

## EDP 362: The Dominican Republic in Context

Instructor: Margarita Dubocq  
Office: ILAC Center, Dominican Republic  
Phone: 829-333-6164  
Email: mdubocq@creighton.edu  
Course Time: Selected Tuesdays and Thursdays, 8:45-10:45  
Course credit: 3 credit hours

### **Required Texts:**

- Alan Cambeira, *Quisqueya La Bella: The Dominican Republic in Historical and Cultural Perspective*
- Bartolome de Las Casas, *A Short Account of the Destruction of the Indies (BlueLine)*
- Catholic Institute for International Relations, *Needed but Unwanted (BlueLine)*
- Edwidge Danticat, *The Farming of the Bones*
- Frank Moya Pons, *The Dominican Republic: A National History*, 3<sup>rd</sup> edition
- Michele Wucker, *Why the Cocks Fight*
- CIA, *The World Factbook* (<https://www.cia.gov/library/publications/the-world-factbook/>)

### **Course Description**

A study of the history, sociology and politics of the Dominican Republic and the Caribbean, using data from multiple sources. Classroom work is integrated with service-learning and cultural immersion in a context of ethical analyses and reflection. Included in this 3-hour course is course work combined with a service requirement. The primary instructor will be the Academic Director of ED who will teach the course, invite appropriate guest lecturers, supervise the service projects, and facilitate the seminar.

In a seminar format, students will be required to critique their knowledge of quantitative and qualitative data, as well as their personal values and discuss the dimensions of their emerging experiences. This provides a supervised learning experience in a community learning site and is designed to integrate the knowledge, values, and skills presented in the classroom, as well as the individual research that the students will be performing, with the experiences in the community. The seminar format and journal exercises are designed to assist students in making the connections between academic and service-learning experience, understanding that data comes from a variety of sources.

**This course meets on selected Tuesday & Thursday 8:45-10:45 throughout the semester, except for the date changes listed on the course calendar below. Students are required to complete 4 hours of service per week as arranged by the Academic Director. Students will meet with the professor in a seminar format to integrate course content with their life and community learning experiences.**

## **Course Objectives**

### **Knowledge:**

- To demonstrate an understanding of the cultural strengths and challenges of the Dominican people, as determined by qualitative and quantitative sources
- To demonstrate an understanding of a variety of sociological theories applicable to the Dominican people
- To demonstrate an understanding of service-learning
- To integrate knowledge with service
- To learn about the Dominican culture from experiencing it first hand
- To integrate course learning with research and with the service experiences through selected course assignments

### **Skills:**

- To demonstrate a level of critical thinking skills by applying coursework to research and service experiences
- To develop skills in the promotion of justice
- To employ the problem-solving model at the beginning level with a client
- To evaluate systemic impact on the welfare of the Dominican people
- To demonstrate continued academic development through self-assessment and use of supervision
- To demonstrate development in the area of academic writing through selected course assignments and journaling
- To demonstrate increased communication skills by using Spanish in service experiences

### **Values:**

- To examine personal values as they pertain to the Dominican experience
- To develop an understanding of the impact of human and social diversity on relationships
- To utilize the tenets of a Creighton Jesuit education through serving others

## **Core and Mission Fit**

In the era of globalization, understanding the realities of our neighbors and trade partners is increasingly important. This can be accomplished by exploring those countries' historical pasts and sociological remnants in the present, as well as those countries' relationship with the United States over the years. Similarly, being able to draw connections between the social realities in those countries and those in the United States (i.e. immigration, material poverty, education, etc.) enhances our understanding of these issues, and allows us to identify their historical and sociological origins.

Given Creighton's long-standing relationship with the Dominican Republic, as well as the United States' historical involvement in and trade with the country, exploring the history and sociology of the Dominican Republic with a social-justice lens will offer students and opportunity to think critically about their experiences living in the Dominican Republic for a semester in order to answer the questions that may arise from their service-learning, as they strive to be "men and women for and with" the Dominican people they meet.

Students will use their knowledge of quantitative and qualitative data to make connections between what they are learning in the classroom, what they are researching through textbooks and the Internet, and what they are experiencing at their service sites. All of this

will be done in an effort to better understand the reality of the country where they will be studying for the semester, as well as to have more context for the lives of the people whom they will meet.

**Magis Core Learning Objectives:**

- Students will be able to analyze a particular question encountered within at least one area of social science using the accepted techniques of that field.
- Students will recognize that data sets may have multiple interpretations and be able to evaluate the relative merits of alternative interpretations for the data.
- Students will critically evaluate a social scientific investigation.

**Attendance Policy:**

Regular attendance and active participation is both expected and required. All absences must be cleared by the professor. For every unexcused absence for either the classroom portion of the class or the service component, one full letter grade will be deducted from the participation grade.

<b><u>Course Requirements</u></b>	<b><u>% of Total Grade</u></b>
Participation (including Orientation & Re-Orientation)	(25%)
Discussion Leading	(10%)
Discussion Forums	(10%)
Class Presentations	(10%)
Service-Learning Journals	(20%)
Service Site Evaluation	(10%)
Final Exam	(15%)

**(See Grading Policy on p. 6 for grading breakdown)**

**Category Descriptions:**

**1. Participation (25%):**

There is and should be a necessary social dimension to learning. In a very real sense we have a responsibility to each other to ask questions and make comments—to encounter and break open academic material. Thus, the participation grade in this class will be determined by *informed* participation in class. This means that questions, comments, answers and reflections *be relevant to a particular text/context that we are studying*. You do not need to know all the answers for a good participation grade—but you must have good questions for each class.

This component of your grade pertains to attendance and participation through questions, comments, or dialogue with students and the professor both inside and outside of class. Whether your attitude remains positive and constructive and whether you attempt to read and comment on the material assigned. **Both orientation and re-orientation for the program fall under this category as well.**

**2. Discussion Leading (10%)**

Most days throughout the semester, there will be one student discussion leader in class. The discussion leaders are responsible for preparing 3-5 questions before class to spark conversation, as well as for facilitating such discussion while in class. The questions should

be open ended and should engage the class in further conversation about the material read for that day, making as many connections to the students' lived experiences as possible. **Discussion questions should be emailed to Prof. Dubocq by 5 p.m. the day before class.** Students will be discussion leaders once throughout the semester.

### **3. Discussion Forums (10%)**

**Four times throughout the semester (see course calendar below), students will post a current event and commentary on the "Discussions" tab on BlueLine** wherein you link an event, concept, or theme from the week's reading to a current event in the United States, the Dominican Republic, or Haiti, in an effort to connect data from the academic texts used in class with data from current news sources. The post should refer to specific ideas from the week's readings, and for this, direct citations may be useful. I am looking for synthetic thought, depth, and insight as you write these posts. Posts should be two paragraphs in length. The link to the current event news article should be attached to your response. In addition to posting one current event, each student is responsible for **reading and replying to two posts** from fellow students. **Two replies must be posted by 5:00 pm the day after the posts are due.** Good resources for current events in the Dominican Republic are [www.dominicantoday.com](http://www.dominicantoday.com) and [www.dr1.com](http://www.dr1.com), which are English language Dominican newspapers.

### **4. Class Presentations (15%):**

Three times during the semester, each student will be expected to do a 5-minute presentation on a relevant figure from Dominican history. **The students should prepare a short Power Point presentation to share the most pertinent facts about the person they will be introducing to the class, and the presentation should be emailed to Prof. Dubocq by 5 p.m. the day before class.** Class texts are an acceptable source of information for these presentations, but it is important that each person is presented from more than one angle (i.e. What were their positive contributions to the history and culture of the Dominican Republic? What were the negative impacts that they may have had on/how did they alter the course of Dominican history?). The idea behind these presentations is for the students to be engaged as co-educators, so creativity is welcomed in the method that the students chose to present their findings. At the beginning of the semester, the students will select the names of the relevant figures they will cover from a list provided by the instructor.

### **5. Service-Learning Journals (20%):**

The integrated service-learning journal is designed to guide students through the process of integrating academic and practical learning, as well as individual research. In this exercise you examine your knowledge and experiences through a critical lens to organize your thoughts about the service and immersion experiences. **The journals should not be simply inventories of events at one's service site, but rather should provide analysis of those experiences, using a variety of data sets to make that analysis.** The concepts embedded in the EDP 362 curriculum (sociology, history, culture, justice, Jesuit values, race/diversity/gender, impact of U.S. Foreign Policy) can serve as a framework for understanding the connections between the course concepts, the individual student's research, and the service and immersion experiences. Students will demonstrate an understanding of the practical application of theoretical concepts within history or sociology

using the accepted techniques of that field. This will serve as a vehicle for self-learning as students examine the application of course concepts with other students and their professor.

**Of particular importance are:**

Punctuality: -There will be **four (4) journal entries due** throughout the semester on **selected days (see course calendar below)**, 1 page, single-spaced and Times New Roman 12 pt. font

Depth:

- Analysis of an issue or application rather than simply reporting an incident
- Integrate research done using quantitative and qualitative data
- Integrate personal perception or opinion
- Bring forward knowledge gained through classroom learning
- Coherent, understandable and well-written
- Exemplifies critical thinking

**6. Evaluation from Service-Learning Site Coordinator (5%)**

The relationship with the service site to which students are assigned is essential to the *Encuentro Dominicano* program. The service done throughout the week grounds the theoretical discussion of classroom issues and provides the basis for your journal and integration of the Dominican experience. To that end, an evaluation by the service site coordinator will be important to the final grade in the course. **A short evaluation sheet has been prepared by the Academic Director of *Encuentro Dominicano*. You will give this to your service site coordinator by April 3 and pick it up from them by April 19, 2017 (see course calendar below).** Areas of evaluation include but are not limited to: cooperative spirit, responsiveness and effectiveness, adhering to the schedule, being punctual, and development over the semester, etc.

**Expectations for Service-Learning:**

- General and specific orientations to service-learning will be provided by the Academic Director in week 1 of the semester as well as all necessary paperwork related to service-learning.
- The Academic Director in collaboration with the Executive Director of CESI will be in contact with each service site throughout the semester to troubleshoot or change site placements as needed.
- Students will engage in 4 hours of service at the site each week. Transportation time is built into the course schedule (half an hour or more each way, if necessary).
- If you miss a day of service due to illness, you should make it up on a free Friday or when able.
- Journal entries are required throughout the semester based upon your experiences at your service site. The journal will ground your reflection and the classroom component of learning.

## 7. Final Exam (15%):

As there will be no mid-term examination, the final examination is comprehensive, cumulative and constructive in nature. You will be given an extensive review of material one (1) week prior to the exam. You will not simply repeat facts and figures; you will construct arguments and defend positions that we have encountered in the course. The most important skill to hone throughout the semester is the capacity to think, read, and argue synthetically, keeping in mind the various sets of data reviewed throughout the semester. By this, I mean the ability to bring together diverse information from various disciplines and synthesize it into a constructive and reasonable presentation or argument. Thus, one's ability to skillfully synthesize material will be evaluated in addition to the material of which you need to have command.

### Grading Policy

<u>Assignments</u>	<u>Weight</u>	<u>Total pts.</u>
Participation	25%	250
Discussion Leading	10%	100
Discussion Forums	10%	100
Class Presentations	150%	150
Service-Learning Journals	20%	200
Service Site Evaluation	5%	50
Final Exam	15%	150
<b>Total:</b>		<b>1000</b>

### Letter Grades:

A	(90-100%)	900-1000
B+	(87-89%)	870-899
B	(80-86%)	800-869
C+	(76-79%)	760-799
C	(70-75%)	700-759
D	(65-69%)	650-699
F	(< 65%)	< 650

### Policies and Expectations

#### Americans with Disabilities Act:

If you have a disability that will require academic accommodations, you need to do both of the following as soon as possible:

1. Contact the Office of Disability Accommodations (402-280-2166)
2. Make an appointment with your instructor to go over [this] letter and discuss what reasonable accommodations can be made

#### Class Cancellations:

In the unlikely event that this class must be cancelled, students will be notified in person or by email by the Academic Director or the Student Life Director of *Encuentro Dominicano*.

### **Academic Honesty:**

Academic honesty is expected and required from every student. The exams and written assignments must represent the student's own work. **Academic misconduct will result in failure of the assignment and possibly the course.** This course adheres to the University's policy on academic honesty as stated in the University Catalog:

...[the University] expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

“Academic or academic-related misconduct” includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another’s ideas as one’s own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one’s self or another an unfair advantage or unfair benefit respecting an academic matter. (See University Catalog online) Copies of the most current college procedures on academic honesty can be found at:

<http://catalog.creighton.edu/undergraduate/academic-policies-procedures/academic-honesty/>

The College of Arts and Sciences approved this integrity statement that is to be used on any major products, papers, or examinations. In EDP 362, this will be added to the final exam, and it is also present in all assignments that you upload to the BlueLine site.

*In keeping with Creighton University’s ideals and with the Academic Integrity Code adopted by the College of Arts and Sciences, I pledge that this work is my own and that I have neither given nor received inappropriate assistance in preparing it.*

\_\_\_\_\_  
*Signature*

Any student who engages in academic dishonesty as described in the University Catalog will receive a zero (0) for the test/assignment, etc. and may risk receiving an “F” in the course, depending on the severity of the infraction.

### **Disruption of Normal Classroom Activities:**

In the event of disruption of normal classroom activities due to the flu or other medical/disease outbreak, or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

## **Semester and Course Calendar**

Jan. 7

Arrival

Jan. 8-14

*Encuentro Dominicano Orientation: Intensive Spanish, Introduction to Service Sites, Santiago Orientation, etc.*

**Session I: Classes, Jan. 16 – Feb. 10**

Jan. 16 (M)

Service

Jan. 17 (Tu) – *Only the syllabus for EDP 461 will be reviewed; the rest of the time will be spent on material from EDP 362*

Introduction to EDP 362 and 461  
Cambeira, Intro and Ch. 1-4

Jan. 18 (W)

Service

Jan. 19 (Th)

Cambeira, Ch. 5-12  
Las Casas, p.14-25 (BlueLine)

***Discussion Leading***  
***Class Presentations (2)***  
***Discussion Forum I due before class***

**Friday, Jan. 20:**

**Journal I Due (5:00 PM BlueLine)**

Jan. 23 (M)

Cambeira, Ch. 13-17  
Wucker, Ch. 4

***Discussion Leading***  
***Class Presentations (2)***

Jan. 24 (Tu)

Service

Jan. 25 (W)

Service

Jan. 26 (Th)

Service

**Friday, Jan. 27:**

**Journal II Due (5:00 PM BlueLine)**

Jan. 27 (F)

Service

Jan. 30 (M)

DR Holiday – *No class or service*

Jan. 31 (T)

Cambeira, Ch. 18-21  
Wucker, p.40-59

***Discussion Leading***  
***Class Presentations (3)***  
***Discussion Forum II due before class***

Feb. 1 (W)

Cambeira, Ch. 22  
Wucker, Ch. 7-8  
Moya Pons, Ch. 22

***Discussion Leading***  
***Class Presentations (5)***

Feb. 2 (Th)-- *1 hour class, followed by EDP 461*

DVD: *Latin America-Challenges in the 21<sup>st</sup> Century*

***Discussion Forum III due before class***

\*\*\*\*\***Feb. 3-5 Visit Colonial Zone in Santo Domingo**\*\*\*\*\*

**Monday, Feb. 6:**

**Journal III Due (5:00 PM BlueLine)**

Feb. 6 (M)  
Service

Feb. 7 (Tu)  
EDP 461 Class

Feb. 8 (W)  
Service

Feb. 9 (Th)  
EDP 461 Class

**\*\*\*\*\*Cien Fuegos Trip (Inner City Neighborhood) Wed., Feb. 8, 3:30 PM\*\*\*\*\***

Feb. 9: Immersion Orientation Meeting immediately after EDP 461 class

Feb. 13-23: 10 Day Campo Immersion, Immersion Site: TBD

Feb. 23-24: Retreat I

Feb. 25-March 5: Spring Break

### **Session II: Classes, March 6 – April 7**

Mar. 6 (M)  
Service

Mar. 7 (Tu)  
EDP 461 Class

Mr. 8 (W)  
Service

Mar. 9 (Th)  
EDP 461 Class

Mar. 13 (M)  
Service

Mar. 14 (Tu)  
EDP 461 Class

Mar. 15 (W)  
Service

Mar. 16 (Th)  
EDP 461 Class

Mar. 20 (M)  
Service

Mar. 21 (Tu) – 3.5 hour class because of speaker  
DVD: *Haiti: Land of Tragedy, Land of Hope*  
Start Needed But Unwanted (BlueLine)  
Guest Speaker from CEFASA on Haiti-DR relations  
***Discussion Forum IV due before class***

Mar. 22 (W)  
Service

Mar. 23 (Th)  
Finish *Needed But Unwanted* (BlueLine)  
Farming of the Bones

**\*\*\*\*\*Leave for overnight trip to Dajabon Mar. 23 after lunch\*\*\*\*\***

**Sunday, Mar. 26: Journal IV Due (5:00 PM BlueLine)**

Mar. 27 (M)  
Service

Mar. 28 (Tu)  
EDP 461 Class

Mar. 28: Immersion Orientation Meeting immediately after EDP 461 class

Mar. 29 (W)  
Service

Mar. 30 (Th)  
EDP 461 Class

**\*\*\*Please Deliver Supervisor Evaluations to your Service Site Supervisor(s) by Monday, Apr. 3. Put it in an envelope and ask them to sign the back after sealing it.\*\*\***

Apr. 3 (M)  
Service

Apr. 4 (Tu)  
EDP 461 Class

Apr. 5-10: 5 Day Campo Immersion, Immersion Site: TBD

Apr. 10-11: Retreat II

Apr. 12-16: Easter Break

### **Session III: Classes, April 17-21**

Apr. 17 (M)  
Service

Apr. 18 (Tu)  
EDP 461 Class

Apr. 19 (W)  
Service

Apr. 20 (Th)  
EDP 461 Class  
Reviews For EDP 362 and 461 Final Exams  
Distributed  
Complete EDP 362 and 461 Course Evaluations  
***EDP 362 Service Site Supervisor  
Evaluations Due***

Apr. 24-25 Study Days

TBD Review Session For EDP 362 and 461 Final Exams

Apr. 26 Spanish Final

Apr. 27 EDP 362 Final Exam

Apr. 28 EDP 461 Final Exam

May 1-5 **Re-Orientation**  
*What now? Preparing to re-enter U.S. Culture and Life in the U.S. Friends, family, community, re-integration, support services at Creighton, etc.*

## **Suggested Service-Learning Journal Questions**

### **Social Responsibility for Others**

- Are the clients you serve in their situation due to their own choices, bad luck, or the actions of others? Are there any cultural reasons why your clients might be in their situation?

- Does the cause of their circumstances affect how they are treated by you or others at the agency? How are they treated by people outside the agency?
- Who currently pays for the services received by your clients? Should other parties be expected to pay for these services? If so, who? Why or why not?
- What distinctions are made between you and the people you serve? How may you be treated differently than the people you serve because of those distinctions? How does such treatment affect their ability to overcome their situation?
- What do you have in common with the people you serve? Have you or could you ever be in the same situation as your clients? How would it be different for you?

### **Relationships**

- How do your clients relate to you? Easy? Shy? With caution? How do they relate to their peers or other clients in the program? How do they relate to staff? Describe these interactions in detail. What emotions are most commonly associated with their relationships? Do they relate differently when others are around? Has their interaction with you changed since your first meeting?
- The ways people relate to others are learned through experience. Do you know of anything in your client's background or current situation that has influenced their ways of relating to others? As a side note, it may not be appropriate for you to know the details about the personal relationships in their lives.
- Given what you do know of your clients' situation and needs, what stresses or demands hinder their relationships with others? What would be the ideal relationship for your clients now?
- In what ways do you see your clients' relationships with others influenced positively or negatively by their gender? By race? By age?
- What relationship skills do your clients need to strengthen? Do they have the capacity to develop those skills? Do they have the opportunity? What does the program do to develop those skills? What more is required?
- How would you answer each of these questions looking at the relationships in your own life? (E.g. How do you relate to your clients? What emotions are most common for you in relationships? How has your interaction with your clients changed since you began? What in your background has influenced how you relate to others? Etc.) What are the characteristics of the "ideal" relationship for you? Would that same relationship be "ideal" for your clients?

### **Economic Challenges**

- To what extent do financial resources play a role in the problems faced by your client?
- Describe the settings/service received by: 1.) Your client? 2.) A person with similar needs and wealth in the U.S.? How are they different? When are those differences appropriate/inappropriate?
- What, if any, changes could be made to improve the services received by the clients at your agency? What limits these changes from being made?
- "Poverty is the worst form of violence." -*Gandhi* Do you agree or disagree?
- How has your economic status helped or hindered you?
- What is the "American dream" for you? What is "the Dream" for your clients?

### **Institutional Change**

- What decisions are made everyday that impact the clients of your agency without their knowledge? Who makes those decisions?
- As an agency or organization, to whom is the place where you serve beholden? To whom do they have to account for their actions?

- What are the various institutions to which you belong? Is there anything they (as an institution) could do to serve your clients? Do you expect them to do so? Why or why not?
- How could one person's / family's decision impact the clients at your agency?
- What will it take for the services of your agency to no longer be needed in this community? Is that a viable goal? Why or why not?

### **The Power of One**

- As a student volunteer, you are very limited in your ability to solve the problems of those you serve. What then is the value of your presence at the agency?
- How will your professional and personal attitudes, priorities, and actions be impacted by your service-learning experience?
- Are there any lessons you gained from service-learning that you believe others in your discipline should keep in mind as they work?

## ***Encuentro Dominicano Service Sites***

Students will become familiar with all of the service sites before a decision is made as to their service site for the entire semester. Students will learn how to get to their service site and quickly become comfortable with traveling. University policy stands that students are responsible for all transportation costs to and from their service site. Costs vary among the different sites and students will be made aware of the costs during orientation in the D.R. Although Creighton cannot provide transportation funds to students, students are advised to speak with the Academic Director about concerns regarding costs should it be a major influence in deciding upon a service site.

### **Accion Callejera**

*Description:* Accion Callejera is an organization that works with children who are on the streets in Santiago. Many of the children at the center have dropped out of school to make a living on the streets, shining shoes or washing car windows. They are a very vulnerable population whose rights are often neglected. Accion Callejera provides a variety of services to the children—counseling, homework help, meals, showers and recreation. They also work heavily in prevention, since it is much harder to rehabilitate children accustomed to the rough life on the streets than it is to prevent children from leaving their homes and schools in the first place.

*Expectations:* Volunteers are expected to help the children in the areas where it is most needed, whether it be homework help, teaching English or recreation. There are also possibilities of creating and implementing new programs with the approval of the director of the organization. This service site requires a decent command of Spanish.

### **Caritas Cien Fuegos**

*Description:* Caritas is essentially a before or afterschool meal program for children who are poor in the Santiago area. Caritas Cien Fuegos is one of more than 7 centers throughout the city. Children who cannot eat enough at home do not function at school, so Caritas feeds between 30-60 children daily so they may attend school with a full stomach. Volunteers arrive mid-morning and assist with reading to children, playing, serving food, and helping to clean up. *Expectations:* Basic Spanish is necessary to interact in this service site; it will also allow a glimpse into the lives of families who are materially poor and the food challenges they face. You will need patience to manage the chaos of 30-60 children during a normal visit.