

NOTE: This is a SAMPLE syllabus/itinerary and may not be the most up-to-date version. Please contact the faculty leader of this course for more recent information.

**HI 3900 Dominican Republic: Past, Present, Future
(4th credit service-learning option required)**

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Class Meeting Day & Time: TK

Blackboard Site: HI395 Spring
2018

Class Location: TK

Course Description

HI 3900 offers Bentley students a rare opportunity to study the Caribbean intensively and then visit the Dominican Republic over spring break. The Dominican Republic merits an embedded course for a number of reasons: it was the site of the first European settlement in the New World, the center of Spain's early colonial empire, the prototype for the destruction of indigenous societies, a precocious slave society, and a pioneer of the plantation system. In the late 19th and the 20th century the country received significant American FDI, followed by U.S. occupation and the creation of a customs receivership. One of the most absolute dictatorships in Latin America terrorized the nation from 1930 to 1961, followed by a gradual political opening as the economy evolved away from export agriculture toward free trade zones and tourism. A move toward a left-wing government in the early 1960s was cut short by a second U.S. invasion and occupation in 1965. Our readings will prepare us to understand the Dominican Republic in all its complexity: the blending of Roman Catholicism with African religions, the fluid sense of racial identity (by American standards), and a powerful nationalism tempered by close ties to the U.S. going back well over a century.

The course will not, however, be limited to the study of history. Recent research shows that for an educational experience to be transformative, students must enter into direct contact and empathy with someone radically different from themselves. To that end, our program will humanize ordinary Dominicans by making their voices and visions accessible to students through hand-on service learning. All students will take part in service-learning activities through the Patronato Benéfico Oriental, a non-profit located in La Romana, near the beach hotel where we will stay, roughly 75 miles from Santo Domingo. The Patronato operates a K-12 school, a vocational university, and a clinic and is directed by the family of a recent Bentley graduate. As a counterpoint to that experience, and to understand the predicament of a small, tropical nation in the world economy, students will also experience the country as most tourists do, by spending part of our visit in an all-inclusive beach hotel. The view of Dominican society offered by an all-inclusive hotel will be further subverted by a series of lectures and performances by Dominican musicians, writers,

anthropologists, sociologists and others. We will bring these Dominican artists and intellectuals right to the hotel to expose the students to aspects of authentic Dominican culture that are normally ignored by the chain hotels and their clients.

Course Prerequisites: None

Course Goals

The course introduces students to Caribbean history with a focus on the Dominican Republic. Using the Dominican Republic as a case study, students will learn about Taino society before Columbus, Spanish colonial rule, the extermination of the Indians, the origins of African slavery, creation of a plantation society, the Haitian Revolution, FDI and U.S. intervention in the Dominican Republic, caudillismo and the rise of the Trujillo dictatorship, democratization and new economic trends, and the role of remittances, free trade zones and tourism in the present-day Dominican economy. Through the required 4th credit service-learning option, students will overcome the barriers that most visitors experience and work directly with Dominicans at an NGO in La Romana.

Student Learning Objectives

Students in the course will learn basic historical facts and concepts about the Caribbean and the Dominican Republic, including:

- Key historical events from colonial era through the modern period, including destruction of indigenous societies, colonialism, slavery, independence movements, dictatorships and economic change.
- Key concepts and perspectives including syncretism, miscegenation, populism, authoritarianism, nationalism, and dependency.
- Key attitudes toward a less-developed society including empathy and cross-cultural understanding.

Course Materials

All students will read the following works:

Eric Roorda, et al., *The Dominican Republic Reader* (Duke Univ. Press, 2014), selected essays.

Mario Vargas Llosa, *The Feast of the Goat* (Picador, 2002), selected chapters.

Cyrus Veese, "U.S. Interventions in the Caribbean, Central America, and Mexico," *Princeton Encyclopedia of American Political History* (Princeton: 2010)

Cyrus Veese, *A World Safe for Capitalism: Dollar Diplomacy and America's Rise to Global Power* (Columbia Univ. Press, 2002), selected chapters

Additional readings will be made available on Blackboard.

Assignments and Grading

Because we have limited class time before leaving for the DR, students will be expected to attend, participate, and keep up with readings. Their final grade will be based on the following deliverables:

6 quizzes on readings during weeks 2 through 7:	10% each
Journal kept during our trip:	10%
Participation in class and on trip:	10%
Final research paper:	20%

Participation and Engagement

Keep in mind that showing up is necessary but not sufficient to demonstrate your engagement in class. You will earn 10% based in part on your preparation for class and your active involvement in class discussions in the first eight weeks of the semester.

Beyond the usual course requirements, students who participate in this embedded service-learning course should realize that you are in effect ambassadors to a nation with which the United States has long had a love-hate relationship. While we are in the Dominican Republic your full engagement will be essential. Engagement means trying to communicate and learn from the people we meet in country, ignoring delays and minor inconveniences, helping the group to avoid or solve problems, and being aware of and sympathetic to cultural differences. Enthusiasm in our interactions on the island will be a big positive.

More specifically, I will expect each of you to do the following:

- ❖ Read and understand course syllabus.
- ❖ Read the required books and articles during the first eight weeks of class.
- ❖ During the trip, maintain a daily journal including summary of insights from each visit and meeting.
- ❖ In the DR, conduct yourself in a professional, respectful and open way that is sensitive to political and cultural differences.
- ❖ Participate fully in the service-learning experience as a way to increase cross-cultural understanding.
- ❖ Complete special readings on the topic you choose, gather as much information as possible on your topic in the DR, and complete and turn in the research paper on the date it is due.

Research Topics

During the first eight weeks of the semester, we will study the Dominican Republic intensively. As we do, each of you will define an area of special interest that will be the focus of your research during the class. Our itinerary in the Dominican Republic will in part reflect the individual topics that you develop, and which you will refine during individual meetings with me, held during my office hours, in February and early March. After we return from the Caribbean, we will have another set of individual meetings to see how you are progressing with your research paper. The final paper will be due on the last day of classes, and we will use the exam period to share our research findings and to have a final group discussion of our experiences in the DR.

You will use scholarly journals, books, and the press—including English-language editions of Dominican papers—to gather additional information on your topic. We will also discuss ways for you to gather information on your topic while we are in the DR.

Service Learning at El Patronato, La Romana

The Patronato Benéfico Oriental is a large and well-established Dominican NGO that regularly receives groups of volunteers from the United States. It is located in La Romana, a city that grew up around the sugar cane industry in the early 20th century, located on the coast about 75 miles east of the capital, Santo Domingo.

With nearly 1500 students from pre-school through high school, including those in special programs for the hearing impaired, the Patronato offers a wide and flexible menu of service-learning options. Working in small groups, our students will be able to assist regular Patronato teachers with activities at the pre-school and grammar school level, help lead exercises and sports activities, and offer their own mathematics and English-language courses to high-school students. In addition, the Patronato has a small farm on site (el huerto) where our students can work and can also program maintenance and building activities for our group if we are interested.

The director of volunteer programs at the Patronato, Inexis Zapata, is aware that most members of our class will not be Spanish speakers, and she assures me that this is not a problem. We are programming service-learning work for Tuesday through Friday of our visit. Normally Inexis designates activities by group in the morning and then allows volunteers to choose their activities in the afternoon. She is drafting a tentative schedule of service-learning work for our group that she will get to me by mid-May.

Statement about academic integrity

This class will be conducted in full accordance with Bentley's policies about academic integrity and the Bentley Honor Code. These can be found at:

<http://www.bentley.edu/shandbook/integrity/>

[http://www.bentley.edu/shandbook/Integrity/The Bentley Honor Code.cfm](http://www.bentley.edu/shandbook/Integrity/The_Bentley_Honor_Code.cfm)

The Bentley Beliefs

This class will be conducted in full accordance with The Bentley Beliefs. Please reread the Beliefs, which can be found at <http://www.bentley.edu/shandbook/index.cfm>.

Learning Disabilities

If you have a hidden or visible disability which may require classroom or exam accommodations, please see me as soon as possible. If you have not already done so, please register with Stephanie Brodeur in Campus Police 210, who is responsible for coordinating accommodations and services for students with disabilities. I will make every effort to accommodate students with documented learning disabilities, as long as you inform me of your needs ahead of time. For further information on documenting a learning disability, please go to http://www.bentley.edu/counseling/disability_services.cfm.

Course Schedule

Week 1 (Jan. 15-19): The Caribbean, pre- and post-conquest

DR Reader: "The people who greeted Columbus," Irving Rouse; "Criminals as Kings," Bartolomé de las Casas; "The People Eater," Raymundo Gonzalez; "Public Enemies: The Revolutionary and the Pig," Emiliano Tejera

Week 2: (Jan. 22-26) Slavery and racial identity in the Caribbean

H. Hoetink, "'Race' and Color in the Caribbean" (pp. 55-84, on Blackboard)

DR Reader: "Las Casas blamed for the slave trade," Augustus MacNutt; "The Slave Problem in Santo Domingo," Álvaro de Castro; "Haiti and Santo Domingo," James Franklin; "Tribulations of Dominican Racial Identity," Silvio Torres-Saillant

Week 3 (Jan. 29-Feb. 2): The Caribbean and the United States

Veesser, "U.S. Interventions in the Caribbean, Central America, and Mexico" (on Blackboard)

Veesser, *A World Safe for Capitalism*, selected chapters (on Blackboard)

DR Reader: "In the Midst of Revolution," U.S. Receivership of Dominican Customs; "The Water Torture and Other Abuses," U.S. Senate, Hearings before a Select Committee on Haiti and Santo Domingo; "United States Intervention in the Revolution of 1965," William Bennett; "The U.S. Chooses the Next President of the DR," Lyndon Johnson.

Week 4 (Feb. 5-9): The Trujillo Dictatorship

Vargas-Llosa, *The Feast of the Goat*, selected chapters

DR Reader: "Informal Resistance on a Dominican Sugar Plantation," Catherine LeGrand; "A Diplomat's Diagnosis of the Dictator," Richard Johnson; "Message to Dominican Women," Darío Contreras; "The Haitian Massacre," Anonymous eyewitness

Week 5 (Feb. 12-16): Post-Dictatorship Society

DR Reader: "The Rise and Demise of Democracy, 1961-1963," CIA reports; "Without Begging God," Joaquín Balaguer; "Ni Mató, ni Robó," Juan Bosch; "The Twelve Years," CIA Special Report; "Origins of Merengue," J.M. Coopersmith; "Dominican music on the world stage," Arístides Incháustegui

Week 6 (Feb. 19-23): Dominican Identities

DR Reader: "Black Women are Confusing, but the Hair Lets you Know," Ginetta Candelario; "To Die in Villa Mella," Carlos Hernández Soto; "Everyday Life in a Poor Barrio," Tahira Vargas; "You Know You're Dominican When . . .," Anonymous

Week 7 (Feb. 26-March 2) From Sugar Cane to Tourism

DR Reader: "American Sugar Kingdom," César Ayala; Newspaper and journal articles about Dominican free trade zones and tourism

Week 8 (March 5-9) The DR Today

Readings will focus on student research projects. Before we depart, each student will meet individually with me for half an hour to discuss their paper topic and research plan. These can meetings can be before or after class or during scheduled office hours. Final research papers due to me by the last day of classes.

Preliminary Itinerary (Travel 3/2-3/10, 2018)

Friday, 3/2 Boston / Santo Domingo

Arrive Aeropuerto de las Americas, Santo Domingo
Bus transfer to hotel in Zona Colonial arranged by Zeppelin Tours
In-country orientation session
Dinner in El Conde

Saturday, 3/3 Santo Domingo

Guided walking tour of colonial Santo Domingo
Bus to Museo del Hombre Dominicano, Plaza de la Cultura, Gazcue
Lunch on Museum grounds (Restaurant Maniquí)

Bus to FLACSO, lecture on hybridity of Dominican Cultura by anthropologist Tahirah Vargas
Bus to hotel, dinner in Zona Colonial

Sunday, 3/4 Santo Domingo / Villa Mella

Travel by subway(!) to Villa Mella, 45 minutes from Zona Colonial
With Josefina Taveras, visit Afro-dominican artists and musicians, take part in performance of *palos*
Lunch in Villa Mella
Return by subway to Zona Colonial, visit Catedral Primada, first Catholic Church in New World
Dinner in Zona Colonial

Monday, 3/5 Santo Domingo

Bus to FLACSO, lectures on Dominican tourism industry
Lunch in Gazcue at Restaurant Provocón (walking distance from FLACSO)
Bus to Ministry of Tourism, Avenida Luperón, Santo Domingo Occidental
Bus to Zona Colonial, free evening for dinner

Tuesday, 3/6 La Romana

Bus to La Romana, 75 miles east of Santo Domingo
Check in at Hotel River View, La Romana center
Bus to El Patronato Benéfico Oriental, Ave. Libertad # 5, La Romana
Orientation by Patronato, work assignments, first service learning activities
Lunch at Patronato
Service learning activities continue in the afternoon
Dinner in La Romana, variety of evening activities including visit to Altos de Chavón or baseball game

Wednesday, 3/7 La Romana

Bus to El Patronato, service learning activities in morning
Lunch at Patronato
Service learning activities or visit to Ingenio La Romana, active sugar mill constructed in early 20th century

Thursday, 3/8 Bayahibe / La Romana

Bus to Club Dreams, all inclusive hotel in Bayahibe, 20 minutes from Patronato
Discussion of beach tourism with sociologist from Santo Domingo in hotel conference room
Lunch at Club Dreams
Bus to Patronato, service learning activities in afternoon
Bus to Club Dreams, dinner at hotel
Participate in cultural activities programmed by hotel

Friday, 3/9 Bayahibe / La Romana

Presentations on Dominican culture by Dominican artists and musicians at
conference room at Club Dreams
Lunch at hotel
Bus to Patronato, service learning activities
Bus to hotel, dinner at hotel
Discussion of economic model of beach tourism

Saturday 3/10 Bayahibe / La Romana / Santo Domingo

Check out of Club Dreams, bus to Patronato
Exit discussion with staff of El Patronato
Bus to Aeropuerto de las Americas, depart Santo Domingo
Arrive Logan Airport