New Course Request

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]

1. School/Division: Liberal Arts
2. Academic Subject Code: GEOG
3. Course Number: 363
4. Instructor: Brothers
5. Course Title: Landscapes and Cultures of the Caribbean

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Summer 2010
7. Credit Hours: Fixed at 3.0 or Variable from _______ to _______
8. Is this course to be graded S-F (only)? Yes [ ] No [✓]
9. Is variable title approval being requested? Yes [ ] No [✓]

10. Course description (not to exceed 50 words) for Bulletin publication: Field course taught during summer. Includes two weeks of intensive lectures at IUPUI, followed by approximately two weeks of intensive field study in the Caribbean. Destinations vary from year to year. Consult class schedule for more information.

11. Lecture Contact Hours: Fixed at 8hrs x 2wks, or Variable from _______ to _______
12. Non-Lecture Contact Hours: Fixed at 50hrs x 2wks, or Variable from _______ to _______
13. Estimated enrollment: max. 15, of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: Each summer. Will this course be required for majors? No
15. Justification for new course: New initiative in international field instruction
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. No overlap.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date: 5-7-09
Department Chair/Division Director

Dean of Graduate School (when required) Date:

Approved by: [Signature] Date: 11-7-09
Dean

Chancellor/Vice-President Date:

University Enrollment Services Date:

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White.
Note to the Curriculum Committee

The following course proposal stems from a collaborative project with Prof. Rosa Tezanos Pinto of World Languages and Cultures. We plan to offer a new two-course summer field experience in the Caribbean beginning in summer 2010, designed to provide simultaneous instruction in the regional geography of the Caribbean (the course proposed here) and Hispanic language and culture (existing course S363). This project is supported by both department chairs and by Prof. Scott Pegg, advisor to the Liberal Arts international studies major. The I.U. Office of International Affairs has granted us $3000 to plan the field part of the course in May 2009, just after the deadline for presentation of new-course proposals for summer 2010. Since this new-course proposal must be presented to the Curriculum Committee before we visit the Dominican Republic in late May, the field portion of this sample syllabus is tentative. However, it will remain the same in all important aspects; I am familiar with almost all of the sites to be visited from approximately eight years of research experience in the Dominican Republic.

Please note that the syllabus presented here is specific to the Dominican Republic, where the course will first be offered. However, the title of the new course, "Landscapes and Cultures of the Caribbean," is phrased more broadly, because we expect to offer the courses in the future in Puerto Rico and Cuba, and because I hope to encourage future collaborations in the non-Hispanic Caribbean with other members of the SLA faculty. I am prepared to offer various versions of this new course because of my unusually extensive field experience in the Caribbean, including research in the Dominican Republic, Haiti and Cuba since 1993; three IU field courses in Cuba, 2000-2004; ability to speak Spanish, French and Haitian Creole; and three years of field work (2005-2007) throughout the Caribbean for the recently published book Caribbean Landscapes.
SAMPLE SYLLABUS
G363: LANDSCAPES AND CULTURES OF THE CARIBBEAN
THE DOMINICAN REPUBLIC
Summer I, 2010  Instructor: Tim Brothers
Office: CA 315  tel. 274-8877  e-mail: via Oncourse

General description

"Landscapes and Cultures of the Caribbean" is a field introduction to the physical and human geography of the Caribbean. This year we focus on the Dominican Republic, the eastern two-thirds of the island of Hispaniola. This is a course in regional geography, which means we will attempt to understand how multiple physical and cultural phenomena have combined to create the "place" called the Dominican Republic and, equally important, how this place functions in the broader context of the Caribbean and the wider world. Part of our attention will be directed to the physical landscape: patterns of climate, topography, hydrology, soils, and biota. We will, however, emphasize Dominican human geography: how diverse immigrant cultures (Taino, European, African, American, Asian, Antillean, Haitian) have produced present social patterns (class, ethnicity, religion, language, music) and landscape patterns (city structure, rural land subdivision, agriculture, and so forth). Such patterns will be considered not only within the Dominican but within the broader contexts of Hispanic and Caribbean geography.

G363 begins with two weeks of preparation at IUPUI, where students will attend eight lectures, complete assigned readings, and take an exam over both lectures and readings. At the same time, students will begin to collect information for a paper on some aspect of Dominican human geography. With this background, students will travel to the Dominican Republic for two weeks of intensive field study, comprising trips to sites of specific physical and cultural interest in the two major cities (Santo Domingo and Santiago), the Dominican countryside and the Haitian border. During these visits, students will attend presentations by local experts and talk directly with Dominicans of diverse backgrounds. A week after returning, students will take an exam over the field work, turn in the term paper, and make a brief oral presentation about the paper topic.

Eligibility

Eligible students must normally have an overall G.P.A. of 2.75 and have taken Geography 107 (introductory physical geography) and Geography 110 (introductory human geography) or the equivalent. If you have not had one or both of these courses, you must expect to do extra reading to fill in gaps in basic vocabulary and concepts.

Relation of this course to S363

G363 is taught jointly with S363, "Introduction to Hispanic Culture." Students with at the equivalent of two years of college Spanish are encouraged to take both courses. Those with insufficient Spanish may take only G363, but with the understanding that the two courses function together in the field, where much material will be presented in Spanish and then translated for those with insufficient Spanish. Even those with little Spanish will be encouraged to begin to learn some basic vocabulary, as part of the objective of cultural understanding.
Course materials

There is no single good text about the geography of the Dominican Republic, though we will use several chapters from *Dominican Cultures*, edited by Bernardo Vega (2007), and several essays from *Caribbean Landscapes*, by Brothers et al. (2008). The specific assignments are listed in the course outline below. These will be provided as photocopies or in digital format.

Course requirements

The course grade will be based on:

<table>
<thead>
<tr>
<th>% of grade</th>
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| First exam | 20  
| Second exam | 30  
| Written paper | 20  
| Oral presentation | 10  
| Participation (lecture attendance plus contribution to group field experience) | 20  

I apply the following minimum grading scale to individual assignments and the course as a whole.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>greater than 85%</td>
</tr>
<tr>
<td>B</td>
<td>76-85</td>
</tr>
<tr>
<td>C</td>
<td>61-75</td>
</tr>
<tr>
<td>D</td>
<td>50-60</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
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</tbody>
</table>

Policies and procedures

The basic policies for student comportment in IUPUI classes apply to this course. You are expected to attend all course activities, and you are responsible for turning in all assigned work on time. You are expected to do your own work, except on occasions where collaboration is specifically allowed. Incompletes are not generally given except in emergencies and only when you have completed 75% of the course work. In this course, there are additional rules specific to the field trip, which I will provide on a separate sheet and review during pre-trip meetings.

Relation to principles of undergraduate learning

G363 addresses most of the principles of undergraduate learning, but it particularly emphasizes integration of knowledge from distinct disciplinary approaches and ability to understand non-U.S. social and cultural perspectives. Geography is by nature interdisciplinary; you will see that understanding Dominican landscape and culture requires that you combine perspectives from both natural and social science. The emphasis on understanding of other societies and cultures perhaps seems obvious, but in this course you will gain a very different perspective on the U.S. itself from the one you are used to.
My own teaching philosophy

My main objective in teaching is to help students appreciate the natural and human diversity the world presents. This does not mean training professional geographers but training students to see the world through the analytical lens of geography, distinguishing the dynamic spatial patterns and interactions that give character to place. I try to present this diversity from perspectives different from those my students are used to, from outside Indiana and the United States, believing that they will learn more this way not just about the rest of the world but about themselves. I believe strongly in the value of international field experience (hence this course), but I believe, like Charles Darwin, that field observation has most value when informed by prior study, such as we will undertake before we leave for the Dominican Republic. I expect students to work hard in my courses (harder than many expect), because I want them to understand the sometimes complex processes that give order to landscapes. My philosophy of grading is simple and subjective: average work, judged from my long-term observations, deserves a C. Significantly better or worse than that deserves a B or D, and only exceptionally good or bad work receives an A or F.

Tentative course outline

1. IUPUI introductory lectures

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1   | Introduction to the course
Geological evolution and geomorphic environments of Hispaniola | Selections from *The Dominican Republic: A Country between Rain Forest and Desert*, Bolay |
| 2   | Climate
| 3   | Taino culture and landscape impact
Spanish colonization
Establishment of plantations and slavery | "The indigenous inheritance in Dominican culture," in *Dominican Cultures*, Vega |
| 4   | Historical and geographic differentiation of the modern Dominican state | "Modernization and change in the Dominican Republic," in *Dominican Cultures* |
| 5   | Dominican rural landscapes | "The hato and the conuco: the emergence of creole culture," in *Dominican Cultures* "Corporate sugar" and "Changing landscapes of coffee cultivation," in *Caribbean Landscapes* |
2. Field Trip

<table>
<thead>
<tr>
<th>Day</th>
<th>Site</th>
<th>Topics, activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arrival, Santiago</td>
<td>Historic center of Santiago</td>
</tr>
<tr>
<td>2</td>
<td>Santiago</td>
<td>Santiago and the Cibao as Dominican culture hearth</td>
</tr>
<tr>
<td>3</td>
<td>El Valle del Cibao</td>
<td>Landscapes of traditional agriculture and tobacco</td>
</tr>
<tr>
<td>4, 5</td>
<td>Samaná Peninsula</td>
<td>Afro-American settlement, Samaná Natural landscapes and human impacts in Los Haitises Karst Region and the Yuna delta</td>
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<tr>
<td>6</td>
<td>Puerto Plata, Sosua (North Coast)</td>
<td>The social impacts of tourism</td>
</tr>
<tr>
<td>7-8</td>
<td>Dajabón/Ouanaminthe (Haitian border)</td>
<td>Haitian-Dominican relations: The sister cities of Dajabón and Ouanaminthe; the massacre of 1937; Dominican frontier colonies</td>
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<tr>
<td>9</td>
<td>Jarabacoa, Constanza</td>
<td>Dominican hillslope agriculture: deforestation and hydrologic change</td>
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<tr>
<td></td>
<td></td>
<td>Economic change in the Dominican coffee zone</td>
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</tbody>
</table>
| 10-11 | Santo Domingo | The colonial city  
Herrera industrial free zone  
The poor barrio of Villa Mella  
Museo del Hombre Dominicano |
| 12 | La Romana | La Romana Plantation; Casa de Campo  
tourist zone; sugar *bateyes* and Haitian  
immigration |
| 13 | San Pedro de Macoris | Antillean sugar workers and *cocolo*  
culture |
| 14 | Departure |   |
Sources


Híchez Telleria, Julio. 2007. *Historia de la caña, el azúcar y el Central Boca Chica con sus bateyes*. Santo Domingo: s.n.


