

HIST 386

ORIGINATOR'S SECTION:

1. College:

Desired Term and Year of Implementation (e.g., Fall 2008):

- CHABSS  CoBA
- CoEHHS  CSM

Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No

3. Course will be a variable-topics (generic) course?  Yes  No  
("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* Hist. 386

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
HAITI AND WORLD HISTORY

6. Abbreviated Title for PeopleSoft:  
(no more than 25 characters, including spaces)  
HAITI AND WORLD HISTORY

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Revised

Covers Haitian history from Columbus's arrival to the present. Studies Haiti under French colonialism, during the Haitian Revolution, and after independence. Focuses on the multiple challenges that Haiti faced after independence, from internal struggles to international hostility. Gives special attention to Haiti in the twenty-first century and to issues of globalization and development

(previously HIST 300-6)

9. Why is this course being proposed?

Increased student interest in Haiti; no similar course exists in catalog. Have offered twice successfully as a topics course.

10. Mode of Instruction\*

For definitions of the Course Classification Numbers:  
[http://www.csusm.edu/academic\\_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:\*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment?  Yes  No

- Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No

If yes, indicate which course and check "yes" in item #22 below

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

RECEIVED  
OCT - 5 2015  
BY: AP

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

revised

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* Hist. 300-6

20. How often will this course be offered once established?\* every 2 years (historians rotate through our curriculum)

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:  
 History elective; may be Global Studies and Social Sciences elective

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline see attached from Elizabeth Matthews, GBS Support  Oppose   
 Signature \_\_\_\_\_ Date \_\_\_\_\_

Discipline Social Sciences - see attached email Support  Oppose   
 Signature \_\_\_\_\_ Date \_\_\_\_\_

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (please print or type name) Alyssa Goldstein Sennwall 3/20/15  
 Date

2. Program Director/Chair [Signature] 3/20/15  
 Date

3. College Curriculum Committee [Signature] 9/28/15  
 Date

4. College Dean (or Designee) [Signature] 9/28/15  
 Date

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

GBST support

**Alyssa Sepinwall**

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**From:** Elizabeth Matthews  
**Sent:** Friday, March 13, 2015 7:13 PM  
**To:** Alyssa Sepinwall  
**Subject:** RE: c-form and syllabus

Dear Alyssa,

On behalf of Global Studies, I completely support the permanent creation of this course. It is a great class for Global Studies majors/minors and we appreciate it being including in the matrix.

Cheers,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Department of Political Science  
Director, Global Studies Program  
California State University San Marcos  
4122 Social and Behavioral Sciences Building (SBSB)  
San Marcos, CA 92096  
Phone: (760) 750-8578

**From:** Alyssa Sepinwall  
**Sent:** Friday, March 13, 2015 5:04 PM  
**To:** Elizabeth Matthews  
**Subject:** c-form and syllabus

Hi Elizabeth,

Here's the C-form and the syllabus for my proposed Hist. 386 course, Haiti and World History.

Thanks for reviewing it!  
Alyssa

Dr. Alyssa Goldstein Sepinwall  
Professor and Director of Graduate Studies, History Department  
California State University - San Marcos  
San Marcos, CA 92096  
760-750-8053 (o); 760-750-3430 (fax)  
<http://www.csusm.edu/history/facultydirectory/alyssasepinwall.html>  
<http://www.routledge.com/books/details/9780415808682/> (*Haitian History: New Perspectives*, now available from Routledge)

Soc  
Sciences

**Angela Baggett**

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**From:** Alyssa Sepinwall  
**Sent:** Saturday, September 26, 2015 7:47 PM  
**To:** Rebecca Lush  
**Cc:** Aníbal Yáñez-Chávez; Angela Baggett; Martha Stoddard-Holmes  
**Subject:** FW: CAPC Review of HIST 386

Hello all,

I sent my course proposal to Social Sciences, as suggested below, and they are happy to sign off. Can you please attach this email to my proposal?

Alyssa

Dr. Alyssa Goldstein Sepinwall  
Professor, History Department  
California State University - San Marcos  
San Marcos, CA 92096  
760-750-8053 (o); 760-750-3430 (fax)  
<http://www.csusm.edu/history/facultydirectory/alyssasepinwall.html>  
<http://www.routledge.com/books/details/9780415808682/> (*Haitian History: New Perspectives*, now available from Routledge)

**From:** Linda Shaw  
**Sent:** Saturday, September 26, 2015 6:53 PM  
**To:** Alyssa Sepinwall  
**Cc:** Jeffrey Charles  
**Subject:** Re: CAPC Review of HIST 386

Hi Alyssa,

I am sorry for the delay in getting back to you—Jeff and I first had the chance to discuss your course yesterday. We fully support the course and look forward to including it in the Social Sciences program. We will be listing it as a course that Social Sciences majors may choose to fulfill the Global Histories and Social Issues requirement for the Primary Field in History.

Thanks for your patience with us!

Linda

Linda Shaw, Ph.D.  
Professor Emerita of Sociology  
Director, Social Sciences Program  
CSU San Marcos  
San Marcos, CA 92069

Phone: 760-750-8026  
e-mail: [lshaw@csusm.edu](mailto:lshaw@csusm.edu)  
Office: SBSB 2239Hi Alyssa,

## Virginia Mann

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**From:** Alyssa Sepinwall  
**Sent:** Wednesday, October 07, 2015 11:47 AM  
**To:** Virginia Mann; Elizabeth Matthews  
**Cc:** Rebecca Lush; Martha Stoddard-Holmes; Angela Baggett; Regina Eisenbach  
**Subject:** RE: HIST 386 - C Form

Hi Virginia,

That is correct. The decision was made that for a permanent class as opposed to a temporary one, the History Department will handle the scheduling of this class on its own, while GBST will still allow it to count as an elective like other History classes

Alyssa

Dr. Alyssa Goldstein Sepinwall  
Professor, History Department  
California State University - San Marcos  
San Marcos, CA 92096  
760-750-8053 (o); 760-750-3430 (fax)  
<http://www.csusm.edu/history/facultydirectory/alyssasepinwall.html>  
<http://www.routledge.com/books/details/9780415808682/> (*Haitian History: New Perspectives*, now available from Routledge)

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**From:** Virginia Mann  
**Sent:** Wednesday, October 07, 2015 11:41 AM  
**To:** Alyssa Sepinwall; Elizabeth Matthews  
**Cc:** Rebecca Lush; Martha Stoddard-Holmes; Angela Baggett; Regina Eisenbach  
**Subject:** HIST 386 - C Form

Hello Alyssa,

We received your C form for HIST 386 (Haiti and World History) and will be sending it to UCC today.

Just wanted to confirm that this course is not going to be cross-listed with GBST? You did not check the box on the C form in #15 to cross-list, but since the topic HIST 300-6 was cross-listed with GBST 390-1, wanted to confirm about this.

Thanks,  
Virginia

**Virginia Peters Mann**  
Curriculum Specialist  
Academic Programs  
CRA 5201-B  
(760) 750-8887

Dr. Alyssa Goldstein Sepinwall  
Office: Markstein 251  
Phone: 760-750-8053

Cal. State University - San Marcos  
Office hours: T 5:30 – 6:15, Th 12 – 1:15  
E-mail: [sepinwal@csusm.edu](mailto:sepinwal@csusm.edu)

**GBST 390/HISTORY 300-6  
HAITI AND WORLD HISTORY**

*CRN 50253/50217*

Fall 2014 – T/Th 4- 5:15

Markstein 309

**Course Description:** Haiti and World History covers Haitian history from the time of the Tainos to the 2010 earthquake and its aftermath. Students will learn about Columbus's arrival in Haiti in 1492, Haiti's colonization by the French, and the history of slavery there. They will also learn about the Haitian Revolution, one of the most important (but overlooked) events in world history. The course also examines Haiti's independence, as well as continuing foreign interference in Haiti's affairs. The course pays special attention to the American occupation of Haiti from 1915 - 1934, and to issues of globalization and development in Haiti more recently. Through studying Haiti, students will have a unique vantage point onto a wealth of topics in modern American, European, Latin American, Atlantic and world history.

**Course goals:** Students enrolled in the course will:

1. Learn about the history of Haiti from the Tainos to the present, and see how it sheds light on larger trends in modern world history.
2. Examine modern issues such as globalization and development in their proper historical context.
3. Gain a familiarity with changing scholarly approaches to the history of Haiti.
4. Improve their skills at reading and analyzing scholarly articles.
5. Improve writing and discussion skills.

**Course contract:** I promise to do my utmost to make this course as interesting and intellectually challenging as possible. In return, students who enroll in this course agree to the following terms.

1. Class attendance is mandatory. If you are chronically absent, your grade will be significantly lowered.
2. Students must do all required readings and assignments, and think carefully about how the texts relate to each other.
3. Students must arrive at class ready to discuss texts or films, and participate actively and thoughtfully in discussions. Class participation not only keeps the course interesting, but is the only way you can demonstrate that you are doing our regular coursework.

## COURSE READINGS

Required readings: We will be using:

1. **Alyssa Goldstein Sepinwall**, *Haitian History: New Perspectives* (Routledge, 2012), available in the Bookstore and on reserve under Hist. 300 (or via online booksellers).
2. **Laurent Dubois**, *Haiti: The Aftershocks of History*, available in the Bookstore and on reserve under HIST 300 (or via online booksellers).
3. **On-line documents or Cougar Courses readings.** Occasionally, we will use sources on our Cougar Courses website or elsewhere on the internet. URLs are listed on the syllabus.
4. **Films:** In November, you will watch some films about Haiti at home. These are available on the course CC site under Video on Demand or on reserve in the Media Library. There are also several shorter clips you will watch on the internet, as indicated on the syllabus.
5. **In the news:** During the semester, I will forward to you interesting articles I read on current events in Haiti; I will indicate whether these are required for discussion in class or optional for your own interest.

Optional Readings:

There is so much to learn about Haiti, and only so much room on a one-semester syllabus! Should your curiosity be piqued about any topic on the syllabus, please see the “Web Resources for Haitian History” sheet on our CC page. You might also wish to browse the digital exhibit on Haiti at the Digital Library of the Caribbean (“Haiti, An Island Luminous; <http://islandluminous.fiu.edu/learn.html>”; I wrote one piece of this exhibit).

Optional Text:

\*Diana Hacker, *Bedford Handbook for Writers* (8<sup>th</sup> edition). I will use codes from this text when making suggestions on your paper/writeups. If you do not wish to purchase it, there is a **copy on reserve** in the library under our course. It provides extremely useful explanations and exercises which can help you generate ideas for papers and express yourself clearly and forcefully. It is also useful for any other classes which require formal or informal writing.

## COURSE REQUIREMENTS/GRADING

1) Regular attendance and active participation in class: The course will meet twice a week for lecture and discussion. Active participation is required, and will constitute **20%** of your grade. Developing oral expression skills is as important a component of a college education as developing written and analytical skills. Because sickness/life happens, each student can be absent **three times** without incurring significant penalty; after that, students will begin losing class participation points (5 pts./per absence). Please arrive on time for full credit!

2) Quiz: We will have one 15-min. quiz on **Sept 9**. It will focus mostly on geography, with attention also to key dates, terms and concepts from our introductory unit (**10%** of your grade).

3) Writeups/In-Class Writing: We will have six writeups, as signaled on the syllabus. You may also have occasional in-class writing assignments in which you reflect on the day's reading in advance of our discussion (30% of grade). Grades for these assignments are based on the following scale:

- √+ outstanding work, equiv. to an A
- √ acceptable work, equiv. to a B; feel free to come in if you want to improve your understanding of the material
- √- equiv. to a C; suggests that work is not being done carefully, or you are having difficulty understanding concepts; you are encouraged to come in for extra help
- NC work that was not done at all or which raises academic honesty concerns

4) For Further Reading Paper: You will choose one article or book signaled in the For Further Reading list in Section I of Sepinwall, *Haitian History* (pp. 24 – 31). You will write a 4-5 page paper (1250 - 1750 words) presenting the argument of that article/book, and evaluating how it compares to other course materials. More guidelines will be given in advance. The paper is **due at the beginning of class on Oct. 2** (20%).

5) Final Exam: We will have an in-class final on **December 9** (20%). It will be composed of short-answer identification of terms and essays.



### ADDITIONAL INFORMATION/POLICIES

**Office Hours/E-mail policy:** Students are encouraged to come to office hours, which is the best means of discussing course material and getting to know you individually. If you cannot attend office hours, I am happy to respond to emails M-F 9 am – 5 pm, and will make every effort to respond by the next business day (unless otherwise announced). **Please note that I am unable to answer individual requests about what was covered in class for students who are absent.**

**ADA statement:** Students with disabilities who require reasonable accommodations must be approved for services by the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours to ensure confidentiality.

**Class CC site:** Go to [cc.csusm.edu](http://cc.csusm.edu) (log in with your campus username and password to get to the GBST 390/Hist. 300-6 site). Syllabus and assignment guidelines will be posted there.

**Paper Policy:** In fairness to all students and so that all students work under the same time constraints, **no extensions will be given** (excepting documented emergencies such as hospital stays). For each day a paper is late, the grade will drop by one whole grade.

**\*Academic Honesty/Plagiarism Policy:** The vast majority of Cal State San Marcos students do their work honestly and expect that all will be graded on merit. In order to ensure fair grades for all and to make sure you are capable of doing your own work, **plagiarism will not be tolerated.** Plagiarism involves using **someone else's** words or ideas without properly giving credit to them (aka, stealing). Anyone attempting to plagiarize in this course **will be referred to the Dean of Students and could face expulsion.** You are responsible for knowing what plagiarism is; if you have questions, see the University Policy on Academic Honesty in the course catalog; the relevant sections of the Bedford Handbook; the website at <https://microsites.csusm.edu/plagiarism-tutorial/>; or ask me in advance.

## COURSE SCHEDULE

### INTRODUCTORY UNIT

T Aug. 26) **Course Introduction**

Th Aug. 28) **Intro to Haitian History**

Reading/Listening: Alyssa Goldstein Sepinwall, Interview on Chicago Public Radio (<http://www.wbez.org/episode-segments/reevaluating-haitian-history-0>) + Sepinwall, *HH*, 1-8  
+ Assignment: Syllabus Assignment due (read syllabus; write down one thing that you think will most interest you in the class, and one question you have about the syllabus and how the course will work [not a content question])

T Sept. 2) **Geography of Haiti/Eur. Colonization of the New World/  
Why Has Haiti Been Forgotten?**

Reading: M.-R. Trouillot in Sepinwall, *HH* (33 – 54)  
+ Views of 20<sup>th</sup> C Haiti: <http://www.youtube.com/watch?v=EI-d5T3Zo8M>  
+ for quiz preview: Haiti map: [http://www.lib.utexas.edu/maps/americas/haiti\\_pol99.jpg](http://www.lib.utexas.edu/maps/americas/haiti_pol99.jpg),  
[http://www.lib.utexas.edu/maps/cia12/haiti\\_sm\\_2012.gif](http://www.lib.utexas.edu/maps/cia12/haiti_sm_2012.gif),  
<http://www.worldatlas.com/webimage/countrys/namerica/caribb/ht.htm>, and  
<http://www.lib.utexas.edu/maps/americas/camericacaribbean.jpg>

### UNIT ONE: FROM SAINT-DOMINGUE TO HAITI

Th Sept. 4) **Overview of Saint-Domingue**

Reading: Dubois and Garrigus, *Slave Revolution*, excerpts (CC)  
+ Sepinwall, *HH*, Section I introduction (13 – 24)

T Sept. 9) **Quiz + Slave Society in Haiti**

Reading: Fick in Sepinwall, *HH* (55 – 71)  
+ Dubois 15 - 23  
Optional: Geggus in Sepinwall, *HH* (72 – 88)

Th Sept 11) **Slave Society continued + Overview of The Haitian Revolution**

Reading: Dubois 24 – 35  
+ *Code noir* (1685) excerpts at <http://chnm.gmu.edu/revolution/d/335/>

T Sept 16) **The Haitian Revolution and African History**

Reading: Thornton in Sepinwall, *HH* (89 – 101)

### UNIT TWO: INDEPENDENT HAITI IN A HOSTILE WORLD

Th Sept 18) **Independent Haiti: Introduction**

Reading: Section II intro in Sepinwall, *HH* (103 – 116)  
+ Dubois, 35 – 88  
+ Haitian Const. of 1805  
<http://www2.webster.edu/~corbetre/haiti/history/earlyhaiti/1805-const.htm>

T Sep 23) **Haiti and the United States**

Reading: White in Sepinwall, *HH* (123 – 138)  
+ Dubois 135 - 144

Th Sep 25) NO CLASS: *\*Work on paper!\**

T Sep 30) **Haiti and Latin America**

Reading: Ferrer in Sepinwall, *HH* (139 – 156)

Th Oct 2) **Catch-up Day**

**\*No new reading\*!**

+ For Further Reading Paper due (\*hard copy in class + upload to CC)

T Oct 7) **Gender and Haiti**

Reading: Sheller in Sepinwall, *HH* (157 – 179)

Th Oct 9) **Introduction to Haitian Vodou**

Reading: P. Bellegarde-Smith, excerpt from *Haiti: Breached Citadel* (CC)

+ Florencia Pierre excerpt (CC)

+ Liner notes to Rhythms of Rapture (pp. 2 – 9) (CC)

+ Listen to selected songs from Rhythms of Rapture on CC (#1 and #2 required, plus choose two more songs, and read the liner notes about those songs; use your CSUSM password and login)

[Optional: “Voodoo” in Comics: <http://bcholmes.dreamwidth.org/639117.html>

+ “Big Apple Vodou”: <https://medium.com/@narrativelyny/big-apple-vodou-a3b877979e46>

+ “Voodoo won’t save Haiti, says Cardinal,” at

<http://www.theguardian.com/world/2014/jul/13/voodoo-big-problem-haiti-cardinal-chibly-langlois> + response (a must-read!) at <http://www.bookmanlit.com/cardinal.html>

**\*Assignment:** Bring 2-3 pp. writeup about what you learned about Haitian Vodou from the readings and songs; please refer to specific pp. # in what you read

T Oct 14) **Vodou II: Visit of Carolle Jean-Murat, M.D.**

Reading: Excerpts from Dr. Carolle’s book *Voodoo in My Blood: A Healer’s Journey from Surgeon to Shaman* (CC; pp. xi – xiii, 3 – 10, 15-31)

Th Oct 16) **Soulouque and Peasant Uprisings**

Reading: Nicholls in Sepinwall, *HH* (180 – 196)

+ Dubois 144 – 164

**T Oct 21) African-Americans and Haiti**

Reading: Alexander in Sepinwall, *HH* (197 – 214)

+ Sepinwall from “Haiti, An Island Luminous”: Boyer, European Abolitionists, and African-Americans: <http://islandluminous.fiu.edu/part04-slide04.html> + click on and read song lyrics at bottom!

**UNIT THREE: HAITI FROM THE U.S. OCCUPATION TO THE 21<sup>ST</sup> CENTURY**

**Th Oct 23) Introduction to the 20<sup>th</sup> Century**

Reading: Section III intro in Sepinwall, *HH* (215 - 240)

**T Oct 28) U.S. Occupation of Haiti (1915 – 1934)**

Reading: Plummer in Sepinwall, *HH* (241 - 255)

+ James W. Johnson, “Self-Determining Haiti” (1920) (excerpts; read pp. 5-12, at <http://archive.org/details/selfdetermhaiti00johnrich>; PDF viewer recommended)

**Th Oct 30) Haiti’s Second Independence/Haitian Revolution of 1946**

Reading: M. Smith in Sepinwall, *HH* (256 - 272)

**T Nov 4) Foreign “Development” Initiatives in Haiti/Peasants’ Lives**

Reading: Farmer in Sepinwall, *HH* (285 - 293)

+ Life in Factories (CC)

+ Selitane Joseph, “Chunk of Gold” (CC)

+ Alina Cajuste, “Getting the Poetry” (CC)

+ “Made in Haiti”:

<http://www.nytimes.com/video/world/americas/100000002603806/made-in-haiti.html>

+ Opening picture at

<http://www.nytimes.com/slideshow/2013/12/16/world/americas/20131216GARMENT.html>

+ Beverly Bell et al, “Jobs and Justice: Raising the Floor on Worker Rights and Wages in Haiti,” <http://www.dailykos.com/story/2013/05/23/1211171/-JOBS-AND-JUSTICE-RAISING-THE-FLOOR-ON-WORKER-RIGHTS-AND-WAGES-IN-HAITI#>

Optional: “Mrs. Clinton Can Have Her Factories: A Haitian Sweatshop Worker Speaks,” <http://otherworldsarepossible.org/mrs-clinton-can-have-her-factories-haitian-sweatshop-worker-speaks>

+ PIH Haiti page: <http://www.pih.org/country/haiti> (NGO run by Paul Farmer)

**Th Nov 6) The Duvaliers: Papa Doc and Baby Doc**

Reading: P. Bellegarde-Smith in Sepinwall, *HH* (273 - 284)

+ Watch: ABC News interview with F. Duvalier, 1975:

<http://www.youtube.com/watch?v=otwzvzdzZKU&list=UUCRtDXPkWTwuM1sU7qbsxMg&index=7&feature=plcp>

+ <http://www.youtube.com/watch?v=xK1QZB-6iQM> (J.-C. Duvalier’s last days)

[Optional: the first part of ABC News’s report on Haiti:

<http://www.youtube.com/watch?v=NdWx0K8jIOs&list=UUCRtDXPkWTwuM1sU7qbsxMg&index=18> + search for clips on Duvalier at NBC Archives,

<http://www.nbcuniversalarchives.com/nbcuni/searchResults.do?search.type=intermediate&search.withinKeywords=&search.withinResults=&search.keywords=duvalier&filter>

Assignment: Find and read two articles from American publications (ie, *NY Times*, *Time Magazine*) covering Papa Doc or Baby Doc, PUBLISHED during the years 1957 – 1986. Do a 3-page writeup on what you learned from the reading and videos, plus how did the newspaper/magazine you pick portray Duvalier? [please attach text or URLs of your articles to the bottom of your writeup]. You will turn this in on CC.

T Nov 11) VETERANS DAY: NO CLASS

→ Thanks to any veterans or loved ones of veterans for your service/sacrifices!

Th Nov 13) **Aristide Years: At-Home Film Festival**

Reading: Fatton in Sepinwall, *HH* (294 - 311)

+ Viewing: *Killing the Dream* (VOD, CC, at least first 10 mins.)

+ *Haiti: Land of Tragedy, Land of Hope* (VOD, CC)

--Optional: Was Aristide kidnapped? Charlie Rose show, March 1, 2004:

<http://www.youtube.com/watch?v=HjKSim7G-PY&list=UUCRiDXPkWTwuM1sU7qbsxMg&index=4&feature=plcp>

Assignment: Writeup due: What did you learn from the reading and the videos about Aristide?

T Nov. 18) **Earthquake I: January 2010**

Readings:

1) Évelyne Trouillot in Sepinwall, *HH* (312 - 316)

+ 2a) find two clips on YouTube or the internet (from a news organization or otherwise) from January 2010 (one can be from the *New York Times* if you wish

<http://www.youtube.com/user/TheNewYorkTimes/videos?query=haiti>); + watch first 4 mins. of “Blessed Augustin” at <http://blackpublicmedia.org/haiti/>

OR 2b watch all of PBS Quake Documentary:

<http://www.pbs.org/wgbh/pages/frontline/haiti/view/>

+ 3) Myriam Merlet, “The More People Dream” (CC)

[+ optional on her death:

[http://www.democracynow.org/2010/1/19/haitian\\_feminist\\_leader\\_myriam\\_merlet\\_1953](http://www.democracynow.org/2010/1/19/haitian_feminist_leader_myriam_merlet_1953)]

Assignment: Writeup due: what did you watch? what did you learn? any comments on narration?

Th Nov. 20) **Earthquake II: Rebuilding Haiti**

(\*readings subject to change based on events in Fall 2014)

Reading: Choose one article from the following list:

--Nadève Ménard, "Helping Haiti – Helping Ourselves" (CC)

--Leslie Demangles and Elizabeth McAlister, "Religion in Post-Earthquake Haiti" (CC)

--*Journal of Black Studies* special issue on the earthquake (March 2011): access via library catalog; choose among articles by Gros, Fatton, Pierre-Louis or Germain

--*Tectonic Shifts: Haiti Since the Earthquake* (on reserve, any whole numbered chapter)

[\*this is now also an ebook via library catalog)

--*Fixing Haiti: MINUSTAH and Beyond* (on reserve, any chapter; also an ebook via library catalog)

--Paul Farmer, *Haiti After the Earthquake* (on reserve, any chunk of 50 pp or so)

--P. Bellegarde-Smith, "A Man-Made Disaster: The Haitian Earthquake of 2010 – A Haitian Perspective" (*Journal of Black Studies* 42, no. 2 (March 2011): 264-275; access via library catalog)?]

+ Times sweatshop article:

<http://www.nytimes.com/2012/07/06/world/americas/earthquake-relief-where-haiti-wasnt-broken.html>

+ video on sweatshops: <http://www.youtube.com/watch?v=I7PYj3vGu7I&feature=plcp>

+ Reading TBA from <http://www.otherworldsarepossible.org/alternatives/another-haiti-possible> or elsewhere

Assignment: Do a 2-3 pp. writeup about what you learned from your additional article and the other readings

T. Nov. 25) **Post-Earthquake Haiti, NGOs and MINUSTAH**

**(These are short readings: please do all of them; they are shorter altogether than a normal day!)**

Reading: Jonathan Katz, cholera article at

[http://www.slate.com/articles/news\\_and\\_politics/foreigners/2013/02/ban\\_ki\\_moon\\_rejects\\_haitian\\_cholera\\_claims\\_the\\_united\\_nations\\_brought\\_a.single.html](http://www.slate.com/articles/news_and_politics/foreigners/2013/02/ban_ki_moon_rejects_haitian_cholera_claims_the_united_nations_brought_a.single.html)

+ Nora Schenkel, "I Came to Haiti to Do Good,"

<http://www.nytimes.com/2013/05/16/opinion/global/i-came-to-haiti-to-do-good.html>

+ Raoul Peck, "Does Help Help?" (CC)

+ Wikileaks on US Post-Quake Troop Deployment: <http://www.haiti-liberte.com/archives/volume4-48/U.S.%20Worried%20about%20International.asp>

+ More on Haiti and Wikileaks: <http://thepublicarchive.com/?p=3672>

+ Nadève Ménard, "Minority Report,"

[http://www.tandenou2.blogspot.com/2012\\_06\\_01\\_archive.html](http://www.tandenou2.blogspot.com/2012_06_01_archive.html)

+ "Haitian State of Mind," photoessay: <http://lens.blogs.nytimes.com/2013/09/23/a-haitian-state-of-mind/> (read text and see pictures)

+ Beverly Bell, "Monsanto Seeds, Miami Rice," in *Fault Lines* (online access through library catalog), pp. 124-30

Optional: "The White-Savior Industrial Complex," at <http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/> (recommended by Nadève Ménard)

+ For fun: check out the US Ambassador to Haiti's twitter feed on how great things are in Haiti and how much the US is helping! (<https://twitter.com/AmbPWhite>)

+ "Jerry: Portrait of a Graffiti Artist": <http://vimeo.com/84002985>

+ TBA on Martelly and MINUSTAH

Th Nov. 27) **THANKSGIVING, NO CLASS**

T Dec 2) **Late 20<sup>th</sup> C. Haitian Film Festival**

Viewing: Instead of reading over Thanksgiving Break, please watch 1-2 films and read the short essay by Raoul Peck

REQUIRED for everyone: *Fatal Assistance* (VOD)

OPTIONAL: choose one more to watch from list below, all on VOD

*Agronomist* (about a crusading Haitian journalist)

*Poto Mitan* (about women in Haitian factories)

*When the Drum Is Beating* (about Haitian music)

Reading: Raoul Peck, "Does Help Help?" (CC) (translated by me!)

Assignment: 2-page writeup on what you learned from the film(s), and how it compares to course readings

Th Dec. 4) **Earthquake Wrap-Up/Class Wrap-Up/Exam Preview**

T Dec. 9) **\*\*Final Exam; 4 - 6 pm\*\***

## Angela Baggett

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**From:** Alyssa Sepinwall  
**Sent:** Tuesday, September 15, 2015 6:35 PM  
**To:** Rebecca Lush  
**Cc:** Aníbal Yáñez-Chávez; Angela Baggett; Martha Stoddard-Holmes  
**Subject:** RE: CAPC Review of HIST 386  
**Attachments:** Haiti syllabus 09-15 for C form revised.doc

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Thanks so much, Rebecca. Answers below in green.

**From:** Rebecca Lush  
**Sent:** Monday, September 14, 2015 1:01 PM  
**To:** Alyssa Sepinwall  
**Cc:** Aníbal Yáñez-Chávez; Angela Baggett; Martha Stoddard-Holmes  
**Subject:** CAPC Review of HIST 386

Hi Alyssa,

1. CAPC has made some slight changes to the catalog description to adhere to catalog style and to make sure that the course description doesn't feel dated in the near future. The revised description proposed by CAPC is as follows:

"Covers Haitian history from Columbus's arrival to the present. Studies Haiti under French colonialism, during the Haitian Revolution, and after independence. Focuses on the multiple challenges that Haiti faced after independence, from internal struggles to international hostility. Gives special attention to Haiti in the twenty-first century and to issues of globalization and development."

Action item: please let us know if you approve the above changes to your catalog description.  
That would be fine.

2. The syllabus for your course was nicely detailed and we appreciated that you included the word length of some assignments. We have found that classes can be more easily reviewed and approved at various stages of the curricular review process if there is a direct statement on the syllabus that the writing for the class meets the All University Writing Requirement.

Action item: could you please resend your syllabus with a direct statement that the assignments will meet (and even exceed) the required All University Writing Requirement? I realize this may seem small, but it will be very useful for the next stages of review after leaving CAPC.  
See attached.

3. Can you please send your materials to the Social Sciences department and provide an electronic signature or acknowledgement? CAPC noted that the course was listed as a possible elective for the Social Sciences department so would like a more formal recording of exchanges with that department.



Action item: request review and support email from the chair of Social Sciences.

Will do.

Finally, the last item is advisory.

4. CAPC recommends submitting a P-2 to add HIST 386 to the course matrix so that it will appear as an approved elective for the HIST curriculum. Without a P-2 to add HIST 386 as an approved elective the course will need be submitted as an ACA (alternate course approval) for each student wishing to count it towards the major. The same holds true for GBST--the chair of GBST will have to submit a P-2 listing HIST 386 as an approved elective to add the course automatically to their matrix.

Optional Action item: option to submit a p-2 to add this course as formal elective for HIST (and/or GBST) so that this form can travel with the C-form through the subsequent stages of the review process.

I will do this in the next few weeks.

Thank you in advance for attending to these items. Please let me know if you have any questions.

Best,  
Rebeca

Rebecca M. Lush, Ph.D.  
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