

Summer 2016  
Caribbean Religion  
REL 330 Online

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Office hours: by appointment. I am readily available weekends and evenings for skype discussions or telephone calls.

### Course Description

This course will provide an understanding of the historical foundation of Caribbean religions. You will learn to think critically about popular representations of these religions and understand the role of these religions in the development of your individual selves, your community and/or your society. This course will allow you to critically engage the intersection of race, politics, identity, and religion within the Caribbean and in Diaspora communities in the United States.

### Learning Objectives

- Students will understand the historical foundation of Caribbean religions.
- Students will think critically about popular representations for these religions.
- Students will understand the role of these religion in the development of their individual selves, their community and/or their society.
- Students will critically engage the intersection of race, politics, identity, and religion within the Caribbean and in Diaspora communities in the United States.

### Books to purchase

Ennis Edmonds and Michelle A. Gonzalez, *Caribbean Religious History*  
Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn*

\*\*\* Other readings will be placed in the Course reserve section of the course website.

### Class Requirements

Discussion Board Posts

Essays (See the appendix on how to develop a good thesis statement)

**Each module will be weighted equally. The work completed in each module will be worth 12.5% of your final grade**

### Grade Scale

A+ 98-100	A 93-97	A- 90-92
B+ 88-89	B 83-87	B- 80-82
C+ 78-79	C 73-77	C- 70-72
D 64-69	F 69 and below	

A note about discussion and participation: These class discussions are important for developing a social learning community and a successful online course. They also reflect your class participation, so you are required to participate in the discussion thread. Student discussions (on the Class Blackboard) are moderated by the instructor. However, the primary purpose is for students to initiate questions and carry on discussions with each other. Your active participation not only demonstrates an understanding and appreciation of the subject matter (or lack thereof), it also contributes immensely to the overall learning experience (for all students) in this course. Consequently, all students are expected to participate in a helpful and constructive manner in each unit's discussion thread(s). In addition to their own posts students must respond to at least one of their fellow students' posts in each module. All postings are expected to be professional in tone, clear, competently produced and delivered; and their content should reflect an understanding of at least the lectures and assigned readings. All original discussion posts and responses are due during the time frame of each module.

### **University of Miami Honor Code**

You are required to follow the University of Miami Honor Code, established for students to protect the academic integrity of the University of Miami. Please review the [Undergraduate Honor Code](#).

([http://umcontent.com/UM\\_HighEd\\_2008/AFS101/undergrad\\_honorcode.pdf](http://umcontent.com/UM_HighEd_2008/AFS101/undergrad_honorcode.pdf))

Contact your instructor if you have any questions or concerns.

### **Course Outline**

#### **Module 1 Pre-Conquest:**

Topic 1.1 Introducing the Caribbean: History and Context

Topic 1.2 Slavery in Context

Topic 1.3 The Non-Christian Caribbean

**May 16 – 25 at 11:59PM**

#### **Module 2 Christianity**

Topic 2.1 Christianity and Politics

Topic 2.2 Christianity and Colonialism

Topic 2.3 The Establishment of Christianity

**May 26 – June 4 at 11:59PM**

**Module 3 Vodou**

Topic 3.1 Introducing Vodou

Topic 3.2 Stereotypes About Vodou

Topic 3.3 Vodou and Politics

**June 5 – June 14 at 11:59PM**

**Module 4 Santería**

Topic 4.1 Introducing Santería

Topic 4.2 Syncretism

Topic 4.3 Animal Sacrifice

**June 15 – June 24 at 11:59PM**

**Module 5 The Rastafari**

Topic 5.1 Introducing the Rastafari

Topic 5.2 Race and the Rastafari

Topic 5.3 The Rastafari and Popular Culture

**June 25 – July 4 at 11:59PM**

**Module 6 Contemporary Christianity**

Topic 6.1 The Rise of Protestantism

Topic 6.2 Pentecostalism and Possession

Topic 6.3 The Changing Face of Christianity

**July 5 – July 14 at 11:59PM**

**Module 7 Healing and Evil Eye**

Topic 7.1 Healing

Topic 7.2 Folk Medicine

Topic 7.3 Evil Eye

**July 15 – July 24 at 11:59PM**

**Module 8 Popular Culture and the Arts**

Topic 8.1 Music

Topic 8.2 Film and the Internet

Topic 8.3 Art

**July 25 – August 5 at 11:59PM**

## Appendix

### How to Write a Thesis Statement

#### What is a Thesis Statement?

Almost all of us--even if we don't do it consciously--look early in an essay for a one- or two-sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

#### Why Should Your Essay Contain A Thesis Statement?

- to test your ideas by distilling them into a sentence or two
- to better organize and develop your argument
- to provide your reader with a "guide" to your argument

In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.

#### How to Generate a Thesis Statement if the Topic is Assigned.

Almost all assignments, no matter how complicated, can be reduced to a single question. Your first step, then, is to distill the assignment into a specific question. For example, if your assignment is "Write a report to the local school board explaining the potential benefits of using computers in a fourth-grade class," turn the request into a question like "What are the potential benefits of using computers in a fourth-grade class?" After you've chosen the question your essay will answer, compose one or two complete sentences answering that question.

**Q:** "What are the potential benefits of using computers in a fourth-grade class?"

**A:** "The potential benefits of using computers in a fourth-grade class are . . . ."

*OR*

**A:** "Using computers in a fourth-grade class promises to improve . . . ."

The answer to the question is the thesis statement for the essay.

#### How to Generate a Thesis Statement if the Topic is Not Assigned.

Even if your assignment doesn't ask a specific question, your thesis statement still needs to answer a question about the issue you'd like to explore. In this situation, your job is to figure out what question you'd like to write about.

A good thesis statement will usually include the following four attributes:

- take on a subject upon which reasonable people could disagree
- deal with a subject that can be adequately treated given the nature of the assignment
- express one main idea
- assert your conclusions about a subject

Let's see how to generate a thesis statement for a social policy paper.

*Brainstorm the topic.*

Let's say that your class focuses upon the problems posed by drug addiction. You find that you are interested in the problems of crack babies, babies born to mothers addicted to crack cocaine.

You start out with a thesis statement like this:

**Crack babies.**

This fragment isn't a thesis statement. Instead, it simply indicates a general subject. Furthermore, your reader doesn't know what you want to say about crack kids.

*Narrow the topic*

Your readings about the topic, however, have led you to the conclusion that not only do these babies have a difficult time surviving premature births and withdrawal symptoms, but their lives will be even harder as they grow up because they are likely to be raised in an environment of poverty and neglect. You think that there should be programs to help these children.

You change your thesis to look like this:

**Programs for crack kids.**

This fragment not only announces your subject, but it focuses on one main idea: programs. Furthermore, it raises a subject upon which reasonable people could disagree, because while most people might agree that something needs to be done for these children, not everyone would agree on what should be done or who should do it. You should note that this fragment is not a thesis statement because your reader doesn't know your conclusions on the topic.

*Take a position on the topic.*

After reflecting on the topic a little while longer, you decide that what you really want to

say about this topic is that in addition to programs for crack babies, the government should develop programs to help crack children cope and compete.

You revise your thesis to look like this:

**More attention should be paid to the environment crack kids grow up in.**

This statement asserts your position, but the terms more attention and the environment are vague.

*Use specific language.*

You decide to explain what you mean about "the environment," so you write:

**Experts estimate that half of crack babies will grow up in home environments lacking rich cognitive and emotional stimulation.**

This statement is specific, but it isn't a thesis. It merely reports a statistic instead of making an assertion.

*Make an assertion based on clearly stated support.*

You finally revise your thesis statement one more time to look like this:

**Because half of all crack babies are likely to grow up in homes lacking good cognitive and emotional stimulation, the federal government should finance programs to supplement parental care for crack kids.**

Notice how the thesis answers the question, "Why should anything be done for crack kids, and who should do it?" When you started thinking about the paper, you may not have had a specific question in mind, but as you became more involved in the topic, your ideas became more specific. Your thesis changed to reflect your new insights.

**How to Tell a Strong Thesis Sentence from a Weak One.**

**1. A strong thesis takes some sort of stand.**

Remember that your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate. Here are two thesis statements:

**There are some negative and positive aspects to the Banana Herb Tea Supplement.**

This is a weak thesis. First, it fails to take a stand. Second, the phrase "negative and positive" aspects" are vague.

**Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.**

This is a strong thesis because it takes a stand.

## **2. A strong thesis justifies discussion.**

Your thesis should indicate the point of the discussion. If your assignment is to write a paper on kinship systems, using your own family as an example, you might come up with either of these two thesis statements:

**My family is an extended family.**

This is a **weak thesis because it states an observation**. Your reader won't be able to tell the point of the statement, and will probably stop reading.

**While most American families would view consanguineal marriage as a threat to the nuclear family structure, many Iranian families, like my own, believe that these marriages help reinforce kinship ties in an extended family.**

This is a strong thesis because it shows how your experience contradicts a widely-accepted view. A good strategy for creating a strong thesis is to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point.

## **3. A strong thesis expresses one main idea.**

Readers need to be able to see that your paper has one main point. If your thesis expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

**Companies need to exploit the marketing potential of the Internet, and web pages can provide both advertising and customer support.**

This is a weak thesis statement because the reader can't decide whether the paper is about marketing on the Internet or web pages. To revise the thesis, the relationship between the two ideas needs to become more clear. One way to revise the thesis would be to write:

**Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using web pages that offer both advertising and customer support.**

This is a strong thesis because it shows that the two ideas are related. Hint: a great many clear and engaging thesis statements contain words like "because," "since," "so," "although," "unless," and "however."

## **4. A strong thesis statement is specific.**

A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you write a paper on hunger, you might say:

**World hunger has many causes and effects.**

This is a weak thesis statement for two major reasons. First, "world hunger" can't be discussed thoroughly in five or ten pages. Second, "many causes and effects" is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

**Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.**

This is a strong thesis because it narrows the subject to a more specific and manageable topic and it also identifies the specific causes for the existence of hunger.