750 points
1 Global Learning research paper	150 points

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Total 1000 points

There will be ONE opportunity for extra credit worth 100 points.

There are no required books for this class. All materials will be provided to you via Blackboard.

THERE IS NO FINAL EXAM FOR THIS COURSE.

Module I: Historical Linkages

WEEK 1

- Watch the welcome video.
- Familiarize yourself with the course materials.
- Google maps of Latin America and Africa and familiarize yourself with the region.
- Create a weekly schedule and good habits of participation for this online course.

Assignment: Introduce yourself on Blackboard.

WEEK 2

Read your three REQUIRED READINGS:

- Palmer, Colin. "The African Diaspora." *The Black Scholar*. 30, no. 3-4, (Fall 2000): 56-60.
 - "The African Experience in Early Spanish America." *The Americas*.
 - A Genealogy of Afro Latin America and the Caribbean by Kevin Yelvington.
- Complete weekly assignment and participate in discussion board.

WEEK 3

Read your REQUIRED READING:

- Atlantic Microhistories: Mobility, Personal Ties, and Slaving in the Black Atlantic World.
- Colonial Aspirations: Connecting Three Points of the Portuguese Black Atlantic.

Assignment: Complete your weekly assignment due September 15.

Module II: Cultural Linkages

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WEEK 4

Visit <http://www.pbs.org/wnet/black-in-latin-america/>

Watch videos:

- “Brazil a Racial Paradise?”
- “Black in Latin America: Cuba the next revolution”
- “Haiti and the Dominican Republic: An Island Divided”

Complete weekly assignment and participate in discussion board.

WEEK 5

- Read Yoruba Influences on Haitian Voodoo (PDF)
- Visit the three following links:

<http://www.bbc.co.uk/religion/religions/santeria/>

<http://www.bbc.co.uk/religion/religions/candomble/>

<http://www.bbc.co.uk/religion/religions/rastafari/>

Complete weekly assignment and participate in discussion board.

WEEK 6

Read your two required articles:

- Roots in Reverse: Cubanismo in 20th Century Senegalese Music
- Rumba Rules: The Zairian Sound
- Complete weekly assignment and participate in discussion board.

Module III: Political Linkages

WEEK 7

- Required reading:
- The non-aligned movement: the origins of a Third World alliance
- Visit <http://www.mea.gov.in/focus-article.htm?20349/History+and+Evolution+of+NonAligned+Movement>

Complete weekly assignment and participate in discussion board.

WEEK 8

Read required article: Latin America in Africa: essays on history, culture, and socialization

Complete weekly assignment and participate in discussion board.

WEEK 9

Read your two required articles:

- Cuban African Adventures
- Cuba in Africa

Familiarize yourself with African independence movements:

<http://www.cnn.com/2010/WORLD/africa/08/02/timeline.african.independence/index.html>

- Complete weekly assignment and participate in discussion board.

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WEEK 10

- Required reading: French Caribbeans in Africa: Diasporic Connections
- Watch Lumumba by Raoul Peck
- Complete weekly assignment and participate in discussion board.

Module IV: Economic Linkages

WEEK 11

Read two required articles:

- The New Scramble for Africa – introduction
 - Furnishing and Feeding the World? Timber, Biofuels, Plants, and Fisheries
India, Brazil, and South Africa (IBSA): South - South cooperation and the paradox of regional leadership
- Complete weekly assignment and participate in discussion board.

WEEK 12

China's interests in Africa and the Caribbean

Complete weekly assignment and participate in discussion board.

Module V: Original Research

WEEK 13

Propose essay topics

WEEK 14

Global Learning outline and annotated bibliography due.

Week 15

Global Learning research paper due.

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