

**University of Florida
Department of Political Science
Fall 2020**

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**Politics of the Caribbean (POS 4931)
Online synchronous M, W, F 9:35-10:25**

Course Description

This course will consider the Caribbean as a subject of political study. It will consider the political forces that have impacted the Caribbean since colonization, after independence, and those who are still in a territorial, dependency, or colonial status. The course will focus significantly on the Spanish and English speaking islands, but will also address the experience of the islands that were colonized by other European powers. Some of the topics that will be discussed in the class will be colonialism, decolonization, imperialism, geopolitics, nationalism, populism, authoritarianism, clientelism, democratization, drug trafficking, neoliberalism, and migration. Finally the course will consider if we can effectively approach the Caribbean as a single object of study, or whether we should understand it as a more fluid political region.

Course Objectives

Students will debate the common themes of Caribbean politics; analyze how the field of political science has contributed to the understanding of the Caribbean. Also students will analyze the contributions from other fields that have tried to address power dynamics in the Caribbean.

About the Syllabus

Based on the composition of the class, our progress discussing these issues, elements beyond our control, and student needs, this syllabus is flexible and may change. Throughout the semester, you will be notified of any changes that might emerge. During the first day of class the professor will read and explain this syllabus at length. It is the student's responsibility to understand the requirements for this class and asking all the appropriate questions about this document to the professor. Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found at <https://catalogue.ufl.edu/ugrad/current/regulations/info/attendance>.

Readings

The assigned texts are required and available at the UF Bookstore. It will be our source of discussion and used extensively. In addition, during the course the professor will offer required readings that will be available on our Canvas page identified by a C. This syllabus is a living document, and in case of changes in the readings students will be properly notified.

Class Texts

Stephan Palmié and Francisco Scarano. 2011. *The Caribbean: A History of the Region and Its Peoples*. Chicago: University of Chicago Press.

Cox Alomar, Rafael. 2009. *Revisiting the Transatlantic Triangle*. Kingston: Ian Randle Publishers.

Jaffe, Rivke. 2016. *Concrete Jungles*. Oxford: Oxford University Press.

Writing Requirements and Grade

The grade will be based on a first short paper (20 points), a mid-term examination (20 points), a second short paper (20 points), reaction papers (10 points), a second exam (20 points), class attendance (5 points), and participation (5 points).

Two Short Papers (20+20=40 points)

Students will read one of the books (see above) and address the question offered by the professor. This double-spaced paper should have a total of 2,980-3,000 words for approximately six pages. The assignment will rely only on the selected book and class readings.

Reaction Papers (10 points)

Class members will be asked to submit via Canvas 490-500 words, single spaced- reaction paper. The reaction paper should not be a summary of the readings, but instead it should: *ask probing questions, propose what might come next, compare or contrast this reading or concepts to another paper or concepts we have discussed in class, highlight important implications of the work for understanding Caribbean politics*. The rubric and specific details will be made available on Canvas. The grade scale for this assignment is 0 points for papers that were not submitted, 1 point for a satisfactory submission and 2 points for a remarkable submission. The professor will randomly grade five reaction papers. Papers that are not submitted through Canvas will be penalized. Please familiarize yourself with Canvas.

Midterm Exam (20 points)

The mid-term will be held during class hours. Blue books will be required and the student is expected to complete the exam during the exam period.

Second Exam (20 points)

The second exam will be due at the end of the semester. The format of the exam will be announced in a timely fashion during the semester.

Participation (5 points)

Students are expected to attend and be active components of the class and discussion. It is expected that by the end of the semester all students have participated by offering quality contributions. The rubric for participation will be posted on our Canvas page. If you do not feel comfortable by participating in class feel free to send me an email with your thoughts to casuarez@ufl.edu.

Attendance (5 points)

The professor will take attendance either by roll book, canvas, or index card. Students are therefore allowed three absences from days of class without penalty. Any absence after the third one will be penalized by taking three points per missed class. A student who leaves the class before it is over will not be considered as present in terms of attendance. Written evidence will be required in order to justify absences. It is the student's responsibility to be aware of their number of absences during the semester. If a student has any questions about their attendance on a particular day, this issue should be brought up in writing no later than the following class.

Grade scale

A	94 and above
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	59 and below

The Canvas grade book will be updated as class assignments are graded. Please note that the grade book does not include the grades for Participation and Attendance.

On Timeliness

Students are expected to turn in their assigned work on time through Canvas, not email. If students are not able to turn in their work on time through Canvas, they will have offer written evidence in order to justify the tardiness. If said evidence is not produced one letter grade will be deducted per day after due date.

Academic Honesty

An important component in academic work is recognizing one's work as well as others. Plagiarism and other forms of academic dishonesty are not allowed. **Any violations of the academic honesty policy will be vigorously pursued. All students are expected to adhere scrupulously to the University policy concerning academic honesty.** In order to respect this principle students are expected to abide by the Academic Honesty Policy. A copy of the Academic Honesty Policy can be found in the following link, <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. It is the student's responsibility to read and understand the policy. Following these guidelines will assure that original academic work will be recognized and celebrated.

Concerns with a Grade

In the case that a student disagrees with a grade that concern should be presented in writing. This statement should be handed in writing the next class day after receiving your grade. The merits of the concern will be evaluated taking into consideration how deeply the student is thinking about the subject at hand, and whether or not this student can provide textual

evidence to justify their claim. After careful evaluation, I will notify the student about my decision and adjust the grade accordingly if applicable.

COVID-19

This course will be conducted online due to the COVID-19 Pandemic in a synchronous way (during the scheduled class period). Students will be notified if any unexpected challenges do arise and if there is a need for an asynchronous delivery. Students will be required to have access to a computer with internet, Zoom, Canvas in order to attend and participate in class. Classes will not be recorded, and students are expected to be present for the entire class period. If any connectivity issue arises and a student gets logged out it is the student's responsibility to notify the professor about said challenge.

Class participation will happen by making use of the chat feature of Zoom, raising the hand via Zoom or if called upon by the professor. Students are expected to keep their Zoom video camera on during the class. If students have a reason not to have the camera on, please contact the professor during the first week on the semester.

Remember, the class will be conducted at the same time so please plan your day accordingly. For example, students should not be driving their cars while attending class. If this happens, I'll ask them to disconnect from class on that day.

Incompletes

Students who have not completed the required class work will only be evaluated by the work that was turned in by the day it was due. Incompletes will only be awarded under exceptional circumstances. Incompletes will be given when students comply with the following conditions, (1) notifying the professor two weeks prior to the last day of class, (2) providing written evidence for the medical condition, or situation that has prompted the student to request an incomplete. The student and professor should agree upon a proper arrangement on how the missing work will be submitted. The student will have the following semester as the time period to complete the missing work; failure to do so will result in an E.

Accessibility

Testing accommodations and other needs will be addressed for students with proper documentation. Please make sure to inform me of these needs in writing during the first week of class. Retroactive accommodations will not be considered. In case of questions about Disability Resource Center feel free to contact them at <https://www.dso.ufl.edu/drc/>

Classroom interaction

Respect is required at all times. Textual evidence is crucial when engaging in intelligent academic debates. Please make use of this tool when elaborating your arguments in the classroom. Refrain from comments that are not related to class discussion. Video or audio recording of the class is not allowed. Finally, the use of cell phones is prohibited. The topics we discuss in this course may be controversial, and may touch upon deeply held positions or beliefs held by you or your classmates. While I want to encourage open discussion, I also encourage you to consider how your interventions affect others. How we say something is often even more important than what we say; if you are struggling with how to articulate your questions or reactions to the readings please inform the professor.

Course evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

I. Introduction

Review course syllabus. (8/31)

II. Settlement and Early Colonization

Reading: Palmié and Scarano, *Introduction, Chapters 1, 2*. (9/2)

Questions for discussion: What type of social structures did the European forces encountered in the Caribbean? What type of influence did geography and ecology played in the colonization of the Caribbean?

Reading: Palmié and Scarano, Chapter 6. (9/4)

Questions for discussion: Why the Caribbean transitioned from an economy driven by settlers and natives to one driven by slaves? Were there any significant differences in terms of how each metropolitan country asserted its power?

III. On Democracy, Political Parties, Clientelism and Oligarchy

Reading: Sutton, *Caribbean Politics*. C (9/4)

Questions for discussion: Are there any common thread that defines what constitutes the Caribbean? How does the author characterize Caribbean politics?

First Paper Prompt will be distributed (9/4)

Reading: Erikson and Minson, *The Caribbean: Democracy Adrift?* C (9/9)

Questions for discussion: How have Caribbean democracies have been characterized after independence? What are some of the challenges that Caribbean democracies are facing according to the authors?

Reading: Sutton, *Westminster Challenged, Westminster Confirmed*. C (9/9)

Questions for discussion: Why there has been so much activity in terms of constitution reform in the Commonwealth Caribbean? Can it be argued that any conclusive results have emerged out of the activity in the Commonwealth Caribbean?

Reading: Barrow-Giles, *Political Party Financing and Women's Political Participation in the Caribbean*. C (9/11)

Questions for discussion: What can we learn about campaigning in the Caribbean? Is it more challenging for women?

Reading: Veenendaal and Corbett, *Clientelism in small states: how smallness influences patron-client networks in the Caribbean and the Pacific*. C (9/11)

Questions for discussion: What is clientelism? Is clientelism any different in the Caribbean?

Reading: Roitman and Veenendaal, *'We Take Care of Our Own': The Origins of Oligarchic Politics in St. Maarten*. C (9/14)

Questions for discussion: Why do the authors make reference to oligarchies? Why have oligarchies prospered in the Caribbean?

IV. Caribbean Integration

Reading: Pantojas García, *Economic Integration and Caribbean Identity*. C (9/16)

Questions for discussion: How can regional integration be achieved in the Caribbean? What are the political forces that threaten said integration?

Reading: Bryon, *Developmental Regionalism in Crisis Rethinking?* C (9/18)

Questions for discussion: Why has CARICOM Been slow about integration? How can CARICOM integrate with Latin America in an effective way?

First Paper Due (9/18)

V. Sovereign Countries

A. Commonwealth Caribbean

Reading: Palmié and Scarano, Chapters 20, 23, 35. (9/21)

Questions for discussion: Is there a common political history to what is the Commonwealth Caribbean? What are the distinctive traits of these islands?

Reading: Lodge, *Whitehall in the Caribbean*. C (9/23)

Question for discussion: How can colonialism impact the institutions and doctrines of independent nations? Did CARICOM nations have a unique experience when it comes to institutional arrangements during the colonial period?

Reading: Seguino, *Micro-Macro Linkages between Gender, Development and Growth*. C (9/25)

Questions for discussion: How do gender differences impact the economic development of CARICOM countries? What type of actions can states take in order to remediate this inequality?

Reading: Girvan, *Assessing Westminster in the Caribbean*. C (9/30)

Questions for discussion: How crucial was the Westminster model for the West Indies? What type of support did the Westminster had?

B. Haiti and the Dominican Republic

Reading: Palmié and Scarano, Chapters 18, 37. (10/2)

Questions for discussion: How have these two countries shared La Hispaniola? What are some of the major challenges today?

Midterm (10/2)

Reading: Stoyan, et al. *Trust in government institutions*. C (10/5)

Questions for discussion: Are there any differences to how each country goes about trusting their institutions? What are the possible explanations?

C. Cuba

Reading: Palmié and Scarano, Chapters 22, 34. (10/7)

Questions for discussion: Could it be argued that Cuba has had a democratic regime at any point of the 20th century? What are some of the challenges that the current regime and the Cuban people faces today?

Reading: John de Bhal, *More continuity than change? US strategy toward Cuba under Obama and Trump*. C (10/9)

Questions for discussion: Does the author point to the reason why the Trump policy towards Cuba has continued to look like Obama's? What are some of the challenges that stand in the way of complete normalization?

Second Paper Prompt will be distributed (10/12)

VI. Colonies, territories, and others

Colonialism and Neo Colonialism

Girvan, *Colonialism and Neo-colonialism in the Caribbean: An Overview*. C (10/12)

Questions for discussion:

A. Puerto Rico

Reading: Palmié and Scarano, Chapters 29, 36. (10/14)

Questions for discussion: Is Puerto Rico's reality any different than the rest of the islands of the Caribbean? How can we best characterize the relation between Puerto Rico and the United States?

Reading: Lecous and Vézina, *Politics of Nationalism and Status in Puerto Rico*. C (10/16)

Questions for discussion: What is the role that the use of that nationalism has played in Puerto Rico? What is the status question all about?

B. Dutch Caribbean

Reading: Palmié and Scarano, Chapter 14. (10/19)

Questions for Discussion: What was the political structure of the colonial Dutch Caribbean?

Reading: Wathey, *The Dismantlement of the Netherlands Antilles*. C (10/21)

Questions for Discussion: What led to the end of the Netherlands Antilles? What is the current political composition of those islands?

Reading Veenendaal, *The Dutch Caribbean Municipalities in Comparative Perspective*. C (10/23)

Questions for Discussion: What does it mean that Caribbean islands have now become Dutch municipalities? Were the residents of those islands in favor of that move?

C. French Caribbean

Reading: Palmié and Scarano, Chapter 23. (10/26)

Questions for Discussion: How was the transition for the peasantry from slavery to emancipation?

Reading: Breton et al. *The challenges of population aging and migration in the French overseas départements*. C (10/28)

Questions for discussion: What types of demographic trends are occurring in the French overseas départements? What do these changes mean for France?

Reading: Bonilla, *Guadeloupe is Ours*. C (10/30)

Questions for discussion: What triggered the political mobilization of island residents? How did authorities respond to their claims?

Second Paper Due (10/30)

Reading: Théodose, *Martinique is ours, not theirs!* C (11/2)

Questions for discussion: How much of the social movement that emerged an unpredictable experience? How different was the Martinique experience from that in Guadeloupe?

D. US Territories

Reading: Roopnarine, *St. Croix's Secession Movement in the USVI*. C (11/4)

Questions for discussion: What have been the arguments for the secession of St. Croix from the USVI? Are there procedural policies in place in order to facilitate secession?

F. UK Overseas Territories

Reading: Clegg, *The United Kingdom and its Caribbean overseas territories*. C (11/6)

Questions for discussion: How has the UK shifted its policy starting 2010? What are the attitudes towards the present constitutional relationship?

VII. Current Challenges

A. Neoliberal Challenges

Reading: Palmié and Scarano, Chapter 38. (11/9)

Questions for discussion: What is the importance of the Caribbean in the drug trade? Do any of the drugs stay for being consumed in the Caribbean?

Reading: Clegg et al. *The global financial crisis and its aftermath*. C (11/13)

Questions for discussion: How has the financial crisis impacted the dynamic between these non-sovereign islands and the metropolitan power? Does being under the influence of different metropolitan powers make any difference?

B. Debt

Reading: Fridell, *Debt Politics and the Free Trade 'Package'*. C (11/16)

Questions for discussion: How have free trade agreements placed a number of islands in debt? How can the Caribbean escape economic agreements that put them at risk?

C. Climate Change

Reading: Taylor et al. *Climate Change and the Caribbean*. C (11/18)

Questions for discussion: Has climate information been incorporated into the developmental plans and policies of the region? What are the implications of climate change for the Caribbean?

Reading: *Sealy-Huggins, '1.5°C to stay alive'*. C (11/20)

Questions for discussion: What are the social and political relations of climate change that this reading highlight?

D. Consumption

Reading: Kinnaman, *Solid Waste Management in the Caribbean*. C (11/23)

Questions for discussion: What are the factors that have increased the level of consumption in the Caribbean? Will waste production keep increasing in the region?

Reading: *Aggett and Van Der Leur, 'Building on the Power of the Past' the production and politics of heritage on a Dutch Caribbean Island* C (12/2)

Questions for discussion: How has Curaçao try to brand its island through music? How is culture turned into a commodity?

F. International Relations

Reading: Bryon, *Relations with the European Union and the United Kingdom Post-BREXIT*. C. (12/4)

Questions for discussion: How has Brexit impacted the Caribbean? Is this only a concern for British Overseas Territories?

Reading: Tudoroiu, *Taiwan in the Caribbean*. C (12/7)

Questions for discussion: What type of conflict has developed in the Caribbean over the recognition of Taiwan? How has China's expansion in the region impacted Caribbean-Taiwanese relations?

Second Exam TBA