Course Description
This graduate seminar addresses the domestic and international complexities of contemporary politics in the Caribbean. Themes examined include: the colonial legacy, decolonization, social class, ethnicity and "race", women and gender, the state, political culture, political elites, political protest, the military, revolution, political economy and development, and Caribbean international relations.

Prerequisites
This seminar is open to all graduate students. It is preferable that political science majors have taken “Approaches to Comparative Politics” (POLS-204).

Course Goals
1. To master contemporary and classic political and interdisciplinary scholarship regarding state–society relations in the Greater Caribbean.
2. To train junior scholars for academic and professional careers in political science, international relations, public policy, political economy and related disciplines.
3. To create competence in empirically grounded, theoretically informed and methodologically aware political and social analysis.
4. To demonstrate that comparative political analysis is crucial for understanding and addressing key domestic and global issues.
5. To create a collaborative “community of scholars” that facilitates the mastery of class materials, and respects differences of opinion.

Course Objectives (Students should gain or improve)
1. Ability to read, comprehend, and analyze contemporary social science research on the region – paying particular attention to theory, method and contending visions of the “good society.”
2. Ability to write publishable scholarly book review essays.
3. Ability to write effective grant proposals.
4. Ability to create undergraduate and graduate courses in Caribbean politics.
5. Master the presentation skills used in scholarly conferences.
6. Enhance integration of knowledge from previous courses.
7. Capacity to identify and utilize the rich array of data sources available to scholars in the Washington metropolitan area.
8. Expand your scholarly library.
Teaching Approach
1. This is a graduate seminar. Students are expected to complete assigned readings before class, and utilize formal class discussions to enhance understanding of course materials.
2. This course requires active participation and consistent work.
3. There are no lectures.
4. Regular collaboration with the instructor is crucial for successful class performance.

Required Books @ Howard University Bookstore

Other Required Readings (to be distributed electronically)
Highly Recommended
25. David Howard. *Coloring the Nation: Race and Ethnicity in the Dominican Republic.* (Boulder: Lynne Rienner Publishers, 2001)

**Course Requirements**

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<th>% of Grade/ Points</th>
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<tr>
<td>Individual oral presentations of readings: 5 best @ 10 points each</td>
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<td>Group Projects: <strong>Due Date January 26</strong></td>
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<td>Two review essays. 30 points each: <strong>Due Dates Feb 16 &amp; Mar 23</strong></td>
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<td>Grant Proposal: <strong>Due Date April 27</strong></td>
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<td>Class participation</td>
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Attendance Policy
Howard University's attendance policy reads as follows: "All students are expected to attend classes regularly and promptly. Students who are absent from classes [...] are held responsible, nevertheless, for the entire work of the course. Members of the faculty will hold students responsible for regular and prompt class attendance." Students are allowed one absence without penalty. Attendance counts 2.5% of your grade or 5 points:

1 absence: 5 points  2 absences: 2.5 points  3+ absences: 0 points

Absence is defined as missing class or arriving after 1:15 PM. Policy strictly enforced!

Participation
Students must read and discuss class materials. Students will be penalized for: a) not being in class to lead assigned discussions; and b) not bringing assigned readings to class. Participation is worth 2.5% of your grade, or 5 points.

Late Assignments
All work is due no later than the deadlines printed on this syllabus. All work must be turned in no later than the end of my office hours or the end of class on the date indicated to receive credit. Exceptions to this policy will be made only with prior approval. Unless you obtain an extension from me in person prior to a deadline no credit will be given for late assignments. Extensions will not be granted over the phone. As a rule, I do not give incompletes. If you are having difficulty with an assignment or making a deadline see me as early as possible.

Plagiarism & Cheating
Students must abide by Howard's Academic Code of Student Conduct:

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty. To better assure the realization of this goal any student enrolled for study at the University may be disciplined for the academic infractions defined below.

Definitions of Academic Infractions
1. Academic cheating — any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments or group take home assignments, all course or program assignments shall be completed by an individual student only without any consultation or collaboration with any other individual, organization, or aid.)
2. Plagiarism — to take and pass off intentionally as one’s own the ideas, writings, etc. of another without attribution (without acknowledging the author).

Howard University Compliance with Americans with Disability Act (ADA)
Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services (202-238-2420; bwilliams@howard.edu) for verification and determination of reasonable accommodations as soon as possible after admission and at the beginning of each semester as needed.
Teaching–Learning Environment
To maintain the integrity of the learning environment all students are expected to refrain from: tardiness, eating in class, unexcused absences, and bringing uninvited guests without the instructor’s prior approval. Use of the following in class is prohibited: cell phones, beepers/pagers, MP3 players. Use of laptop computers, iPads, or recording devices must be approved in advance on a case–by–case basis.

Guidelines for Class Discussion
Individual Oral Presentations of Assigned Readings (worth 25% of grade or 50 points)
It is absolutely essential that students do the required readings prior to class and be prepared to discuss and critique them. To facilitate this, students will be asked to formally present readings. Make a 30-minute presentation utilizing the Guidelines for Formal Presentations of Class Readings below. At the beginning of class pass out your typed discussion outlines. Each week readings will be assigned to students for discussion purposes.

Guidelines for Formal Presentation of Class Readings
Formal class presentations should take about 30 minutes. Your job is to find information in the reading that allows us to answer the discussion questions detailed below. Your five-page typed handout will cite the specific content we use for purposes of discussion and clarification.

1. Summarize main themes, hypotheses & conclusions. [No more than 1 page]
   2a. Normative Perspective: view of just society, right vs. wrong, good vs. evil
   2b. Political Ideology: liberalism, for example
   2c. Theoretical Model: modernization, for example
2. Methods used: for example, survey research, participant observation, multivariate statistics. Revisit your research methods text & use it.
3. Readability: ease of reading, familiarity of vocabulary, level of audience, does it keep your attention, have good illustrations, use charts & tables effectively, etc.
4. Cite Major Argument. Is it logical?: Direct us to the passages where key argument is most fully developed.
5. Sources: are sources credible, biased, appropriate for research question being asked?
6. Best Evidence. Does it support the major argument? Find the most compelling evidence.
7. Devil’s Advocate: Use the best evidence cited above to reach a conclusion contrary to the author’s. Hint: look at the evidence from a different normative/ ideological/ theoretical perspective.
8. New Facts/ Interpretations: Give one example of something you learned.
9. Make Connections to class readings:
   a. Who else writes about the same topic?
   b. Who else uses the same theory or criticizes the theory used?
   c. Who else uses the same methods to generate and analyze data, or criticizes the methods used?
10. Significant Contribution to your knowledge?
11. Future Research: If you were to conduct research on the same topic:
   a. What hypotheses & research questions would you investigate and why?
   b. What theoretical models would you use and why?
   c. What methods would you use to obtain data and analyze it and why?
Guidelines For Review Essays
Each student is required to write two review essays. You will propose to the instructor no later than January 19th two selections for review essays. Each paper is not to exceed twenty-five typed, double-spaced pages. Turn in two copies of each review essay. See the class schedule for deadlines. Select two readings from those marked "+"

Each review essay should:
1. Succinctly summarize the contents of the book/article. What are the main themes & hypotheses?
2. Discuss in detail, citing specific passages:
   * Author’s normative, ideological and theoretical perspective
   * Methodology employed
   * Readability of the text
   * Clarity of the argument and whether or not its logic is convincing.
   * Sources of evidence
   * Whether or not the evidence provided supports the author’s conclusions.
   * How else could the same evidence be interpreted?
   * Did the author present new facts or interpretations?
   * What are the substantive, theoretical and methodological connections between this book/article and other literature in the field (including class readings)?
   * Whether or not the book makes a significant contribution to the field.
3. Suggest issues and hypotheses which future research should address and recommend the most promising methodological and theoretical approaches.
4. Feel free to use short quotes from the materials to make your points. Since this is not a research paper footnotes are not necessary. Simply place in parentheses following each "quote" (p. 2) the page where it can be found.
5. Proper grammar, punctuation and spelling are essential and will affect your grade. Please refer to The Chicago Manual of Style.

Group Projects
To facilitate the preparation of grant proposals the seminar will be divided into two project groups:

Project Group One: Grants
Create a comprehensive list of foundations & other institutions that may fund academic research projects concerning Caribbean politics. Include funding sources for dissertation research, and post-doctoral work. The list should include addresses and phone numbers, and if possible, grant application forms should be attached. I expect at least one grant application form to be included.

Project Group Two: HU Data Sources on Caribbean Social Sciences
Create comprehensive list of: scholarly journals that publish articles in the social sciences re the Caribbean; Caribbean newspapers and periodicals; Caribbean government documents; on-line data banks; and special manuscript collections re Caribbean social sciences available at Howard University.

Both groups will type up their findings and provide two copies to the instructor and one copy to each class member no later January 26th.
Research Design - Grant Proposal

Assume this is a grant application involving a maximum of $50,000 and no more than one year's work on your part (after initial formulation of your research problem and writing this proposal). You may assume, in addition, that it is a "training grant" (like those once given abundantly by such agencies as the National Science Foundation, Social Science Research Council, and the Ford Foundation/National Research Council) and thus some deficiencies of yours at the beginning (lack of statistics, lack of experience, etc.) are okay - provided you plan to remedy these if needed for your project. You may also assume access to university and government library facilities and free computer time within reasonable limits, but you will need to provide/fund your own typing, research help, supplies, travel, long distance phone expenses, postage and the like. You should also include a modest amount for your living costs, e.g., $1300-1400/ month.

Your application should cover the following in approximately the order given:

1. Title of project and author's name. Joint proposals are accepted but must be broader in scope. The grant for two people is $80,000.
2. Abstract or summary of the proposal (maximum of one page) giving brief description, justification, methods to be used, total budget and expected time to complete project.
3. Statement of the research problem and justification of its importance (Note: this should be some combination of substantive, methodological, & theoretical worth. Few grants are given for one alone).
4. Discussion of relevant literature (substantive, theoretical and methodological) & the link between your study & what has come before. If literature is sparse, say so & speculate on why this is the case.
5. Brief formal statement of major hypotheses you will test. Indicate which are crucial for your problem.
6. Describe research instrument(s) briefly. If this is to include a questionnaire, give list of topics covered & sample questions; if an experiment or simulation, describe it. Include discussion of sampling, experimental subjects, etc., if relevant. Discuss any difficulties anticipated in obtaining access to data, whether it is finding subjects, finding relevant documents, covering closed meetings, etc..
7. Discuss any aspects of data collection & analysis that are important or unique. Include brief comment on your own strengths & weaknesses for directing project. State what you intend to do to correct them.
8. Discuss briefly (a) anticipated findings & their meaning or importance (including generalizability), (b) questions or related topics you anticipate for future research.
9. Give detailed timetable & budget - 2 pages maximum! List needs & cost of support personnel. You may not avoid this by saying you will get friends or students to assist you at no cost.

Total proposal will not exceed 15 typed pages (double-spaced, 10 or 12 font size). You should complete assignment in 10-12 pages. If you have questions please contact instructor as early as possible.

Two copies of grant proposal are due by 1:30 PM on April 27th. No late proposals accepted!
READINGS AND ASSIGNMENTS SCHEDULE

   * Select groups for group projects

2) Wed Jan 19: Introduction to Caribbean Society and Politics - One
   - Last day to obtain approval for review essay selections & grant proposal topic
   A. REQUIRED READINGS:
      - In Hillman & D’Agostino: "Caribbean: Geographic Preface" (D) ..........................
      - In Hillman & D’Agostino: "Historical Context" (D) ..........................
      - In Hillman & D’Agostino: "Environment and Ecology" (D) ..........................
      - In Hillman & D’Agostino: "Caribbean Diaspora" (D) ..........................
   B. SUGGESTED READINGS:
      - Serbin. Sunset over the Islands [rsrv]
      - West Indian Commission: Time For Action.

3) Wed Jan 26: Introduction to Caribbean Society and Politics - Two
   * Group projects due
   A. REQUIRED READINGS:
      - In Hillman & D’Agostino: "Caribbean Politics" (D) ..........................
      - In Hillman & D’Agostino: "Economies of the Caribbean" (D) ..........................
      - In Hillman & D’Agostino: “International Relations” (D) ..........................
   B. SUGGESTED READINGS:
      - Knight: Caribbean: Genesis of Fragmented Nationalism

4) Wed Feb 2: Decolonization and Contemporary Colonialism
   A. REQUIRED READINGS:
      - Dietz: Puerto Rico: Negotiating Development (D) ..........................
   B. SUGGESTED READINGS:
      - Fernández: The Disenchanted Island: Puerto Rico & The US in the 20th Century
      - In Aarón Gamaliel Ramos: articles by Miles, Connel, Giacalone & Corbin
      - Henry: Decolonization & Authoritarian Context . . . Antigua" [rsrv]

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1 + Indicates review essay selection
2 [rsrv] indicates item is on reserve in Undergraduate Library
5) **Wed Feb 9:**  
*Politics of Ethnicity and 'Race'*

A. REQUIRED READINGS:
- Blue: “Erosion of Racial Equality in the Context of Cuba’s Dual Economy” (D) +
- In Henke & Reno: “Racing Caribbean Political Culture” (D)
- In Henke & Reno: “Race-Class Problematic & Caribbean Left” (D)
- In Henke & Reno: “Imagined Communities” (D)

B. SUGGESTED READINGS:
- Hoetink: "'Race' and Color in the Caribbean" [rsrv]
- David Howard, *Coloring the Nation: Race & Ethnicity in the Dominican Republic*
- Lusane: "From Black Cuban to Afro-Cuban" [rsrv]
- Morales Domínguez: “Challenges of the Racial Problem in Cuba”
- Palmer: "Identity, Race & Black Power . . . Jamaica" [rsrv]
- In Payne & Sutton: Premdas, "Race, Politics . . . Trinidad & Guyana" [rsrv]
- Christina Proenza: "What Color is Cuban?" in Linger and Cotman (1999) p. 79-89 [rsrv]
- Sagás: *Race and Politics in the Dominican Republic*
- Sawyer: *Race and Politics in Post-Revolutionary Cuba*
- Whitten & Torres: "Blackness in the Americas" [rsrv]

6) **Wed Feb 16:**  
*Women and Politics/ Politics of Gender*

* Review Essay #1 due

A. REQUIRED READINGS:
- In Barriteau: “Confronting Power” & “Theorizing the Shift” (D) .....................
- In Barriteau: “Women & Difference in Caribbean . . .” (D) .............................
- In Barriteau: “Theorizing Sexual Relations . . .” (D) .................................
- In Barriteau: “Requiem for Male Marginalization . . .” (D) .............................

B. SUGGESTED READINGS:
- Barriteau: *The Political Economy of Gender in the Twentieth-Century Caribbean*
- Sujatha Fernandes, “Transnationalism and Feminist Activism in Cuba: The Case of Magín,” *Politics & Gender* 1:2 (June 2005): 241-263
- Ho: "Caribbean Transnationalism as a Gendered Process" [rsrv]
- Lija A. Luciak, “Party and State in Cuba: Gender Equality in Political Decision Making,” *Politics & Gender* 1:3 (September 2005): 431-452
- Safa: *Myth of the Male Breadwinner* [rsrv]
Cotman. “Caribbean Political Systems” Spring 2011

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7) Wed Feb 23: The State, Part One
   A. REQUIRED READINGS:
      - Gray: Demeaned but Empowered (D) + .............................................
      - In Henke & Reno: “Rethinking Democracy in Post-Nationalist State” (D) .............................................
   B. SUGGESTED READINGS:
      - Betances: State & Society in Dominican Republic [rsrv]
      - Huber: "Assessments of State Strength" [rsrv]
      - Grant-Wisdom: “Constraints on the Caribbean State” [rsrv]
      - Trouillot: Haiti, State Against Nation, p. 15-31, 245-260 [rsrv]

8) Wed Mar 2: The State, Part Two
   A. REQUIRED READINGS:
      - Fatton: Roots of Haitian Despotism (D) + .............................................
      - In Henke & Reno: “Democratic Transition and Authoritarianism” (D) .............................................
   B. SUGGESTED READINGS:
      - Domínguez: " Why Has Liberal Democracy?” [rsrv] [References see Pastor & Fletcher]
      - Jorgé Domínguez and Abraham Lowenthal, ed. Constructing Democratic Governance: Mexico, Central America, and the Caribbean in the 1990s
      - Edie: Democracy by Default [rsrv]
      - Ivelaw Griffith & Betty Sedoc-Dahlberg, ed. Democracy & Human Rights in the Caribbean
      - Fatton: Haiti’s Predatory Republic
      - Huber: "Future of Democracy" in Domínguez, Pastor, and Worrell [rsrv]
      - F. S. Ledgister. Class Alliances and the Liberal Authoritarian State: The Roots of Post-Colonial Democracy in Jamaica, Trinidad and Tobago, and Surinam
      - Peeler: Models for a [Cuban] Transition" [rsrv]
      - Rueschemeyer et al: “Central America and the Caribbean.” [rsrv]
      - Stotzky: Silencing the Guns in Haiti

9) Wed March 9: Social Movements & Environmentalisms
   A. REQUIRED READINGS:
      - Baver & Lynch: Beyond Sun & Sand (D)+.............................. .............................................

10) Wed Mar 23: Culture & Politics
    * Review essay #2 due
    A. REQUIRED READINGS:
       - In Henke & Reno: “Is There a New Political Culture in Caribbean?” (D) .............................................
       - In Henke & Reno: “Cultural Identity versus Political Identity” (D) .............................................
       - In Henke & Reno: “Freedom Ossified” (D) .............................................
       - In Henke & Reno: “The Dutch Caribbean” (D) .............................................
B. SUGGESTED READINGS:
- Henry: "Decolonization & Cultural Underdevelopment" [rsrv]
- In Hillman & D'Agostino: "Religion in the Caribbean"
- In Hillman & D'Agostino: "Literature and Popular Culture"

11) Wed Mar 30: Revolution: Cuba - One
A. REQUIRED READINGS:
- Lambie. Cuban Revolution in the 21st Century (D) ................................................
- Erisman: “Cuba’s Overseas Medical Aid Programs” (D) .................................

B. SUGGESTED READINGS:
- Azicri & Elsie Deal, Cuban Socialism in a New Century: Adversity, Survival, and Renewal
- Azicri. Cuba Today and Tomorrow
- Jorge Domínguez et al (eds.), The Cuban Economy at the Start of the Twenty-First Century
- Fernandes. Cuba Represent! Cuban Arts, State Power, and the Making of New Revolutionary Cultures
- Funes et al. Sustainable Agriculture and Resistance: Transforming Food Production in Cuba
- Rafael Hernández. Looking at Cuba: Essays on Culture and Civil Society
- Roman: People’s Power: Cuba’s Experience with Representative Government

12) Wed Apr 6: Revolution: Cuba - Two
A. REQUIRED READINGS:
- Eckstein. The Immigrant Divide (D)+ ................................................

B. SUGGESTED READINGS:
- Brenner et al. A Contemporary Cuba Reader: Reinventing the Revolution
- Eckstein. Back From the Future: Cuba Under Castro
- Erisman and Kirk, editors, Redefining Cuban Foreign Policy
- Linger & Cotman, Cuban Transitions at the Millennium
- Oxfam America: Cuba: Weathering the Storm
13) **Wed Apr 13:** Political Economy

**A. REQUIRED READINGS:**
- In Hall & Chuck–A–Sang: “Caribbean Integration” (5) (D) ..........................................
- In Hall & Chuck–A–Sang: “From Offshore\Governmental” (9) (D) ..........................................
- In Hall & Chuck–A–Sang: “CARICOM & Millennium Develop. Goals” (11) (D) ..........................................

**B. SUGGESTED READINGS:**
- Cotman. *The Gorrión Tree: Cuba and the Grenada Revolution*
- Deere et al: *In the Shadows of the Sun*
- In Klak: "13 Theses on Globalization & Neoliberalism” [rsrv]
- Payne & Sutton. *Charting Caribbean Development*
- Pastor & Fletcher: "Twenty-First Century Challenges" [rsrv]
- Ramesh Ramsaran, ed. *Caribbean Survival and the Global Challenge* [rsrv]
- Watson: "Attempts at Industrial Restructuring in Barbados” [rsrv]
- Will: "Nation Divided: A Quest for Caribbean Integration" [rsrv]

14) **Wed Apr 20:** Caribbean International Relations

**A. REQUIRED READINGS:**
- In Hall & Chuck–A–Sang: “Reflections on CARIFORUM– EC EPA” (19) (D) ..........................................
- In Hall & Chuck–A–Sang: “China in the Caribbean” (14) (D) ..........................................
- In Hall & Chuck–A–Sang: “CARICOM–US Trade Relations” (26) (D) ..........................................
- In Hall & Chuck–A–Sang: “The Havana Consensus” (15) (D) ..........................................

**B. SUGGESTED READINGS:**
- Atkins. *Handbook of Research on International Relations of Latin America & the Caribbean*
- Erisman: *Pursuing Postdependency Politics* [rsrv]
- L. Lewis: “European Integration, Caribbean Regionalism” [rsrv]
- Persaud: *Counter-Hegemony & Foreign Policy*

15) **Wed Apr 27:** Last Day of Class  All grant proposals due