# Fairhaven 337L: Race, Culture, Society, and Public Health in the Caribbean

## 12 credits, CRN: 23508

## Winter Quarter Study Abroad/Travel Course January 4 to March 12, 2022

### Schedule at a Glance:

Seven weeks in the Dominican Republic (Santo Domingo/Sosua)

Spanish Mon.-Fri. 9:00am -12:30pm

Course Seminars/Excursions & Guest Speakers 12:30-6:00pm

Additional Weekend Excursions

### Instructor: Dr. Larry J. Estrada

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### Instructor: Dr. Hilary M. Schwandt

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Office Hours: By Appointment

## Course Rationale and Travel

Increasingly, the Caribbean is becoming a critical area of study and interest to researchers, academicians, theorists and others who wish to understand the growing nexus between the Caribbean and U.S. Society. Changing relationships via US Presidents coinciding with a long history of immigration from the region has prompted a greater awareness of the hemispheric linkages and co-dependency between the United States and the Caribbean.

The purpose of the course is to provide students with Spanish language instruction at their particular level of competency and to examine the past and present context of how race, culture, and health have been experienced among peoples in and from the Caribbean. Particular emphasis will be placed on the various ways in which racial/cultural/health identities are influenced and complicated by questions of gender, class, religion, and sexuality both in the Caribbean as well as those Caribbean populations residing in the United States.

In conjunction with the Instituto Intercultural del Caribe (IIC) the course will be a quarter long course with seven weeks spent in country that will provide for Spanish language training each week day morning with afternoon class sessions, seminars, and lectures on history, culture, politics, and health of the Caribbean region. The course will also feature Dominican guest lecturers, field trips, as well as weekend excursion trips that relate to the subject material and cultural understanding of the Dominican Republic and the Caribbean region. Students will also participate in a designated service-learning project with Haitian/Dominico students and given ample opportunity to intermingle with Dominican as well as other international students at both of the IIC campuses and surrounding universities in Santo Domingo and Sosua.

## Texts Required:

*The Devil Behind The Mirror: Globalization and Politics In the Dominican Republic*

S. Gregory *(University of California Press) 2007*

*Coloring The Nation:* *Race and Ethnicity in the Dominican Republic,* D. Howard,

 (Signal Books) 2001.

*The Cuba Reader,* A. Chomsky, B. Carr, P.M. Smorkaloff, (Duke University Press)

 2006.

*Reyita: The Life Of A Black Cuban Woman In the Twentieth Century,* M. Reyes Castillo Bueno(Duke University Press) 2000.

*America’s Colony: The Political and Cultural Conflict Between the Unites States and Puerto Rico,* P. Malavet,(New York University Press) 2004.

*Quiskeya La Bella, The Dominican Republic In Historical and Cultural Perspective,*A. Cambeira, (M.E. Sharpe Publishers) 1997.

### Recommended:

*Episodes of the Cuban Revolutionary War 1956-1958,* E. Che Guevara,

 (Pathfinder Books), 1996.

*Why The Cocks Fight: Dominicans, Haitians and the Struggle for Hispaniola,* M. Wucker

 (Hill and Wang Publishers) 1999.

*Boricua Power: A Political History of Puerto Ricans In The United States,* J.R. Sanchez

 (New York University Press) 2007.

*Modern Latin America 6th Ed.,* T.E. Skidmore & P.H. Smith,

 (Oxford University Press) 2005.

*Politics of Latin America: The Power Game,* H.E. Vanden, G. Prevost,

 (Oxford University Press) 2006.

*Open Veins of Latin America,* E. Galeano,

 (Monthly Review Press) 1997.

*The Dominican People: A Documentary History,* E. Sagas,

(Markus Weiner Publ.) 2003.

*Dominican Cultures: The Making of A Caribbean Society.* B. Vega

(Markus Weiner Publ.) 2007.

*Mountains Beyond Mountains*, Tracy Kidder

 (Random House) 2003

Other handout readings as assigned and provided.

Credit/Evaluation:

Since this is a faculty-led travel abroad course, participation within classroom discussions is vital. Students will also be assigned as discussion leaders and discussants on various topics throughout the quarter. There will be assigned 1-2 page response/perspective papers on particular guest speakers, videos and excursions throughout the quarter. These will be determined by the instructors. Students are required to maintain a consistent Journal of their experiences and thoughts that will be reviewed periodically by the instructors. Students must also submit a final self-evaluative report that summarizes their perceptions, growth and development of learning while attending this class and residing in the Dominican Republic. Students will also be evaluated on their progress and final assessment in terms of Spanish Language Instruction. A written assessment of all student work in Spanish will be provided by the IIC instructional staff and included in the final teacher evaluation for all students.

## Attendance and Participation:

Your success in this course depends on you coming to class on time for all sessions inclusive of Spanish language instruction, class seminars, guest speakers as well as excursion trips. The course will be handled as a graduate seminar course similar to what you would find at a major research university such as UCLA, U.C. Berkeley, Stanford and Harvard. This places responsibility upon you as a co-learner and contributor to each and every class. The instructor will rarely lecture in this class but instead will act as a facilitator of key questions and will prompt discussion and critical analysis on particular topics and issues. Students are encouraged to bring to class current events or news stories that pertain to the subject matter and content within the class. During most class sessions students at the beginning will be allowed to share items of interest pertaining to politics, culture, health, and current events pertaining to the Latino Caribbean and or Dominican Culture. Students are also encouraged to share their thoughts and ideas with classmates on any experiences or issues they encounter. Throughout the quarter the instructors will assign particular readings to groups of students who in turn act as discussion leaders and facilitators.

## Course Objectives:

1. To provide a socio-historic context enabling students to begin understanding the lives of Latino Caribbean peoples and their experience, thoughts and visions as they pertain to questions of race and racism in the Caribbean and /or in the United States. This will be accomplished by also looking at questions influenced by class, gender and sexuality.
2. To engage in critical dialogue about issues of race, class, health, and society as it pertains to the Latino Caribbean and how many of these struggles have resulted in resistance, conflict and revolution.
3. To engage students in the understanding of theoretical frameworks, research and paradigmatic constructs. This will enable students to engage in research on a vital topic pertaining to the Latino Caribbean.
4. To provide a basis for critical assessment of current events, cultural cyclesm public health, and socio/politico change within the Latino Caribbean.
5. To further the Spanish language literary and conversational competencies of all students enrolled in the class cohort.
6. To enable students to successfully reside and flourish within a Spanish-speaking community and society.

## Spanish Language Instruction:

Students will be given assignments and written work by their individual Spanish-Language instructors at IIC. This work is to be completed as assigned by each instructor and will be reviewed in line with the schedule provided to each of the language-learning cohorts. The instructor and teaching assistant for the course will monitor all student progress in Spanish in concert with the IIC instructional staff.

## Readings for Class Seminars:

For almost every class, you will be assigned articles and/or a section of a text to have read before the next class. You can find these assignments on the reading schedule under each of the weeks and dates listed in the syllabus. You are responsible for following the syllabus and class itinerary carefully and planning your schedule to complete all the assignments on time. All students will be required to come to class with the assigned texts in hand, and having already read them. This is a vital part of your evaluation.

## Response-Perspective Papers:

You will be asked to critique and comment upon selected guest speaker presentations, videos, and excursions in a 1-2 page paper. An outline as to how to approach the response-perspective paper will be provided by the beginning of the second week of the course.

## Journal:

All students will be required to maintain a journal of their experiences, social interactions, and class presentations throughout their seven week stay in the Dominican Republic. Students should maintain a minimum of three entries per week, which will be periodically reviewed and commented upon by the instructors throughout the course. With students’ permission some entries may be shared with the class to generate discussion and the review of common concerns or issues.

## Self-Evaluative Report:

Each student will be required to turn in a 4-6 page self-evaluative, reflection paper based on concepts and ideas presented throughout the entire seven-week class. Although this is not a research paper, it is anticipated that students will be able to cite specific information from each of the readings as well as ideas presented within specific class presentations, and by guest lecturers and their instructors at IIC. Emphasis on this project will be how events, information, and experiences have changed or shaped their personal insights and ideas.

### Important Note:

Students must complete their narrative self-evaluation of the course upon completion of all course assignments and **no later than March 15, 2022.**

A written assessment of Spanish language development will be conducted by the language instructors at IIC. These will be available to students upon their culmination of the trip and entered as part of the evaluation process for each student.

## Course Schedule and Itinerary January 4 - March 12, 2022:

**\*The course schedule should be followed at all times together with the course itinerary and the guest speaker list.**

### Weeks 1 & 2

#### Jan. 5—Jan. 14

The first two weeks of the course will be held at Fairhaven College in Bellingham, Washington. We will meet for class 3 hours every weekday except for Friday.

During this time we will be preparing for our upcoming travel to the Dominican Republic by covering the logistics of travel, preparation for study abroad, as well as reading and discussing academic topics to prepare us for learning about the culture, social, and health historical and contemporary Dominican Republic.

#### Jan 5, 2022

Welcome and Introductions

Syllabus Review

Basic Travel Logistics

#### Jan 6, 2022

Public Health Introduction

What is health?

What are common public health theories?

What is global health?

### Jan 7, 2022

Introduction to Latino Caribbe Culture

Students are assigned the Book **“Devil Behind The Mirror**” to have been read upon arrival in the D.R. as well as the chapter from Jared Diamond’s Collapse: “One Island Two Peoples, Two Histories.”

#### Jan 11, 2022

Race and Health

#### Jan 12, 2022

Dominican Republic History

#### Jan 13, 2022

Migration and Health

#### Jan 14, 2022

Final travel preparations

### Week 3

#### January 17, 2022

Arrival in the Dominican Republic and Santo Domingo/Welcome Dinner

#### January 18, 2022

Spanish Course Placement and Spanish Class AM

Excursion Trip PM—City Tour (see itinerary)

General Discussion of Devil Behind the Mirror and the chapter from Collapse

 Gregory pp. 1-245 Diamond pp. 329-357

#### January 19, 2022

Spanish Class AM

Zona Colonial Tour PM

**Cultural Conflict and the Plunder of the Latino Caribbean**

#### January 20, 2022

Spanish Class AM

The Historical antecedents and Conquest of the Latino Caribbean. Transformation and Cultural Genocide. The Seeking of “Gold and Glory.”

 Chomsky, Carr & Smorkaloff, pp. 1-36

Cooking at Sancocho at IIC

#### January 21, 2022

Dia de la Altagracia Festival - all day

#### January 22, 2022

Spanish Class AM

Roots and Causation of racial stratification within the Indies. The imposition of the Colonial Order and the Casta System

 Howard, pp. 1-49 Cambeira, pp. 1-63

Dance Course - Bachata and Merengue

#### January 23, 2022

Excursion to Caribbean Beach

#### January 24, 2022

Music & Dance: "Las Ruinas" del monasterio de San Francisco—Old Town Santo Domingo

### Week 4

**Colonization and the Initiation of the Indies Into a Globalized Economy**

#### January 25, 2022

Spanish Class AM

Colonization and Health

#### January 26, 2022

Spanish Class AM

Learning how to Play Dominos PM

#### January 27, 2022

Spanish Class AM

Expert Talk on the DR Public Health System, Including a visit to a hospital

#### January 28, 2022

Spanish Class AM

Discussion of volunteer experience in Palmarejo. The Establishment and Maintenance of a Captive Work Force and an Export Economy. Sugar Plantations and Slaves. Showing of the film *El Cimarrón.*

 Chomsky, Carr & Smorkaloff, pp. 37-87

Service Project: ESL tutoring

#### January 29, 2022

Spanish Class AM

Expert Talk on Gender and Violence PM

Discussion on Gender and Helath

#### January 30, 2022

Excursion Trip to San Cristobal

### Week 5

**Colonization and a Mixed Economy, The Cultivation of Coffee and Tobacco en Las Indias**

#### February 1, 2022

Spanish Class AM

The Devil’s Choice: Transference from Indigenous to African Slavery and Roots of Resistance. Submittal of Journals.

 Cambeira, pp. 64-126

#### February 2, 2022

Spanish Class AM

Museo de Las Casas Reales

#### February 3, 2022

Spanish Class AM

Internal Colonialism and Increasing Conflict Within the Indies. The Haitian Revolution. Visit Project MUDHA

Presentation by MUDHA, “Haitianos y Dominicanos”

 Chomsky, Carr & Smorkaloff, pp. 88-117 Cambeira, pp. 127-146

#### February 4, 2022

Spanish Class AM

**Salida Pedagogica,** The Dominican Republic. The Intersection of Race, Class and Gender Within the Dominican Republic. The concept of nationhood, mestizaje and class consciousness.

 Cambeira, pp. 141-163 Howard, pp. 50-94

#### February 5, 2022

Spanish Class AM

HIV Globally, and in the Caribbean

Dance Class PM

#### February 6, 2022

Excursion Faro a Colon/Los Tres Ojos

### Week 6

**Social Conflict and Racial Demarcations within the Dominican Republic and Cuba.**

#### February 8, 2022

Spanish Class AM

On the Path from Independence to Dictatorship and “Yanqui” Domination. The Trujillo Regime and Corporate Greed.

Cambeira, pp. 164-238

#### February 9, 2022

Spanish Class AM

Museo de La Resistencia PM

#### February 10, 2022

Spanish Class AM

Local PH Projects in DR Expert Talk PM

Sex work in the Dominican Republic and Public Health

#### February 11, 2022

Spanish Class AM

Service Project: ESL tutoring PM

#### February 12, 2022

Final Spanish Class and Celebration in Santo Domingo AM

Haitian Migration and class conflict within Hispaniola

Potluck at IIC Evening

 Readings: Howard, pp. 95-202

#### February 13, 2022

Departure from Santo Domingo to National Park of Jarabacoa and Sosua

#### February 14, 2022

Nature Excursion at Cascading Charcos de Damajagua

### Week 7

**Pan-Socialism and the Cuban Revolution**

#### February 15, 2022

Program Orientation & Spanish Class AM

The Development of the Cuban Autocracy/Class Structure and “Yanqui” Control.

Walking Excursion of Sosua, City Tour and visit to the Art Museum

Dinner on the Beach

Readings: Chomsky, Carr & Smorkaloff, pp. 219-336

#### February 16, 2022

Spanish Class AM

Snorkeling in Sosua Bay

Cultural encounter with IIC English students

#### February 17, 2022

Spanish Class AM

Sex Tourism: Presentations by CEPROSH y MODEMU PM

Class discussion to follow

#### February 18, 2022

Spanish Class AM

Visit Project M.AI.S, meet University Students, and learn about Dominican Culture

#### February 19, 2022

Spanish Class AM

Local Expert on Community Health PM

Discussion on Community Health PM

#### February 20, 2022

Excursion, Lago Dudu & Playa Grande

### Week 8

**The Establishment of a Revolutionary Society within Cuba**

#### February 22, 2022

Spanish Class AM

Service Work: Kerolle Initiative on Community Health PM

The Revolution Heard around the World. Cuban/Pan Africanism and Anti-Colonial Solidarity. Showing of the film, *Fidel Castro: History of a Commander.* Cultural Underpinings of Dominican Art by Leo Diaz (see speaker list)

 Chomsky, Carr & Smorkaloff, pp. 337-411, pp. 424-426

#### February 23, 2022

Spanish Class AM

Service Work: Kerolle Initiative on Community Health PM

#### February 24, 2022

Spanish Class AM

Service Work: Kerolle Initiative on Community Health PM

Cuban Life and Society Within the Revolution. The Creation of a Socialist Utopia and Order. Handing in of Journals.

 M. Reyes Castillo Bueno, pp. 1-80 Chomsky, Carr & Smorkaloff, pp. 451-489

#### February 25, 2022

Spanish Class AM

Service Work: Kerolle Initiative on Community Health PM

#### February 26, 2022

Spanish Class AM

City Excursion: Puerto Plata

#### February 27, 2022

Excursion Dia en el Campo

#### February 28, 2022

Cultural Field Trip to Carnival Parade in La Vega

### Week 9

**America’s Colonial Possession In the Caribbean: The Case of Puerto Rico**

#### March 1, 2022

Spanish Class AM

The aftermath of the Revolution. Its Continuing Influence on U.S./Cuban Relations. The stepping down of Fidel and the Succession of Raul. Showing of the film *Cuba: After The Revolution.*

 Readings: M. Reyes Castillo Bueno, pp. 81-170 Chomsky, Carr & Smorkaloff, pp. 517-551

#### March 2, 2022

Spanish Class AM

#### March 3, 2022

Spanish Class AM

Showing of Movie “My American Girls: A Dominican Story”

Puerto Rican Political Culture and Its Nexus to the United States. The rise of the Neoriqueños.

 Readings: Malavet, pp. 1-99

#### March 4, 2022

Spanish Class AM

Baseball Game with Youth PM

**Puerto Rico/Expanded Immigration, Nationalism and the Case for Independency**

#### March 5, 2022

Extended Class Session and Fiesta 2:00-5:00 P.M.

Vieques and the Tide of a national spirit and identity. Statehood or Revolution?

Showing of the Film Clips, “The Harvest of Empire”. Class Fiesta

Readings:Malavet, pp. 100-161

#### March 6, 2022

 “Homeward Bound” Departure from Sosua

### Week 10

**Dominican Republic Experience in Review and Next Steps**

#### March 8, 2022

Returning Home

Reverse Culture Shock and Coping Mechanisms

#### March 9, 2022

Where do we go from here?

Sharing our stories and experiences

#### March 10, 2022

Presentation preparations

#### March 11, 2022

Presentations and potluck

#### March 15, 2022

Narrative Self-Evaluations due by 5pm