

**Caribbean Cultures - J-Term Course**  
**T/W/R 10 - 2**

**Caribbean Counterpoint: Havana and Kingston - Outline of Classes**  
(Subject to change)

**December 7 (New York)**

**Introduction and orientation**  
Pre-departure assignments

**Week 1 (Havana)**

Classes and the Casa de Las Americas  
Cuban National Identity  
An Overview of Cuban Literature  
Cuban Art in the Caribbean and Latin American Context  
Cuban Popular Culture  
Cuba in the US Imaginary  
Museum visits  
Field trip to Viñales

**Week 2 (New York)**

**The Post-Emancipation Period in Jamaica**

*Decolonizing the Colonial City: Urbanization and Stratification In Kingston, Jamaica*, Colin Clark

*Wide Sargasso Sea* by Jean Rhys

“The Politics of Protest in Free Jamaica: The Kingston John Canoe Riots of 1840 and 1841,” Swithin Wilmot

**Post-independence: Kingston and the Evolution of Jamaican identity**

*Modern Blackness: Nationalism, Globalization and the Politics of Culture in Jamaica*, Deborah Thomas

<http://www.culturaldiplomacy.org/pdf/case-studies/Music-and-the-Rise-of-Caribbean-Nationalism-Gregory-Freeland.pdf> (reader)

*The Harder They Come*, dir. Perry Henzell

*Rastafari: Roots and Ideology*, Barry Chevannes

From *Caribbean Currents*, by Peter Manuel

“Independent Jamaica” by Lord Creator: <https://youtu.be/rOM8h6eUmF8>

“My Boy Lollipop” by Millie Small: <https://youtu.be/hahdusmQ2Po>

“The Israelites” by Desmond Dekker: <https://youtu.be/mxtfdH3-TQ4>

“Police and Thieves” by Junior Murvin: <https://youtu.be/lwMNgBEI3io>

“Babylon System,” Bob Marley

*The Children of Sisyphus* – Orlando Patterson

**\*Cuba, before, during and after the revolution**

**\*The consequences of the Cuban revolution on the rest of Latin America**

-Chomsky, Aviva, Barry Carr and Pamela Smorkaloff (eds). *Cuba Reader. History, Culture, Politics* (Duke University Press, 2003) (pp. 147-457).

-Bethell, Leslie (ed). *Cuba. A Short History*. Cambridge University Press. 1993.

**Urban conversations – Kingston and Havana**

Oral presentations

**Writing Assignments**

**Response papers: Before departure to Havana** students will be asked to read, view and write critical responses to three selected texts or groups of texts that will prepare them for their studies in Havana. These response papers will be submitted prior to departure and represent 15% of the final grade.

**Journal entries: In the Havana segment** of the course student are required to keep a daily journal reflecting critically on your experiences in classes, and on visits to cultural institutions and events. Entries should comment on what you learned, and how your interest in the topic and in Havana was affected by the day's classes. Entries should also include questions about any points of confusion or misunderstanding. Journal entries represent 15% of the final grade

**Individual Presentations:** students are required to make a 5-minute presentation of their initial thoughts on the final paper for comments and feedback from the class. The oral presentation represents 5% of the final grade.

**In the New York segments** of the course, students are required to write an 800-word response paper for each class. Each response paper should comment critically on the information and main ideas expressed in the assigned texts for the class and on the extent to which each text 'speaks' to the others. Comment also on their strengths and weaknesses and the extent to which you find them convincing, as well as on the *mode* of expression, e.g. does the writer use language? Are the ideas articulated in enough detail and with clarity? Response papers represent 20% of the final grade.

**Final Paper:** In 2,500-word paper, students will be asked to comment critically what the course has taught them about Kingston, Havana and, more broadly, Caribbean cities, focusing on learned or perceived aspects of culture and cultural history. Each student is encouraged to include and incorporate any visual images, photos taken or sketches made as part of the trip to Havana, as part of the essay. The final essay represents 25% of the final grade.

**Participation:** Attendance in classes and on field trips is mandatory. Classes will be run as seminars that require the participation of all students. Participation includes contributing to and listening during discussions as well as writing and reading thoughtfully. Participation represents 20% of the grade.

### **Additional (recommended) Reading**

- *New Day*, Vic Reid
- *Autobiography of a Runaway Slave*, Estoban Montej
- *Inconsolable Memories*, Edmundo Desnoes
- *Memories of Underdevelopment* (film) Tomás Gutiérrez Alea
- Poems of Nicolas Guillen
- *Guantanamera*, (film) Tomás Alea
- *The Last Supper* (film) Tomás Alea
- *Afro-Cuban Tales*, Lydia Cabrera
- *The José Martí Reader: Writings on the Americas*, José Martí
- *Explosion in a Cathedral*, Alejo Carpentier
- *Before night falls*, Reinaldo Arenas (1993)
- *We Came All the Way from Cuba So You Could Dress Like This?* Achy Obejas (1994) (stories).