

Note: This is the abbreviated version of the syllabus for Topnet. The complete version of the syllabus is located in the course Blackboard site, syllabus tab.

# ANTH/FLK 342 Peoples and Cultures of the Caribbean

Web Course

Dr. Kate Hudepohl

Summer 2022

5-Week June Session Course Syllabus

June 6<sup>th</sup> – July 8<sup>th</sup>, 2022

*I reserve the right to make changes to the course and syllabus at any time as I deem necessary.*

Note: This **course will be delivered through electronic Blackboard**. It is your responsibility to make sure you have access to a reliable computer that is compatible with Blackboard. Technology problems should be directed to the WKU computer helpdesk: (270) 745-7000. Note: all devices are not equally compatible with Blackboard.

Note: Course readings are available in Blackboard, readings folder.

## I. Instructor Contact Information

Email: kate.hudepohl@wku.edu  
Folk/Anth Department Office: FAC 237  
Folk/Anth Department Phone: 270/745-5295  
Office Hours: I will check my e-mail at least once a day, 7 days/week. I will try to respond to all questions/problems within 24 hours of initial contact.  
Face-to-face meetings can be scheduled via Zoom if needed.

## II. Course Objectives

In a lecture and discussion-based format, students will learn how the Caribbean is both its own unique cultural and geographic area, but also how it is related to the rest of the Americas. The course focuses on the topics of cultural performance, religion, ethnicity and race, foodways, and current politics.

Upon successful completion of the course, students will

- exhibit understanding of the historical roots of the region and its impact on current culture.
- demonstrate a basic knowledge of population migrations into and out of the region.
- demonstrate basic geographic knowledge of the region.

This course can also be used to fulfill a requirement for the **Colonnade Program Connections - Systems Subcategory**.

Upon successful completion of the course, students will be able to:

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze how systems evolve.	Throughout this course, students analyze how modern day practices and beliefs in the Caribbean are situated in particular historical and sociocultural contexts. For example, the changing profile of religious beliefs and practices in the Caribbean is due in

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	part to waves of population movements into and out of the region: prehistoric indigenous settlers (Taino and Carib), early European colonizers (Spanish), indentured labor from Europe, later European colonizers (British, French), slaves from Africa, and the modern-day effects of globalization.
2. Compare the study of individual components to the analysis of entire systems.	Students use a comparative perspective to examine temporally- and geographically-based cultural variation. Detailed ethnographic studies of particular situations are used to understand how a given practice or belief illustrates patterns in the system (either as an exemplar or anomaly). For example, Rastafarianism, a religion developed in Jamaica in the 20 <sup>th</sup> Century can be examined as one of many religions that originated in the region and that system, in turn, can be compared to religions introduced by colonizers and migrants from other parts of the world (various permutations of Christianity, Islam, Judaism, Hinduism, etc.).
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students learn about the impact of various systems on individual decision-making across the lifespan. For example, residents of Martinique, a French territory, frequently engage in a type of unorthodox, sometimes illegal, economic behavior called <i>debrouillardism</i> . The behavior is culturally valued as a type of cunning resistance (by the colonized) to the formal economic system (an institution imposed by colonizers). Individuals actively engage in <i>debrouillardism</i> as an expression of Creole identity and to express resistance to a biased system. It turns out that this value on “cleverness” is culturally resonant in other types of regional systems – calypso music (often includes double-entendres and veiled speech to convey political criticism) and everyday speech (men gain reputation through verbal dexterity).

### III. Course Materials

Assigned readings, indicated on the detailed schedule of topics portion of the syllabus below, are available in the “readings” folder in Blackboard.

### IV. Course Structure

The material in this 5-week course is organized into weekly units. **Each Week** consists of:

- assigned readings as indicated on the syllabus (generally covering 2-3 different topics)
- a combination of recorded lectures, films, and/or internet content, etc. relevant to assigned weekly content
- a series of tasks indicated on the **Week tasks sheet** posted separately at the beginning of each week into a folder in Blackboard (a couple of short discussion board postings, an e-mailed assignment)
- 2 tests (“midterm” and “final”) delivered through blackboard. The dates for tests are indicated in the detailed schedule of topics below.

Specific directions for each Week (“**Week Tasks**”) will be posted the Sunday before a Week begins. **For each Week, you will need to consult the syllabus AND the appropriate Week Tasks sheet.**

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Complete tasks as they are assigned (films, lectures, readings, etc.). **Take notes summarizing main points** of assigned material (lectures, films, readings, etc.). The tests are open note, open book, but they are timed. Study for tests as if you don't have access to notes. You WILL NOT have time to look up answers for questions.

#### V. Determination of Course Grade

Your grade will be based on the following:

2 tests (50 pts each)	100 points total
3 essay assignments (15 pts each)	45 points total
10 discussion board postings (5 pts each; 2/Week)	50 points total
Participation	<u>5 points total</u>
	200 points total

#### VI. Course Policies

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Completing tasks (readings, films, lectures, etc.), as well as participation on discussion board, is critical to success in this course. Students are expected to regularly check the course website (electronic Blackboard) to find tasks, check grades, participate in assigned discussions, and to share information with other students and the instructor.

Students are expected to complete tasks by stated deadlines. **I will accept one late essay assignment and two late discussion board postings without penalty.** Subsequent late assignments and/or discussion board postings, regardless of the reason, will cause you to lose points off your final course grade as I deem appropriate.

This does not include tests; ***tests must be taken within the allotted time-frame.*** However, if you think you have a legitimate reason for missing a test, let me know as soon as possible, and I will consider allowing you to take it late – **THOUGH THIS IS NOT GUARANTEED, NO MATTER THE REASON FOR MISSING A TEST.**

Before the first week of class students should identify AT LEAST one alternative means of access to a computer should their primary computer suddenly become unavailable (e.g. public library, school computing facilities, a friend's computer, etc.). ***Losing access to a computer will not be considered a legitimate excuse for not completing tasks.*** For this reason, I strongly urge you not to wait until the last minute to complete tasks.

Students are expected to adhere to the **honor code and plagiarism** rules of Western Kentucky University. See the Student Handbook for what constitutes academic dishonesty and consequences (<https://www.wku.edu/handbook/>). A good summary about plagiarism specifically can be found here: <http://people.wku.edu/jan.garrett/dptengpl.htm>. Instances of actual or suspected academic dishonesty may be reported to the Office of Student Conduct and may result in a failing grade for the course.

#### **Students may not reproduce this course in any fashion.**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.