

Universidad de Puerto Rico
Recinto de Río Piedras
Facultad de Humanidades -Departamento de Inglés
Graduate Program

Professor: Dannabang Kuwabong, PhD
English 8080: Caribbean Literatures and Languages in a Global Context
Academic Year: 2021/2022 Semester I: August-December 2021
Schedule: Fridays from 4:30 PM – 7:20PM
Modality: (D) - Distance
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PRONTUARIO

TÍTULO DEL CURSO	:	English 8080: Caribbean Literatures and Languages in a Global Context (The Literature of Kinship in the Caribbean) Modality (D) Distance
CODIFICACIÓN	:	Ingl/Engl. 8080 - 002
CANTIDAD DE HORAS/CRÉDITO	:	45 horas / Tres créditos
PRERREQUISITOS, CORREQUISITOS Y OTROS REQUIMIENTOS:	:	English 8080: Caribbean Narrative, English 6488: Literature, Language and Culture of the English Speaking Caribbean, Professor's Discretion, Graduate in Good Standing, etc.
DESCRIPCIÓN DEL CURSO:		
<p>This course engages Caribbean literary and linguistic texts and theories to examine what is assumed to be the patrifocal/matrifocal derived kinship/family structures in the Caribbean, but often conceptualized within a totalitarian phallocratic paradigm of Caribbean kinship studies. Attention is paid to the paradigmatic links and legacies of African, Asian, and European-Judeo-Christian capitalist praxes of kinship/family that influence Caribbean kinship/family concepts and performances. The course is multidisciplinary in approach and structure. It makes use of literary, cultural, and creole linguistics theories of race, gender/sex, and class to read literary</p>		

works across genres. Hence, selected readings from the social sciences (anthropology, sociology, cultural studies, history, psychology, Africana womanist) and humanities (literary, creole linguistics, postcolonial, etc.) are vigorously engaged toward developing a comprehensive and an in-depth understanding of kinship/family dynamics in the Caribbean and in relation to other African/Asian/European trans-Atlantic configurations. Subsequently, students must endeavor to become acquainted with the ways (linguistic and cultural theories) in which kinship/family relations have been theorized in Africa, India/China, Europe and North America to enable them insert their reading of Caribbean kinship/family relations and functionalities in the texts within global plural-cultural, plural-lingual, trans-national, and literary scholarship.

OBJETIVOS DE APRENDIZAJE:

By the end of the course, students will be able to:

1. develop comprehensive knowledge, understanding and appreciation of the topic of kinship/family issues in Caribbean literatures and how this relates to the overall study of Caribbean literatures, languages, and cultures in a global context
2. gain a better understanding of Caribbean kinship and family relations as depicted in literary and linguistics texts that reflect the various social strands in the Caribbean
3. understand how historical context, cultural values, and sites of difference (i.e., race, class, gender, sexuality, environment, spirituality, location, exile, family, etc.) intersect to influence perceptions and the language of interpretations of kinship relations and functionalities in the Caribbean
4. develop critical theoretical and interrogation techniques of reading and writing evaluative essays on the debates on kinship/family in the Caribbean, and especially in relation to theories postulated and proselytized by European/North American, African American, Postcolonial, Africana womanists, linguistics, and other cultural theorists on the issue, and show their consonance or dissonance with responses by Caribbeanists
5. demonstrate independently and critically the way these debates on the family has affected the notions of

kinship/family in Caribbean writing and critical praxes. Develop/enhance critical thinking and reading skills by considering a range of theoretical perspectives on significant cultural/social issues related to the study of Caribbean kinship relations and the roles of mothers, fathers, children in the expanded family folds of in the Caribbean

6. develop a better understanding of Caribbean peoples cultural praxes of the family unit, parenting, child socializations, both within and outside the Caribbean and see how these practices often contest the universalizing Western Judeo-Christian pre-conceived ideologies of what kinship and family must be like
7. gain a better sense of current trends and topics of interest in Caribbean literatures and languages especially as they pertain to issues of Caribbean culture and the struggle to establish and claim a Caribbean uniqueness within a global frame of cultures of kinship relations
8. strengthen students' abilities in individual academic research, seminar presentation, and graduate level critical essay writing in the field of Caribbean literary and language studies

BOSQUEJO DE CONTENIDO Y DISTRIBUCIÓN DEL TIEMPO:			
<i>Tema</i>	Distribución del tiempo		
	Presencial	Híbrida	En línea
			Classes will be En Linea

<p>Weeks 1: August 20, 2021:</p> <p>(August 20, 2021): Multiple Theories Cross-discipline Themes: Introduction and distribution of syllabus and assignments. General theoretical framing: <i>Family in the Caribbean: Themes and Perspectives</i>, (Origins, Functions, Social pathology, Structural Functionalism, Matrifocality, Conjugal Unions, Reproductive Considerations, Household Compositions, Adaptive Parenting, Conjugal Unions and Parental Roles, Marriage and Extra-Legal Unions, Child-Shifting, Kinship networks, Matrifocality, Female Headed Households, Illusions of Male Marginality, Questions of Illegitimacy, Historical Influences) Online discussions using Google Meet or Moodle Forums or Zoom through institutional email</p> <p>**Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>		<p>3.5 horas</p>
<p>Week 2: August 27, 2021:</p> <p>Cultural perspectives: Family in the Caribbean: Themes and Perspectives: Slave Families, Monogamy, Polygamy, Promiscuity, Disguised Polyandry, Family Units-reconstructions or aberrations, The African Heritage, Demographics, Economic</p>		<p>3.5 horas</p>

<p>Circumstances and Options, Indo-Caribbean Family and Kinship Patterns, Conditions of Indentureship in Relation to Slavery, Reconstruction of Asian family Structure or aberration, Cultural History or Economic problems, Child Socialization (Childhood and Puberty, Discipline and Punish or educate, Gender/Sex Roles, Relocations and/or Abandonment), Family and the Euro-Caribbean legal and Judeo-Christian religious systems). Online discussions using Google Meet or Moodle Forums or Zoom through institutional email</p> <p>**Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p> <p>Week 3: September 03, 2021: Adisa, Opal Palmer. <i>It Begins with Tears</i>. Heineman, 1997. Online discussions using Google Meet or Moodle Forums or Zoom through institutional email</p> <p>**Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p> <p>Weeks 4: September 14, 2021 Silvera, Makeda. <i>The Heart Does Not Bend</i>. Vintage, 2003. Kindle Online discussions using Google Meet or Moodle Forums or Zoom through institutional email</p> <p>**Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>		<p>3 horas</p> <p>3.5 horas</p>
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<p>Week 5 September 17, 2021. Montero, Mayra. <i>The Messenger: a novel</i>. Translated by Edith Grossman. HarperFlamingo, 1999. Online discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>		3.5 horas
<p>Week 6: September 24, 2021 Mootoo, Shani. <i>He Drown She in the Sea</i>. Grove Press, 2005 Online seminar, discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>		3.5 horas
<p>Week 7: October 01, 2021. Thomas, H. Nigel. <i>Return to Arcadia</i>. Mawenzi House Publishers, 2007. Kindle Online seminar, discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>		3.5 horas
<p>Week 8: October 8, 2021. Cezair-Thompson, Margaret. <i>The True History of Paradise: a novel</i>. Random House, 1999.</p>		

<p>Online discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>			
<p>Week 9: October 15, 2021. Young, Kerry. <i>Gloria</i>. Bloomsbury, 2013. Kindle. Online Seminar/discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>			
<p>Week 10: October 22, 2021 Brand, Dionne. <i>At The Full and Change of the Moon</i>. Grove Press, 1999. Thomas, Nigel. <i>Behind the Face of Winter</i>. Kindle Online Seminar/discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>			
<p>Week 11: October 29, 2021 Card, Maisy. <i>These Ghosts Are Family</i>. Simon & Schuster, 2020. Kindle Online Seminar/discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>			

<p>Week 12: November 05, 2021 Llanos-Figueroa, Dahlma. <i>Daughters of the Stone</i>. Goodreads Press, 2019. Kindle. Online Seminar/discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p> <p>Week 13: November 12, 2021: Santiago, Esmeralda. <i>Conquistadora</i>. Vintage, 2012. Kindle. Online Seminar/discussions using Google Meet or Moodle Forums or Zoom through institutional email Evaluation: online assignments, online article analysis and video presentation, online forums, attendance, and participation</p>		<p>3.5 horas</p> <p>3.5 horas</p>
<p>Total de horas contacto</p>		<p>45horas (45horas en línea = 100%)</p>

<p>Libro de Texto Principales</p>	
<p>BIBLIOGRAFÍA Adisa, Opal Palmer. <i>It Begins with Tears</i>. Heineman, 1997. Available in Open Library. Brand, Dionne. <i>At The Full and Change of the Moon</i>. Grove Press, 1999. Available in Open Library. Card, Maisy. <i>These Ghosts Are Family</i>. Simon & Schuster, 2020. Kindle. Cezair-Thompson, Margaret. <i>The True History of Paradise: a novel</i>. Random House, 1999. Kindle. Llanos-Figueroa, Dahlma. <i>Daughters of the Stone</i>. Goodreads Press, 2019. Kindle. Montero, Mayra. <i>The Messenger: a novel</i>. Translated by Edith Grossman. HarperFlamingo, 1999. Available in both Open Library and SCRIBD. Mootoo, Shani. <i>He Drown She in the Sea</i>. Grove Press, 2005. Kindle. Santiago, Esmeralda. <i>Conquistadora</i>. Vintage, 2012. Kindle. Silvera, Makeda. <i>The Heart Does Not Bend</i>. Vintage, 2003. Kindle. Thomas, H. Nigel. <i>Return to Arcadia</i>. Mawenzi House Publishers, 2007. Kindle. Young, Kerry. <i>Gloria</i>. Bloomsbury, 2013. Kindle.</p>	

<p>Barrow, Christine, editor. <i>Family in the Caribbean: Themes and Perspectives</i>. Ian Randle Publishers, 1996. Found in SCRIBT. for free borrowing. Fyffe, Denise N. <i>The Caribbean Family: Examining Family Diversity in The Caribbean</i>. Independently Published, 2021. Kindle.</p>			
<p>TÉCNICAS INSTRUCCIONALES:</p>			
<p>Se podrán utilizar algunas de las siguientes: En Línea</p>	<p>Híbrido</p>		
<p>Presencial</p>	<ul style="list-style-type: none"> • Videos instruccionales • Trabajos en grupo • Tareas individuales • Actividades de avalúo • Presentaciones orales <p>Videoconferencias sincrónicas</p>	<p>En línea</p>	
<ul style="list-style-type: none"> • Conferencias del profesor • Lecturas • Trabajos en grupo • Tareas individuales 		<ul style="list-style-type: none"> • Módulos instruccionales interactivos • Lecturas de artículos profesionales en línea • Videos instruccionales • Trabajos en grupo 	

- Actividades de avalúo
- Actividades prácticas
- Presentaciones orales o power point en línea

- Tareas individuales
 - Actividades de avalúo
 - Presentaciones orales
- Videoconferencias asincrónicas

RECURSOS MÍNIMOS DISPONIBLES O REQUERIDOS:	
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Recurso	Presencial	Híbrido	En línea
Cuenta en la plataforma institucional de gestión de aprendizaje (Ej. Moodle)	Institución	Institución	Institución
Cuenta de correo electrónico institucional	Institución	Institución	Institución
Computadora con acceso a internet de alta velocidad o dispositivo móvil con servicio de datos	Estudiante	Estudiante	Estudiante
Programados o aplicaciones: procesador de palabras, hojas de cálculo, editor de presentaciones	Estudiante	Estudiante	Estudiante
Bocinas integradas o externas	No aplica	Estudiante	Estudiante
Cámara web o móvil con cámara y micrófono	No aplica	Estudiante	Estudiante

TÉCNICAS DE EVALUACIÓN:

Presencial		Híbrida		En línea	
Exam I	20%	Group forums and discussions (online)	10%	Discussion Forums	25%
Exam II	20%			Attendance	15%
Exam III	20%	Synchronic classes	10%	Project and Presentation en línea	60%
Group Research Project	20%	Online assignments	60%	Total	100%
Attendance and participation	20%	Final Exam or Research Project	20%		
Total	100%	Total	100%		

ACOMODO RAZONABLE:

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

INTEGRIDAD ACADÉMICA

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.**

NORMATIVA SOBRE DISCRIMEN POR SEXO Y GÉNERO EN MODALIDAD DE VIOLENCIA SEXUAL

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

UPR Policies: The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson (procuradora), the Office of the

Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

SISTEMA DE CALIFICACIÓN

A, B, C, D, F

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Burke, Taniesha, Leon Kuczynski, and Sonja Perren. "An Exploration of Jamaican Mothers' Perceptions of Closeness and Intimacy in the Mother-Child Relationship during Middle Childhood." *Frontiers in Psychology*, 12 December 2017, pp. 1-11.

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the Rocky Road of Ambiguity and Ambivalence.” *JeAS Symposium Series*, 13, 2002, pp. 193-228.

Zimmerman, Tegan. “‘Between The Specters’: Caribbean Neo-Slave Novels By Canadian Women.” *Vienna Working Papers in Canadian*

Referencias:

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Revisado por:

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Adaptado por: 2020

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