**Fairhaven 337L: Race, Culture and Society in the Latino Caribbean**

**12 credits**

**Winter 2025: January 7, 2025 – March 21, 2025**

**1 week of study at WWU**

**6 weeks in country--The Dominican Republic (Santo Domingo/Sosua)**

**Mon.-Fri.- 9:00A.M.-12:30P.M.- Spanish--12:30-6:00 P.M. Course Seminars/Excursions & Guest Speakers (Additional Weekend Excursions)**

**2 weeks break**

**1 week of study at WWU**

**Profesor: Hilary Schwandt**

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**S.D. Hotel San Marco—1-809-686-2876 Sosua TBD**

**Office Hours: By Appointment**

**Course Rationale and Travel**

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 Latino Caribbean. Particular emphasis will be placed on the various ways in which racial/cultural identities and health are influenced and complicated by questions of gender, class, religion and sexuality both in the Caribbean.

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 weekday 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 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 public health 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:**

*Beyond Guilt Trips: Mindful Travel in an Unequal World*, Anu Taranath, (Between the

 Lines), 2019

**Recommended:**

*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.

*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.

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 instructor. Students are required to maintain a consistent Journal of their experiences and thoughts that will be reviewed periodically by the instructor. 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. Illness is the only plausible excuse for missing any component of the course. 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, 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 instructor 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 and society as it pertains to the Latino Caribbean and how many of these struggles have resulted in resistance, conflict, and revolution.
3. To provide a basis for critical assessment of current events, cultural cycles, and socio/politico change within the Latino Caribbean.
4. To further the Spanish language literary and conversational competencies of all students enrolled in the class cohort.
5. 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 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.

**Reading Reflections:**

Reading reflections can be either written or creative. Written reading reflections are 300 word minimum informal essays that reflect your thinking about the reading. Written reading reflections will be due by 11:59pm via canvas prior to the class they are assigned. The only rule for the written reading reflections is that it shows you have thought about the reading (summaries of the reading are not acceptable). These writings are not meant to be high stress assignments, but rather to be a vehicle for thinking more deeply about the reading. Examples of how to write this include (but are not limited to): (1) Analyzing and/or objecting to one or more ideas presented in the reading, (2) Proposing a question that you thought of while reading and giving your best answer to the question, (3) Analyzing your own reaction to the reading - why did it make you angry, bored, etc.? and (4) Questions that arose while reading that you want to discuss in class.

Creative reading reflections can be artistic, musical, theatrical, etc. The creative reading reflections are meant to be open to the medium of your choice. I will provide some guidance for the direction of each creative reading reflection. The most important aspect of creative reflections are that they are your own creativity – sharing other’s creativity with the class is not acceptable.

**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 instructor throughout the class. With students’ permission some entries may be shared with the class to generate discussion and the review of common concerns or issues.

**Research Project:**

The research project should focus on a Dominican Republic topic of your choice. You will submit a proposed topic in the beginning of February and write two drafts of your research paper (2,000 word minimum & at least 3 peer reviewed academic sources). You will also give a presentation (20-minute presentation, 5 minutes for questions) on your research project to the class at the end of the quarter. Students are encouraged to use multimedia channels to present the results of their research.

**Course Schedule and Itinerary**

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

**Week 1**

Introductions

Paperwork Check

Guest Speaker, Ashley Hollenbeck, Director of Education Abroad, Institute for Global Engagement, WWU

Read: Beyond Guilt Trips Prologue & Ch #1

Jared Diamond’s Collapse, “One Island Two Peoples, Two Histories.”

Assignment: Reading Reflection #1

Zoom with our Language and Community Health Partners

Watch: Films Henry Louis Gates: https://www.youtube.com/watch?v=dvegxdm35JU

& Price of Sugar: https://www.youtube.com/watch?v=id7ugtEyI\_8&t=165s

& IIC youtube channel

Read: All documents from IIC

Assignment: Research and present on topic selected in class 1/6

Guest Speaker, Larry Estrada, Professor Emeritus, Fairhaven College

Film in Class: River Massacre

Read:Beyond Guilt Trips Ch #2 & Ch#3

**Week 2-7**

**see other Itinerary**

**Week 8-9**

**Break**

**Week 10**

Final Research Presentations

Final Paper Due 5pm

Narrative self-evaluation due in Web4U