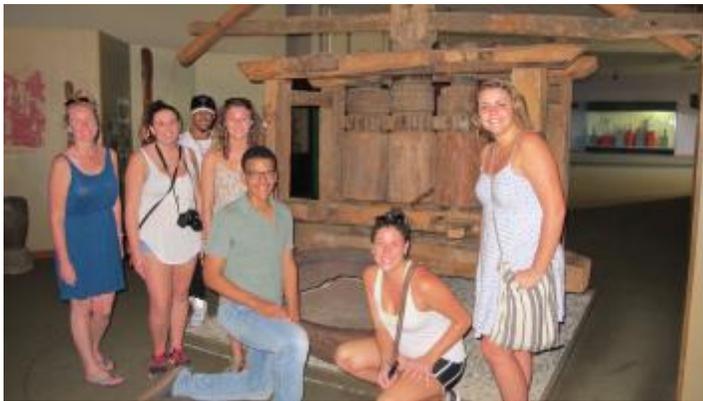


# Social Justice in Hispaniola WI 2018 Study Abroad



## **HIST 388 *Social Justice in Latin America: Hispaniola***

Department of History and American Studies

*Prerequisite: HIST 100 (for Majors), or consent of instructor*

*Fulfills a course requirement in the History Core Concentration and for the Latin American and Latino Studies Minor; 3-credits*

## **LALS 299 / SPN 430 – *Race and Power in Contemporary Dominican Fiction***

Department of Modern Languages, Philosophy, & Classics

*Prerequisite: SPN 202 or consent of instructor*

*Fulfills a course requirement in the Foreign Languages and Cultures Core Concentration, the Latin American and Latino Studies Minor, or Foreign Language Major; 3 credits.*

# Program Description



**Description:** In this intensive faculty-led study abroad experience, a historian and a Spanish literature professor will guide students in an exploration of the Dominican Republic from the perspective of communities in different regions of the island of Hispaniola. Students will participate in two courses (running concurrently) that will instruct them in the sociocultural history of the Dominican Republic and in techniques for researching Spanish (Dominican-American) literature in a global context. The theme that bridges the coursework in History and Literature is *social justice in Hispaniola*. In both the eastern region (Santo Domingo) and the northern region (Santiago and Restauracion), students will receive instruction from the program directors, hear from local experts, visit a variety of culturally important sites, and engage in short-term fieldwork with local communities. In their studies of “social justice,” students will discover how social factors such as race/nationality, gender, class, and regional histories affect how communities gain access to or control over economic resources (land, water, agricultural properties, culturally significant landscapes, etc.)

The Dominican Diaspora constitutes a majority Latino minority group in Rhode Island and recent court decisions have brought the long-standing border tensions with Haiti to the editorial pages of major US newspapers. Dominicans in the US maintain close ties to families on the island, fueling economic growth with an injection of \$3.4 billion dollars in annual remittances (World Bank figures for 2010). This cash infusion supplements the leading economic motor on the island, a thriving tourism service industry which creates jobs as it escalates sex and drug trafficking in resort areas, corroding the social fabric of nearby communities.



### Experiential Learning:

Guided by the tools of ethnographic inquiry, students will immerse themselves in local social dilemmas in the Dominican Republic, and will learn to place the daily experiences of local communities in a larger social and historical context. Students will report on issues of social justice and learn to create balanced news reporting that accurately incorporates the viewpoints of local stakeholders concerning citizenship, resource allocation, migration and development needs. In this program, RWU students will gain a first-hand understanding of how the confluence of socio-economic and historical dynamics manifests in present day Hispaniola. Students will relay their newfound understanding by representing social dilemmas in an ethical, contextual, and powerful manner.

Our on-site partners include the Ecological Fundacion in Punta Cana with Victor Galvan and Welington de la Rosa, Professor Alejandro Esteban (Communication professor) at PUCAMM (private Catholic university in Santiago) and local community leaders in Restauracion for our service-oriented needs of the RWU group. In Santiago, our access to classrooms and university faculty will be facilitated by the private Catholic university Pontificia Universidad Católica Madre y Maestra. These partners will make it possible for students to directly serve local communities during our visit. This service will provide the basis for reflective group discussion and student journaling on the topics of community engagement, service learning, and global citizenship.

Lectures and workshops by Drs. Quezada-Grant and Jackson will provide the scaffolding for the academic coursework in this program, and the so-called “supplemental” activities will prove just as important. Beyond readings and in-class work, students will: hear from nearly a dozen local experts, visit key cultural and historical sites, participate in service learning youth engagement projects, and conduct their own hands-on research of local communities. In the latter, professors and local bilingual aides will help navigate RWU students through linguistic and cultural barriers.

This program takes seriously the importance of placing global and national debates—about social justice, development, and the conduct of democracy—in local context, and telling unique stories from such a local vantage that might then speak to larger concerns. Starting in Santo Domingo, students will grasp the main tenets of analyzing the relationship between historical context and social inequality; in Santiago, the students will begin to apply these analytical tools while acquiring the technical, ethical, and procedural experience required to produce journalism in a global context. We will spend only two weeks in the Dominican Republic,

but the course continues after returning home: students will have one extra week to complete their final digital projects and to compile a prospectus of future research that will bring greater depth and texture the stories they capture. Between January 19 and 23, Drs. Quezada-Grant and Jackson will be convening online discussions and administering successive deadlines to bring students' group and individual projects to completion.



## What can you expect? The Itinerary

### Social Justice in Hispaniola

#### Winter Intersession

4 Jan – 19 Jan 2018

Professor Autumn Quezada-Grant

Professor Dorian Lee Jackson

TBA	Trip Orientation	Place: GHH	4 teaching hours
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Pre-departure work	Introduction to Dominican Literature and Literary Analysis	GHH	4 teaching hours/student engagement hours
	Introduction to professional blog writing with personal webpage set up	GHH	4 teaching hours/student engagement hours
	Pre-travel readings with an introduction to Caribbean History and current events	GHH	3 teaching hours/student engagement hours
	Pre-travel readings with an introduction to the work of Julia Alvarez and Mario Vargas Llosa	GHH	3 teaching hours/student engagement hours
Jan 4 Thursday	<i>Morning: Travel and orientation</i>	Boston – Punta Cana	6am-1pm 7 teaching /student engagement hours
	<i>Afternoon:</i> Student orientation and tour of Punta Cana with lunch; lectures on Basics of History and Literature in the DR, and dinner discussions	Westin Hotel/Punta Cana	2-9pm 7 teaching/student engagement hours

Jan 5 Friday	<i>Morning:</i> 7:30am – 2:30pm	Place:	7 teaching hours/student
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	Breakfast with discussion introducing the day's events; Visit to the Ecological Fundacion in Punta Cana to learn about environmental justice issues on the island and how they tie to economic development with Victor Galvan ; lunch with review of our tour of the Ecological Fundacion	Ecological Fundacion	<b>engagement hours</b>
	<i>Afternoon:</i> 3pm – 10pm  Class discussion of the wealth within Punta Cana, the resort areas and its discrepancies of the workers conditions; Student Responsibilities and Ethics Essentials of the Case Study; beach visit and reading assignment; dinner at a beach restaurant to discuss student impressions and their reading; student evening assignment to write a blog based on their narrative from the day.	Beach and Restaurant	<b>7 teaching hours/student engagement hours</b>
<b>Jan 6</b> <b>Saturday</b>	<i>Morning:</i> 7:30am – 2:30pm  Breakfast discussion; coral reef tour and volunteer with in Punta Cana; lunch	Westin Hotel/Punta Cana	<b>7 teaching /student engagement hours</b>
	<i>Afternoon:</i> 3pm – 10pm  Afternoon reflection on state of coral reefs, Evening reading session and discussion of texts, Dinner	Punta Cana	<b>7 teaching/ student engagement hours</b>

<b>Jan 7</b> <b>Sunday</b>	<i>Morning:</i> 7:30am – 2:30pm	<b>Place:</b>	<b>7 teaching hours/student engagement hours</b>
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	Drive to Santo Domingo; lectures on the road about the sugar cane industries, the Haitian labor and Batey living situations (3.5 hour drive); arrival to hotel in the historic district;;	Punta Cana - Santo Domingo	
	<i>Afternoon:</i> 3pm – 10pm  Visit to the historic centro and introduction to Santo Domingo. Visit cathedral in Santo Domingo, Dinner in town.	Santo Domingo	7 teaching hours/student engagement hours
Jan 8  Monday	<i>Morning:</i> 7:30am – 2:30pm  Breakfast discussion of historic centro; lecture on the early Spanish settlements; visit to the Casa de Colon; lunch	Santo Domingo	7 teaching /student engagement hours
	<i>Afternoon:</i> 3pm – 10pm  Afternoon Determinants of Health- Demographics, Society, History, Poverty; review of blogs and photos; dinner discussion on colonialism	Santo Domingo	7 teaching/ student engagement hours

Jan 9  Tuesday	<i>Morning:</i> 7:30am – 2:30pm  Breakfast, travel to Taino Caves, Cave Exploration, Lunch	<b>Place:</b>  Santo Domingo to San Cristobal	7 teaching hours/student engagement hours
	<i>Afternoon:</i> 3pm – 10pm  Return travel from Taino Caves,	Santo Domingo	7 teaching hours/student engagement hours

Jan 10 Wednesday	<p><b>Morning:</b> 7:30am – 2:30pm</p> <p>Breakfast discussion on indigenous past; driving tour of Santo Domingo; view the Presidential Palace; visit to the Museum de El Hombre; viewing of Trujillo's car where he was assassinated; lunch</p>	Santo Domingo	7 teaching /student engagement hours
	<p><b>Afternoon:</b> 3pm – 10pm</p> <p>Visit the Museo de la Restencia and lecture on the racial history of the Dominican Republic; dinner; homework reading assignment</p>	Santo Domingo	7 teaching/ student engagement hours

Jan 11 Thursday	<p><b>Morning:</b> 7:30am – 2:30pm</p> <p>Breakfast; Drive to Santiago; lectures on the road of independence history; tour of the Monument; and hotel where the 1965 US backed seige occurred; review of blogs and photos Lunch</p>	<p><b>Place:</b></p> <p>Santo Domingo - Santiago</p>	7 teaching hours/student engagement hours
	<p><b>Afternoon:</b> 3pm – 10pm</p> <p>Lecture by Professor Alejandro Esteban from PUCAMM about the role of the media in the border region; dinner</p>	Santiago	7 teaching hours/student engagement hours

Jan 12 Friday	<i>Morning:</i> 7:30am – 2:30pm	Santiago	7 teaching /student engagement hours
	Breakfast; drive to the Mirabel Sister Museum		
	<i>Afternoon:</i> 3pm – 10pm	Santiago	7 teaching/ student engagement hours
	Aftenoon at Mirabel sites and return to discuss; dinner; blog writing		

Jan 13 Saturday	<i>Morning:</i> 7:30am – 2:30pm	<b>Place:</b> Santiago - Restauracion	7 teaching hours/student engagement hours
	Breakfast; Drive to Restauracion;; arrival with lunch		
	Discussion of the sites as we head toward the border		
	<i>Afternoon:</i> 3pm – 10pm		7 teaching hours/student engagement hours
	Introduction to Restauracion; boder history dinner; evening blog and photography assignment		
Jan 14 Sunday	<i>Morning:</i> 7:30am – 2:30pm	Restauracion	7 teaching /student engagement hours
	Breakfast; visit to Tiroli; lunch		
	<i>Afternoon:</i> 3pm – 10pm		7 teaching/ student

	Lunch; Service-learning with the local high school for fair-trade learning designed around a story telling project. Our students teach their students storytelling and their students reveal their community to our students; dinner; blogging		<b>engagement hours</b>
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Jan 15 Monday	<i>Morning:</i> 7:30am – 2:30pm  Drive to Dajabon to visit the border gates and the Dajabon market;	Place:  Restauracion - Dajabon	<b>7 teaching hours/student engagement hours</b>
	<i>Afternoon:</i> 3pm – 10pm  Service-learning with the local high school for fair-trade learning designed around a photography project. Our students teach their students photography and their students reveal their community to our students; dinner; blogging		
Jan 16 Tuesday	<i>Morning:</i> 7:30am – 2:30pm  Breakfast; Service-learning with the local high school for fair-trade learning designed around a story telling project. Our students teach their students storytelling and their students reveal their community to our students; lunch; blogging	Restauracion	<b>7 teaching /student engagement hours</b>
	<i>Afternoon:</i> 3pm – 10pm  Lunch; Service-learning with the local high school for fair-trade learning designed		

	<p>around a story telling project. Our students teach their students storytelling and their students reveal their community to our students; lunch; blogging</p> <p>Discussion; dinner; blogging</p>		<p><b>engagement hours</b></p>
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<p>Jan 17</p> <p>Wednesday,</p>	<p><i>Morning:</i> 7:30am – 2:30pm</p> <p>Breakfast; Service-learning with the local high school for fair-trade learning designed around a story telling project. Our students teach their students storytelling and their students reveal their community to our students; lunch; blogging</p>	<p>Place:</p> <p>Restauracion</p>	<p><b>7 teaching hours/student engagement hours</b></p>
	<p><i>Afternoon:</i> 3pm – 10pm</p> <p>Lunch; Service-learning with the local high school for fair-trade learning designed around a story telling project. Our students teach their students storytelling and their students reveal their community to our students; dinner; blogging</p>		<p><b>7 teaching hours/student engagement hours</b></p>
<p>Jan 18</p> <p>Thursday</p>	<p><i>Morning:</i> 6:00am – 10pm</p> <p>Breakfast; goodbyes and community celebration; lunch</p>	<p>Restauracion -Santo Domingo</p>	<p><b>7 teaching /student engagement hours</b></p>

	Discussion; dinner; reflection blogging		7 teaching/ student engagement hours
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Jan 19 Friday	Breakfast; depart Santo Domingo for Punta Cana to Boston; dicussions in route	Place: Home	6 student engagement hours
January 20 Saturday	<i>Final exams and final blogs dues</i>		



### Program Outcomes:

With the successful completion of the courses and program requirements, students will:

1. Become conversant in the broad outlines of Dominican and Latin American history, socio-economic development, and natural resource use  
*Assessments: quizzes, student discussions, and comprehensive reflection paper.*
2. Analyze and explain the relationship between history and social inequalities in the island of Hispaniola (as evidence in issues of resource allocation, human migration, poverty, etc.)
3. *Assessments: group discussions, participation in site visits and guest lectures.*
4. Identify and apply ethnographic research methods in their studies of contrasting local communities (urban settings of Santo Domingo and Santiago, and Restauracion)  
*Assessments: community engagement with students in Restauracion and group discussions.*
5. Develop and utilize storytelling skills and technologies to record, archive, and disseminate local stories about social issues  
*Assessments: story planning, interviews, blogging and community engagement in Restauracion.*
6. Collaborate with other students in achieving understandings about race and power through Dominican history, literature, and local voices  
*Assessments: final blogging projects, edited and assembled after returning from site.*



## Common Questions??

- **Do I need to know Spanish?** No, classes will be held in English. However, Spanish will be all around you. If you register for the Spanish course then we will utilize a great deal of Spanish with you. We will speak in Spanish with you, your readings will be in Spanish and you will write in Spanish. For other people, you can be sure to pick up Spanish as we go along!
- **Spending money?** We will cover your meals and drinks along the way, as well as all hotels and entrance fees to museums. You will need money if you plan to do any tourist shopping in the Historic Center in Santo Domingo or in Santiago or in Tilorí, as a donation to the school. You can expect needing around \$100+ dollars if you plan to do any of this.
- **Is it safe?** Yes, but you always need to be vigilant. Take care with your camera, phone, and computers. Be discrete. We will collect your passports and keep hold of them in safety deposit boxes as we go along. **ALWAYS LISTEN WHEN WE GIVE YOU INSTRUCTIONS ABOUT YOUR SAFETY.** Rest assured. We know best. So please abide by our rules. We'll keep you busy so until we reach the border and spend a week in Restauración the program is structured so that you have little free time in the evening. We do not want you going off on your own. Don't do it. Period.
- **Photos?** Always ask permission before taking someone's photo.
- **Clothing.** It's hot. So, dress accordingly, but be respectful. No short shorts. Please don't show your belly. Have a couple of dressy items for when we go to PUCMM university and for when we go for special dinners. Students at university dress up for class. Please do not look like a slob. Also, we will be working in the schools in Restauración, you'll need pants and a t-shirt (no shorts in the schools). Also, bring a swim suit and towel. We'll swim a few times.
- **Remember you are a guest in this culture.** Be respectful.

**COST: \$3413.00 + airfare. Includes room, board, and transportation.**





