

# **RCC 100 Cultures of the Caribbean**

## **Fall 2019 CSS 100 MWF 9:00-9:50**

### **INSTRUCTOR INFORMATION:**

Dr. Ashley Kistler, [skistler@rollins.edu](mailto:skistler@rollins.edu), CSS 105, (407) 691-1707  
Office Hours: MW 10:00-11:00, T 10:00-12:00 or by appointment

### **PEER MENTOR INFORMATION:**

Gaby Carratala [gcarratala@rollins.edu](mailto:gcarratala@rollins.edu)  
Jo Ann Wood [jwood1@rollins.edu](mailto:jwood1@rollins.edu)

**COURSE DESCRIPTION:** This course surveys the history, anthropology, and literature of the Caribbean. This course will address the prehistory of the Caribbean, the history and the colonial heritage of the Caribbean; slavery and its consequences in the development of Caribbean culture; characteristics of Caribbean, culture, music, dance, and production; race and identity; tourism and its consequences in the Caribbean; transnational encounters in the Caribbean; globalization and changes to Caribbean life; and the experience of Caribbean immigrants living abroad. This course will focus specifically on the following areas: the Rastafarians, foreign tourism in the Caribbean islands; sex tourism in the Dominican Republic, Cuban immigration to the United States, and Caribbean immigrant literature in the US.

**GOALS AND OBJECTIVES:** This course provides a broad perspective on many facets of Caribbean life. By the end of the course, you will be able to:

1. Provide a critical and holistic understanding of Caribbean history, culture and society in time and space
2. Discuss the dynamics of colonialism and development in Caribbean societies, in the past and today
3. Understand key aspects of Caribbean society that define it and make it unique from other indigenous societies
4. Help destroy stereotypes and ethnocentric attitudes regarding the peoples and social institutions of the Caribbean
5. Assess the impact of global culture in today's Caribbean region
6. Understand the experiences of Caribbean immigrants living abroad, particularly in the United States
7. Relate Caribbean rituals, dance, and music to Caribbean world view
8. Explain will explain how Caribbean societies have been shaped by their historical and political circumstances
9. Analyze how economics systems change to embrace new circumstances and issues presented by the increasing incorporation of Caribbean society into the global economy

**GOALS FOR ROLLINS COLLEGE CONFERENCE COURSES:** The objective of the RCC is to facilitate first-year students in becoming engaged and integrated members of the Rollins community of learners. In addition to offering content and workload commensurate with an introductory-level class in the relevant discipline, this class will:

1. Develop fundamental skills in research and learning
2. Encourage use of key campus resources, including the Olin Library, Thomas P. Johnson Student Resource Center, and the Center for Career and Life Planning
3. Forge links between classroom and campus life with integrated co-curricular activities
4. Connect you to Peer Mentors, who will serve as academic and social role models
5. Introduce the mission of Rollins College: educating students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers
6. Introduce the concept of liberal arts education and values: a community of learners committed to a tradition of innovation, academic excellence, and lifelong learning and service
7. Explain the Rollins Foundations in the Liberal Arts (rFLA) requirements and purpose

**COURSE FORMAT:** In this course, I expect you to act as equal partners in leading classroom discussion. While I will present materials and topics for class consideration, I expect you to be equally engaged in the course and to drive class discussions. In other words, this course will not center around the professor talking, but rather around all of us sharing our perspectives, thoughts, and ideas on the topics we discuss. As a result, we will ALL take an active role in learning about the key areas this course covers. I believe that through these means, we will create a truly exciting learning experience.

### **CREDIT HOUR STATEMENT:**

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part,

from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are: course readings, find your anchor events, SPARC day, research and writing assignments, and review sessions for exams.

**REQUIRED TEXTS:**

Alvarez, Julia. 1991. *How the Garcia Girls Lost their Accents*. New York: Plume Books.

Brennan, Denise. 2004. *What's Love Got to Do With It?: Transnational Desires and Sex Tourism in the Dominican Republic*. Durham: Duke University Press.

Kincaid, Jamaica. *A Small Place*. New York: Farrar, Straus, and Giroux.

Lewis, William F. 1993. *Soul Rebels*. Long Grove: Waveland Press.

Rogozinski, Jan. 1999. *A Brief History of the Caribbean: From the Arawak and Carib to the Present*. Revised Edition. New York: Plume Books.

Supplementary required readings, such as articles and book chapters, will be available via electronic reserve on the Canvas system. You are responsible for logging into Canvas and downloading these readings. These readings are indicated on the syllabus with (CV). Common Read readings, which I have reposted on our course's Canvas site, are marked with a (CR). All readings must be completed by their assigned date. It is your responsibility to obtain the texts, download all required readings, read them, and bring them to class. Completing readings on time is essential. This will help you to do well on quizzes and to participate in class. Readings are due on the dates on which they are listed.

**COURSE REQUIREMENTS AND CLASS WORK:** You will do well if you (1) attend class and required out of class activities regularly, (2) read assigned readings on time, (3) take quizzes on the readings, (4) take notes in class, (5) participate in class discussions, (6) prepare for course exams, (7) participate in find your anchor events and (8) work on assignments throughout the semester.

**GRADING AND GRADING POLICY:**

| <b>Assignments</b>     | <b>Points</b> | <b>Percentage</b> | <b>Dates/Due Dates</b> |
|------------------------|---------------|-------------------|------------------------|
| First Exam             | (75 pts)      | 15%               | September 20           |
| Second Exam            | (75 pts)      | 15%               | October 30             |
| Final Exam             | (75 pts)      | 15%               | December 10            |
| Group Presentation     | (50 pts)      | 10%               | <i>see schedule</i>    |
| Country Brochure       | (75 pts)      | 15%               | Nov. 13/Nov. 25        |
| Quizzes                | (50 pts)      | 10%               | ---                    |
| Map Quiz               |               |                   | October 4              |
| Common Read Assignment |               |                   | October 18             |
| Pop Quizzes            |               |                   | <i>unannounced</i>     |
| Participation          | (100 pts)     | 20%               | ---                    |

**Grade Scale**

The following is the grading scale I will use to determine your final grade in this course:

| <b>Points</b> | <b>Grade</b> | <b>Percentage</b> | <b>Points</b> | <b>Grade</b> | <b>Percentage</b> |
|---------------|--------------|-------------------|---------------|--------------|-------------------|
| 500-475       | A            | 100-95%           | 389-368       | C            | 76-74%            |
| 474-450       | A-           | 94-90%            | 367-350       | C-           | 73-70%            |
| 449-440       | B+           | 89-88%            | 349-340       | D+           | 69-68%            |
| 439-418       | B            | 87-84%            | 339-318       | D            | 67- 64%           |
| 417-400       | B-           | 83-80%            | 317-300       | D-           | 63- 60%           |
| 399-390       | C+           | 79%-78%           | 299 and below | F            | 59%-0%            |

**Exams and Quizzes**

Each exam will be made up of a variety of question formats, including but not limited to multiple choice, short answer,

fill-in-the blank, true/false questions, and essay. Each exam will cover material from class readings and discussed in class. We will have one map quiz (worth 10 points) and at least seven, five point pop quizzes throughout the semester. I reserve the right to give pop quizzes in class at any time. These quizzes will center on the assigned readings and will be factored into your participation grade. **No make-up exams or extensions will be given except in the case of serious personal emergencies. I reserve the right to deny any make-up/extension request. Pop quizzes will not be announced and cannot be made up under any circumstances. Your common reflection assignment, which is due on October 18 and must be uploaded to Foliotek and then submitted in paper in class on October 21, will count as one pop quiz.**

### **Written Assignments and Group Presentation:**

I expect all written assignments to be submitted in Standard American English with correct spelling and grammar, punctuation, etc. All written assignments must have a central argument and clearly stated thesis. Failure to use correct grammar, present a coherent argument, or follow the formatting/specific instructions of the assignment will result in a reduction in your grade. In other words, your grade will reflect your competence in expressing your knowledge of course material. All assignments completed at home must be typed and stapled. All assignments must include a works cited page and must use in-text citations to reference all information. I will not accept any hand-written or unstapled assignments or assignments that do not follow these guidelines. All assignments are due in class, at the beginning of the class period on the date specified on the syllabus. All assignments must be submitted in hard copy. I will not accept late work under ANY circumstances.

During the second week of class, you will be assigned to 1 of 7 region groups: Cuba, Jamaica, Haiti, Antigua, Dominican Republic, Belize, Puerto Rico. In groups of 2 or 3, you will prepare a 30-minute presentation to be delivered to the class on the date specified below. The presentation should be interactive and should introduce the class to the country we will discuss and cover any readings assigned for that date. You will also create a fact sheet to distribute to the class and accompany your presentation. These fact sheets must be submitted to Dr. Kistler 24 hours ahead of time for copying or the group must make its own copies to distribute to the class. You must use Powerpoint/Prezi in your presentations.

You will also complete one written assignment about your assigned country on your own, and not in a group. You will create a travel brochure about your assigned country that focuses on its culture, history, or current events. The rough draft of this assignment is due on November 13. Once I return the rough draft to you with comments, you must meet with a writing consultant to review my comments and make appropriate changes. The final draft of this assignment is due on November 25. The details of this assignment will be distributed later in the semester.

**Attendance and Participation Policy:** Your attendance of every class session is essential. Attendance means not only arriving to class on time, but also being prepared and participating actively in discussions.

Since this is a Rollins College Conference Course, you are required to attend **9 Find Your Anchor** campus engagement events chosen by your instructor and your Peer Mentors. Your attendance at the events will be verified by the Peer Mentors.

You are allowed a total of **four (4)** absences, including class sessions and all RCC activities. Only **two (2)** absences may be for class sessions. Each absence over the specified limits will result in the final grade being dropped 1/3 of a letter. Therefore, if your final numerical grade is equivalent to a B-, and you have five absences, your final grade for the course would drop to a C+. Arriving after attendance has been taken counts as one half of an absence. You should save your absences for dire emergencies or serious illnesses. Meetings, job interviews, or early departures for weekend or holiday trips are not excused and will count as absences.

Should you not be able to attend the scheduled Find Your Anchor event, there will be a few make-up opportunities available through the Living Learning Community program in addition to events on campus.

**Excused Absences** are defined as:

- Representing Rollins College formally on an athletic team or an approved academic forum.
- **Extreme health emergency** that requires hospitalization or medical intervention. A cold that results in a doctor's visit does not constitute an "extreme health emergency." In the case of a medical emergency, you must provide written medical documentation.

- Extreme family emergency. For example, a death in the immediate family. Roommate problems, legal proceedings, arrests, are NOT considered "family emergencies."
  - A parent or legal guardian must document any family emergency.
- You must notify the professor of any emergency in a timely fashion (by e-mail, phone, or in person). If notification is sent by e-mail, the professor will respond acknowledging the message. If no response is given, the e-mail is considered not received. Once the professor has been notified, all written documentation must be submitted in person within one week of the absence.
- The professor is the final arbiter of whether or not to consider an absence "excused" based on the circumstances and documentation on a case by case basis.
- Traveling home early for holidays **IS NOT** an excused absence.

**YOU WILL RECEIVE A FAILING GRADE FOR THE SEMESTER IF YOU ARE ABSENT FROM MORE THAN 7 OF THE CLASSES OR FIND YOUR ANCHOR EVENTS.**

Class participation is mandatory and will factor into your final grades. In addition to preparing to discuss the readings in class and participating in class discussions, you may occasionally be asked to type written responses to discussion questions or conduct web searches, which they must bring to class. Participation grades will be determined based on the number of times you participate in class. You will receive 0-3 points for each day that they participate in class. When you are absent from class, you receive no participation points for that day. If you never, ever participates in class he will receive a grade of C- or 53/75.

**COMMUNICATION POLICY:** I check my email often and will usually respond within 24 hours during the work week (Monday through Friday). Please email me at my Rollins email address, [skistler@rollins.edu](mailto:skistler@rollins.edu), from your Rollins email address. I will not respond to emails received after 8pm until the next business day.

**ACADEMIC COURTESY:** You are expected to follow simple rules of academic courtesy to your fellow students and instructors. Please come to class on time to avoid disrupting the class. Once class begins, you must refrain from personal conversations. You must put away all non- course reading materials (e.g. newspapers). Refrain from using computers for any reason in the classroom. Turn off and put away all cell phones and electronic gadgets. If you have extraordinary circumstances that require you to keep any of them on please talk to me.

**ACCESSIBILITY SERVICES:** Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws that guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <https://www.rollins.edu/accessibility-services> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

**ACADEMIC HONOR CODE REAFFIRMATION :** <http://www.rollins.edu/honor-code/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during

Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

*"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."*

Material submitted electronically should contain the pledge; submission implies signing the pledge.

**CITATION EXPECTATIONS:** As per the Academic Honor Code, plagiarism is defined as "Offering the words, facts, or ideas of another person as your own in any academic exercise." In order to avoid plagiarism, you are expected to use proper citation norms. For our course, all assignments will use a standard, formalized citation style of your choice.

**ABSENCES: RELIGIOUS HOLIDAYS AND CAMPUS BUSINESS:** I will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College's policy on excused absences ([http://www.rollins.edu/catalogue/academic\\_regulations.html#class-attendance](http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance)), students must discuss the dates of the anticipated absences with me no later than the last day of the drop period. Students must me with written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. I will address absences r in accordance with my attendance policy. I retain the right to determine what is considered a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. Your class participation grade in the course, though, may still be affected.

**RECORDING DEVICE USE:** In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

**TITLE IX STATEMENT:** Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit <https://www.rollins.edu/sexual-misconduct/>.

## **READINGS AND ASSIGNMENTS**

**(All Readings Due by the Assigned Date)**

### **I. Caribbean Prehistory, Colonialism, and Rebellion**

|                     |   |
|---------------------|---|
| <b>August 22</b>    | <b>Introductions and Overview</b>   |
|                     | Introductions<br>Icebreakers<br>Advising Overview   |
| <b>August 24</b>    | <b>SPARC Day</b>  |
|                     |   |
| <b>August 26</b>    | <b>Introduction to the Caribbean/Opening Convocation</b>  |
|                     |   |
| <b>August 28</b>    | <b>Review Course Syllabus/Planning for the Semester</b>   |
|                     | <b>Bring in something you associate with the Caribbean and be prepared to discuss it</b>  |
| <b>August 29</b>    | <b>R Community Fair</b>   |
|                     | 12-2pm, Alford Sports Center  |
| <b>September 2</b>  | <b>No class, Labor Day</b>  |
|                     |   |
| <b>September 6</b>  | <b>Anthropology and the “Exotic Other”</b>  |
|                     | Bishop, “Questions of Travel” (CR)<br>Schmidt, “The Limits of My Language Are the Limits of My World” (CR)<br>***Plagiarism workshop certificate due in class***          |
| <b>September 9</b>  | <b>Caribbean Prehistory and Indigenous Life</b>   |
|                     | Ch. 1, Rogozinski<br>Wilson, Chapter 3 (CV)<br>Tainos (CV)  |
| <b>September 11</b> | <b>Conquest: Europe in the Caribbean</b>  |
|                     | Ch. 2,4, Rogozinski<br>Las Casas, “Devastation of the Indies” (CV)<br>Townsend, “Burying the White Gods” (CV)   |
| <b>September 13</b> | <b>Voodoo and Zombies</b>   |
|                     | Film, in class  |
| <b>September 16</b> | <b>Sugar, Slavery and the Colonialism</b>   |
|                     | Ch. 9, 10 Rogozinski<br>Hughes, “The Negro Speaks of Rivers” (CR)<br>Olaudah Equiano, selection from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> (CR) |
| <b>September 18</b> | <b>Exam Review, in class</b>  |
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| <b>September 20</b> | <b>Exam 1, in class</b>   |
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## II. Race, Sex, and Identity in the Caribbean

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| <b>September 23</b> | <b>Library Session</b><br>Meet at Olin Library   |
| <b>September 25</b> | <b>Contemporary Life in the Caribbean</b>  |
| <b>September 27</b> | <b>Jamaica</b><br>Jamaica group presentation<br>Ch. 19-20, Rogozinski  |
| <b>September 30</b> | <b>The Rastafari</b><br>Ch. 1-7, Lewis   |
| <b>October 2</b>    | <b>Haiti</b><br>Haiti group presentation<br>Ch. 7, Knight (CV)   |
| <b>October 4</b>    | <b>Voodoo and Zombies</b><br>Excerpts from Hurston (CV)<br>Del Guercio, "Secrets of Haiti's Living Dead" (CV)<br><b>Map Quiz, in class</b>   |
| <b>October 7</b>    | <b>Tourism in the Caribbean</b><br>Pico Iyer, "Why We Travel," (CR)<br>June Jordan, "Report from the Bahamas, 1982" (CR)<br><b>Bring in something you associate with Caribbean tourism</b> |
| <b>October 9</b>    | <b>Antigua</b><br>Antigua group presentation<br>"Jamaica Kincaid's Antigua" NYT article (CV)<br>Kincaid, <i>A Small Place</i> (first half)   |
| <b>October 10</b>   | <b>R-Compass Fair</b><br>12-2pm, Alford Sports Center  |
| <b>October 11</b>   | <b>Antigua and Tourism in the Caribbean (continued)</b><br>Kincaid, <i>A Small Place</i> (second half)   |
| <b>October 14</b>   | <b>No class, Fall Break</b>  |
| <b>October 16</b>   | <b>Mid-Semester Check-In and Time Management Class</b>   |
| <b>October 17</b>   | <b>Find Your Anchor Common Read Event</b><br>7-8:30pm in Warden Arena  |
| <b>October 18</b>   | <b>No Class, Reflection on Common Read Event</b><br>Complete Common Read Reflection, due on Foliotek by 11:59pm  |
| <b>October 21</b>   | <b>Sexuality and Race in the Caribbean</b><br>DR group presentation  |

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|  | Ch. 17, Rogozinski<br>Ch. 1, Brennan<br><b>Submit paper copy of Common Read Reflection in class</b> |
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| <b>October 23</b> | <b>What's Love Got to Do with It?</b> |
|                   | Ch. 2-4, Brennan                      |

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| <b>October 25</b> | <b>Belize and the Garifuna</b>  |
|                   | Belize group presentation<br>Gonzalez, "The Garifuna of Central America" (CV) |

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| <b>October 28</b> | <b>What is the Liberal Arts?/Exam Review, in class</b> |
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| <b>October 30</b> | <b>Exam 2, in class</b> |
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### III. Globalization and the Spanish-Speaking Caribbean

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| <b>November 1</b> | <b>Day of the Dead</b>  |
|                   | <b>Find Your Anchor Event:</b> Día de los Muertos in Elizabeth Hall |

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| <b>November 4</b> | <b>Puerto Rico</b>                                   |
|                   | Puerto Rico group presentation<br>Ch. 9, Knight (CV) |

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| <b>November 6</b> | <b>Cuba</b>                                   |
|                   | Cuba group presentation<br>Ch. 16, Rogozinski |

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| <b>November 8</b> | <b>Registration and The Cuban Revolution</b>   |
|                   | Puebla, "And then"(CV)<br>Guevara, "Cuban Revolution" (CV)<br>"Castro Announces the Revolution" (CV) |

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| <b>November 11</b> | <b>Contemporary Cuba</b> |
|                    | "Cuba's New Now" (CV)    |

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| <b>November 13</b> | <b>Cuba film in class</b>                         |
|                    | <b>Country Brochure Rough Draft, due in class</b> |

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| <b>November 15</b> | <b>Caribbean Immigration to the U.S.</b>   |
|                    | Obejas, "We Came all the Way from Cuba so you could Dress Like This?" (CV)<br>Jose Antonio Vargas, selection from <i>Dear America: Notes From an Undocumented Citizen</i> (CR) |

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| <b>November 18</b> | <b>The Immigrant Experience</b> |
|                    | Alvarez, first half             |

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| <b>November 20</b> | <b>Career and Life Planning Visit</b> |
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| <b>November 22</b> | <b>No Class, Country Brochure Work Day</b> |
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| <b>November 25</b>    | <b>The Immigrant Experience, continued</b>                          |
|                       | Finish Alvarez<br><b>Country Brochure Final Draft, due in class</b> |
| <b>November 27-29</b> | <b>No Class, Thanksgiving Break</b>                                 |
|                       |   |
| <b>December 2</b>     | <b>Caribbean Popular Culture</b>                                    |
|                       | Readings, TBA (CV)<br>Bring in a popular image of the Caribbean     |
| <b>December 4</b>     | <b>Current Events in the Caribbean/Exam Review</b>                  |
|                       | TBA (CV)  |
| <b>December 6</b>     | <b>Course Wrap Up and Looking Forward</b>                           |
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**\*\*\*FINAL EXAM, TUESDAY, DECEMBER 10, 11:00-1:00PM\*\*\***