



Traveling Garifuna Lands: Language, Folklore, Food, and Music

Semester: Winter 2024-2025

Course Prefix: LASP 398

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Office Hours: Online Tuesdays & Thursdays; 2:30pm-4:00pm (see Bb for zoom link)

Course Description

This course will transport you virtually through the lands and cultures of the Garifuna (Garinagu) people in the months of December and January. The Garifuna people are descendants of an Afro-indigenous population from the Caribbean Island of St Vincent who was exiled to the Honduran coast in the eighteenth century and subsequently moved to Belize, Nicaragua, Honduras, Guatemala, and the United States. Garifuna mainly live on the coast but are also very present in towns and villages in Central America. In the United States, they can be located throughout the country but primarily in large urban cities. In this course, we will travel like nomads to the Caribbean islands of St Vincent, then to the Central American countries, and back to the United States, where there are over 100,000 Garifuna people. Throughout our travels, we will learn about how Garifuna people prepare and celebrate the turning of a new year. What folkloric and cultural musical genres have been adopted and embraced at the end of the year? What performative styles, traditions, and food are used to transition into a new year? This course will help you understand the survival and resistance culture of the Garifuna (Garinagu) people.

Course Prerequisite

Student must be first generation low income, preferably Opportunity Scholars with Gamecock Guarantee credentials or McNair Scholars.

Attendance of Preparatory Workshops in the fall 2024.

Course Learning Outcomes

After successful completion of this course, you will be able to:

- Describe the key historical events and cultural factors that shaped the Garifuna people.
- Analyze the adaptations and challenges faced by Garifuna nomadic communities.
- Explain key elements of Garifuna language, folklore, and culinary traditions.
- Engage in experiences that foster an appreciation of Garifuna culture and traditions.
- Analyze the variations in Garifuna culture across different diasporic communities.

- Explore the specific regions in St. Vincent, Honduras, Belize, and the United States with significant Garifuna populations.
- Explain the cultural significance of the new year for the Garifuna people.
- Explain key aesthetic elements of Garifuna music and dance traditions.
- Explain the variations in Garifuna music, dance, and spiritual cultures across different diasporic communities.

Required Material

See documents, films, videos, and participation materials on Blackboard.

Book chapters and articles available on Blackboard:

Black Carib Wars: Freedom, Survival, and the Making of the Garifuna by Christopher Taylor
Mississippi University Press, 2012.

Chun Kim Julie. "The Caribs of St. Vincent and Indigenous Resistance during the Age of Revolution." *Early American Studies: An Interdisciplinary Journal*, Volume 11, issue 1, 2013, pp. 117-132.

England, Sarah. "Negotiating race and place in the Garifuna Diaspora: Identity formation and transnational grassroots politics in New York City and Honduras." *Identities Global Studies in Culture and Power*, Volume 6, issue 1, 1999, pp. 5-53.

Freund Heather. Who should be treated "with every degree of humanity"? Debating rights for planters, soldiers, and Caribs/Kalinago on St. Vincent, 1763–1773

Green Oliver. "Ethnicity, Modernity, and Retention in the Garifuna Punta." *Black Music Research Journal* Vol. 22, No. 2 (Autumn, 2002), pp. 189-216

Leland, Andrea & Kathy Berger. [The Garifuna Journey Study Guide](#).

Pollard Velma. "Black Carib to Garinagu: Yurumein to Roatan." *Caribbean Quarterly*, 60:2, 27-138.

Rylander, Amalia Louisa. "[The Belizean Garifuna identity : migratory and transnational space and its effects on the home community.](#)" The artic University of Norway.

Tiyambe Zeleza, Paul. "Dancing to the beat of the diaspora: musical exchanges between Africa and its diasporas." *African and Black Diaspora: An International Journal* Volume 3, Issue 2, 2010, pp. 211-236.

Feature Film:

Garifuna in Peril (2014)-Film available on Blackboard via University Libraries.

Suggested Reading:

Garifuna Duchess. *My Spiritual Journey, Knowledge & Guidance* Vol. II, 2024

Course Communication and Feedback

I will communicate with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours. You may also post questions pertaining to

the course on the Blackboard Discussion Board. These questions will be answered within 24 hours.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues.

Announcements will be posted to this course whenever necessary. If there is any other information that I think is important, then I will send it to your email address listed in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:

- Access blackboard.sc.edu
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your university-issued email address

Your email address in Blackboard coincides with your preferred university email. If you are unsure of your preferred email, [check your account](https://myaccount.sc.edu) (myaccount.sc.edu). For more information on setting your preferred university email, please see the [How To Change Your Primary University Email Address](https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) Knowledge Base article (https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464).

Technology Requirements

To participate in learning activities and complete assignments, you will need daily access, preferably at home, to:

- The internet and a computer which can be used at any time, controlled and configured as required for assignments, access to resources, and for communication. The computer should have a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
- USC email account;
- A current web browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard)
 - macOS™ - Apple Safari, Google Chrome, Mozilla Firefox.
 - Windows™ - Google Chrome, Microsoft Edge, Mozilla Firefox;
- Blackboard Learning Management System
- Microsoft Word as your word processing program;
- Adobe Reader; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

Microsoft Office 365 is available for free to all students. Students have access to the latest versions of Word, Excel, PowerPoint, OneNote, and much more. You can install Office 365 on up to five compatible devices, including five tablet devices. All work can be saved online in

OneDrive so it can be accessed no matter which device is being used. You can use this Office 365 subscription for as long as you are a student at the University of South Carolina. [Download Office 365](#).

(https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/information_for_students/index.php).

Minimum Technical Skills Needed

Minimum technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the internet. The minimum technical skills you have include the ability to:

- Organize and save electronic files;
- Use USC email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Technical Support

If you have questions or problems related to your computer, software, or need technical support (including Blackboard support), please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800, submit an online request through the [Self-Service Portal](#) (<https://scprod.service-now.com/sp>), or visit the [Carolina Tech Zone](#) (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time). You may also visit DoIT’s website for [available technology resources](#) (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/).

Methods of Instruction and Assignments

This is a fully online course. All of the reading materials, videos, and films are on Blackboard. Students must follow the daily activities listed on the syllabus to complete the course. You will notice there are 1) Reading materials for the day; 2) Learning activities and visits which will take you to certain locations where the Garifuna people live in the Americas. These activities and visits will incorporate YouTube videos and films that correspond with the reading material for the day; 3) Assignments due on certain days. Know that you can follow the course at your own pace during the winter semester. However, ***all assignments are due on the day listed on the syllabus***. The final project for the course will be an oral and visual narrative vignette that you share on Blackboard. Your professor will review the visual vignette and your oral narrative of vignette (which should be recorded and posted on Blackboard). Your oral narrative will operate in the

form of a podcast that will accompany your visual vignette. *This course will incorporate visits to Belize, Honduras, Guatemala, Nicaragua, and the island of St Vincent via film and videos.*

Visits/Tours

Virtual visits include tours to sight, dances, ceremonies, and tourist areas throughout Central America and the United States.

Assignments

There are six major course assignments. All assignments are due by 11:59pm on Blackboard by the deadline listed on the syllabus.

- **CP= Class Participation (15 points):**

Since this is an online/virtual course without face-to-face instructions. You are expected to participate in this course via Blackboard discussion board. You must post your comments to the discussion board by the due date and time for the reading materials and visits described on the syllabus. Your comments should be a minimum of 150 words, no less. Anything less will be heavily penalized.

- **RR=Reading Response 2x (10 points):**

Students will write two reading response papers. These will be critical analysis responses of a peer review journal articles posted on Blackboard; Response should be 250-350 words/ MLA format.

- **RP=Reflection Paper 2x (10 points):**

Students will produce two reflection papers. Reflection papers are critical analysis papers about the visit to certain location via film or YouTube; 250-350 words. The RPs will be based on the students' experience in the location visited.

- **NP= Narrative Paper (15 points):**

Students will produce a 3-page narrative that takes into consideration the elements (color, sound, images and graphics, topography, shapes, food, signs; language) in the Garifuna end of the year celebrations. This assignment is asking you to:

1. Review the films that show the Garifuna end of year celebrations "from home to home."
2. Describe the celebration and introduce your views on this celebration.
3. What conclusions can you draw from the ways in which Garifuna people have preserved their old year's/new year's celebration in this 21st century?

- **VOV=Visual and Oral Vignette (30 points):**

The final project for the course will be an oral and visual narrative vignette that you share on Blackboard. You will create a vignette of at minimum 6 images that represent something from the Garifuna culture. Your visual vignette should be produced on **one PowerPoint slide or in a one-page PDF format**. You will also produce a voice recording that narrates the storyline in your visual vignette. Thus, your vignette should tell a story (with educational information) about the Garifuna people and culture (recording should be posted on

Blackboard). Your oral narrative will operate in the form of a podcast that will accompany your visual vignette.

Evaluation and Grading Scale

All grades will be posted on Blackboard. You are strongly encouraged to check your scores in Blackboard regularly. A final letter grade will be assigned based on points.

Class Participation on Blackboard(13x)	15%
Reading Response 1	10%
Reading Response 2	10%
Reflection Paper 1	10%
Reflection Paper 2	10%
Narrative Paper	15%
Visual and Oral Vignette	30%
TOTAL	100%

Grading Scale

90-100% = 90 – 100 points = A

80-89% = 80 – 89 points = B

70-79% = 70 – 79 points = C

60-69% = 60 – 69 points = D

Below 60% = 0 – 59 points = F

Course Policies

Attendance

Attendance and participation are required. Since this is a fully online course without face-to-face instructions, your attendance will be logged in based on your participation in the Blackboard discussion board. Late submissions will count towards your tardiness in the course. Two tardiness counts towards one missed class.

In accordance with the [University attendance policy](#), absences will be excused for military service, religious observance, university-sponsored activities, and illness, as well as other reasons specified in the policy. To request an excuse, you must send an email to me, as soon as possible, stating the date and reason for your absence. At my discretion, documentation may be required. You may have up to **one** unexcused absence without incurring penalty. For every unexcused absence after the first, your *final grade will be reduced by half a letter grade*. If during the Winter semester you find that you are unable to attend the online class regularly, you should consider dropping the course to avoid failing. Since this is an online course, *you are responsible for learning the material covered in class and for completing assignments that were due or assigned in your absence*.

Academic Integrity and Responsibility

Every student has a role in maintaining the academic reputation of the University. The University's guidelines for academic integrity are listed in our [Honor Code](https://sc.edu/academicintegrity) (sc.edu/academicintegrity). Students are to refrain from plagiarism, cheating, falsifying work, and assisting other students in violating the Honor Code.

When a student is uncertain as to whether conduct would violate the Honor Code, it is the responsibility of the student to seek clarification from the instructor of record. To clarify your understanding of the Honor Code, refer to the Office of Student Conduct and Academic Integrity's website.

Expectations For Classroom Behavior

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, regularly engage in class discussion and activities, and treat other members of the class with courtesy and respect. *Please be respectful of others by avoiding disruptive behaviors such as side conversations in the discussion board and bullying in the discussion board.*

Course Accommodations

The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the [Student Disability Resource Center](#) in Close-Hipp 102, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible.

Student Success Center

In partnership with USC faculty, the [Student Success Center](https://sc.edu/about/offices_and_divisions/student_success_center/index.php) (SSC) (https://sc.edu/about/offices_and_divisions/student_success_center/index.php) offers a number of programs to help you better understand your course material and to support your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:

- **Peer Tutoring:** You can make a one-on-one appointment with a [Peer Tutor](#) (www.sc.edu/success). Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to tutoring, you can visit the

website to make an appointment, and to view the full schedule of available drop-in hours and locations.

- **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the Student Success Center regarding your progress, which indicates your instructor is concerned about your progress in this course. If contacted by the Student Success Center, please schedule a Success Consultation right away. Referrals are not punitive, and any information shared by your professor is confidential and subject to FERPA privacy laws. Student Success Center services are offered to all USC undergraduates at no additional cost. Please call 803-777-1000, visit www.sc.edu/success, or come to the Student Success Center in the Thomas Cooper Library (Mezzanine Level) to check schedules and make appointments.

Writing Center

This course has many writing assignments. The University [Writing Center](http://artsandsciences.sc.edu/write/university-writing-center) (<http://artsandsciences.sc.edu/write/university-writing-center>)

is an important resource you should use! It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

University Library Resources

[University Libraries Resources](http://sc.edu/libraries) (sc.edu/libraries)

- University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, assistance is available at [Ask a Librarian!](https://sc.edu/libraries/ask) (<https://sc.edu/libraries/ask>).
- Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

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Semester: Winter 2024-2025/ **Course Prefix:** LASP 398

The following schedule lists reading and writing assignments **on the days they are due.**

The instructor reserves the right to make changes to the syllabus at any time.

Keys: Bb article= Article on Blackboard; RR= Reading Response; RP= Reflection Paper; NP= Narrative Paper; VOV = Visual and Oral Vignette

****Travel to Garifuna Lands****
TRIO-OSP Predeparture meetings scheduled in Fall 2024

Week 1: Exploring Garifuna People, Culture, and History			
Dec 30- Jan 5			
Date	Reading Material	Learning Activities/ Visits	Due by 11:59pm
Dec 30, 2024	Understanding Garifuna History	Visit Garifuna people in St. Vincent; View documentary “A Story About the Garifuna”; Also view <i>Indigenous history of Saint Vincent and the Grenadines</i>	Participation 1: Go to the discussion board and produce your comment on the video “A Story About the Garifuna”; Also view <i>Indigenous history of Saint Vincent and the Grenadines</i> . Be detailed and specific with your examples from the video.
Dec 31, 2024	Learning about the history and origins of Waranagua and Punta	Visit a Punta dance and music in Roatan Honduras; Waranagua dance in Belize (see video on Bb)	RR 1: 1-page reflection of Waranagua Dance in Belize see prompt on Blackboard assignments
Jan 1, 2025	No reading	No visits	Happy New Year!
Jan 2, 2025	Read: “The Belizean Garifuna identity : migratory and transnational space and its effects on the home community”	Celebrating Garifuna Settlement Day in Belize. Watch film on <i>The Garifuna People in Belize</i> (see video on Bb); Touring Garifuna settlements.	RP1: Produce 1-page write up of the reading on <i>Garifuna settlement in Belize, Honduras, and Nicaragua</i>

Jan 3, 2025	Understanding Garifuna culture in Guatemala (see video on Bb)	Let's explore "the Guatemala They Don't Want You to See" (Video travel; see Bb)	Participation 2: Go to the discussion board and produce your comment on the video <i>The Guatemala they Don't Want you to See</i> . Be detailed and specific with your examples from the video.
Jan 4, 2025	Understanding Garifuna culture in Costa Rica	Let's explore "Costa Rican Garifunas" (see video on Bb)	Participation 3: Go to the discussion board and produce your comment on the video <i>Costa Rican Garifunas</i> . Be detailed and specific with your examples from the video.
Jan 5, 2025	Understanding Garifuna culture in Honduras (see video on Bb) Read: "Black Carib to Garinagu: Yurumein to Roatan."	Let's explore the " <i>Garifuna People in Honduras you never heard of</i> " (see Video travel on Bb) " <i>Garifunas: Africans in Latin America</i> " (see Video travel on Bb)	Participation 4: Go to the discussion board and produce your comment in a comparative analysis of the videos " <i>The Garifuna People in Honduras you never heard of</i> " and " <i>Garifunas: Africans in Latin America</i> " Be detailed and specific with your examples from the videos. Be detailed and specific with your examples from the video.

Week 2: Exploring Garifuna Language, Folklore, and Food Jan 6- Jan 12			
Date	Reading Material	Learning Activities/ Visits	Due by 11:59pm
Jan 6, 2025	Origins and history of Garifuna Language	Take a tour through Garinaga lands (see video on Bb)	RP 2: Produce 1-page write up of Garifuna settlement in

			Belize, Honduras, and Nicaragua
Jan 7, 2025	No reading for today just go to the two concerts. Go early so you can produce your Blackboard comment before midnight tonight.	Enjoy a free concert with <i>Andy Palacio and the Garifuna collective</i> at the Edmonton Music Festival; <i>Garifuna Collective</i> at Afro-Pfingsten 2019 Concert (see video on Bb)	Participation 5: Go to the discussion board and comment on which of the two concerts you enjoyed the most and why. Be detailed and specific with your examples from the videos.
Jan 8, 2025	Garifuna food ingredients: a maritime food culture (see video on Bb)	Let's eat! Garifuna food from Punta Gorda (video: <i>The Garifuna and Punta Gorda</i>); prepare your own dinner (see recipe on Bb)	Participation 6: Go to the discussion board and comment on the food preparation process discussed in the video. Explore differences and similarities in your food preparation and ingredients. Be detailed and specific with your examples from the video.
Jan 9, 2025	The role of spirituality in Garifuna folklore (see video on Bb)	See <i>Garifuna Spirituality Interview with Garifuna Duchess</i> (YouTube)	RR 2: Produce 1-page critical analysis of the article on <i>The role of spirituality in Garifuna folklore</i>
Jan 10, 2025	Read <i>The Garifuna Journey Study Guide</i>	See video that explore USA Garifuna, where they live, and who they are (see YouTube video on Bb)	Participation 7: Go to the discussion board and comment on how Garifuna people navigate their ethnic identity in the United States. Be detailed and specific with your examples from the video. Be detailed and specific with your examples from the video.
Jan 11, 2025	Read "Negotiating race and place in the	TEDX Talk " <i>Connecting with My Garifuna</i>	Participation 8:

	Garifuna Diaspora: Identity formation and transnational grassroots politics in New York City and Honduras”	<i>Culture</i> ” (see Educational Video on Bb)	Go to the discussion board and comment on the ways in which she negotiated her identity after moving to the United States. Be detailed and specific with your examples from the TEDX talk.
Jan 12, 2025	No reading for today just go to Blackboard and watch the feature film. Watch the film early to produce your participation homework by the deadline.	Watch feature film: <i>Garifuna in Peril</i> (2014)- Film available on Blackboard via University Libraries	Participation 9: Go to the discussion board and comment on the film. Focus particularly on the Garinagu language and the attempts to preserve the language.

Week 3: Exploring Garifuna Dance and Music Jan 13- Jan 19			
Date	Reading Material	Learning Activities/ Visits	Due by 11:59pm
Jan 13, 2025	Origins and history of Waranagua Dance	Waranagua Dances from Central America.	Participation 10: Go to the discussion board and comment on the difference between Waranagua and Punta. Be detailed and specific with your examples from the videos.
Jan 14, 2025	The centrality of drums, masks, cow bells, drumming and drum dance in Garifuna new year celebration	Let’s go dancing with the <i>Bodoma Garifuna Cultural Band</i> in the Bronx NY (YouTube); Learning the <i>Punta</i> dance from the Garifuna people in Belize (YouTube video on Bb)	Participation 11: Go to the discussion board and comment on your experience attempting to do the Garifuna <i>punta</i> dance. Be detailed and specific with your examples from the video.
Jan 15, 2025	Read article “Dancing to the beat of the diaspora: musical	Watch short videos Punta, Tambú, and Bomba	Participation 12: Go to the discussion board and comment on the

	exchanges between Africa and its diasporas.”		similarities and differences you see in the three dances in the short videos. Incorporate the article to describe these differences and similarities. Be detailed and specific with your examples from the video and article
Jan 16, 2025	Start connecting images of places you visited and pick 3 words from Garifuna language to identify one of your images.	You are working on your vignette (the final project for the course). This first image is the preliminary for your final project	Participation 13: Post your image to Blackboard and explain what the content is showing. Be detailed and thorough in your explanation/elaboration of the image. No less than 50 words.
Jan 17, 2025	Review all your visits through Garifuna lands—especially, visits that highlight end of the year celebrations	Immerse in the locations again.	Narrative Paper due: 3 pages minimum Produce a 3 page narrative that takes into consideration the elements (color, sound, images and graphics, topography, shapes, food, signs; language) in the Garifuna end of the year celebration in contemporary times.
Jan 18, 2025	Reading Day	Work on your Final Project	
Jan 19, 2025	Last day of classes; Professor will be available via email for questions or issues		Final Project due: Visual and Oral Vignette Create a vignette of at minimum 6 images that represent something from the Garifuna culture. Vignette; see syllabus page 3 for description.