

GEO 190: GLOBALIZATION IN THE CARIBBEAN

Winter term, general education special topic course proposal

Instructors

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To the General Education Council,

We are proposing a winter term, introductory-level field course entitled Geo 190: Globalization in the Caribbean (syllabus attached) and seek your approval. We designed this course to meet the general education, category D learning objectives. The objectives for category D courses are to:

- Use geographic tools (e.g. graphs, maps, data sets, models, etc.);
- Investigate interactions among individuals, sub-groups or states;
- Compare and contrast interactions among individuals, sub-groups or states; and
- Demonstrate an international perspective when examining the policies that individuals, sub-groups and states adopt under various scenarios of interaction

Scott and I have both supported senior-level undergraduate students taking geologic field courses at Curaçao. This course represents our first attempt to offer lower-level undergraduates the opportunity to visit Curaçao and learn about globalization, spatial interaction, and culture. Our proposed course meets the category D learning objectives in the following ways:

Obj. 1: Use of geographic tools (e.g. graphs, maps, data sets, models, etc.)

Many of the course readings will expose students to maps, data sets, and conceptual models. For example, in Jaffe's "Fragmented Cities: Social Capital and Space in Urban Curaçao and Jamaica," students are introduced to residents' "mental maps" (simplified mental schema) of Curaçaoan and Jamaican cities. Likewise in Rowntree et al.'s chapter from *Globalization and Diversity*, students are exposed to – and will be assessed on – interpreting both maps and social and economic data for the Caribbean region. Furthermore, we have developed two assignments that utilize Google Earth, a free software that allows users to explore imagery, terrain, boundaries and other geographic features in a digital environment.

Obj. 2 Investigate interactions among individuals, sub-groups or states

One of the main themes of this course is globalization; specifically, investigating the history and legacies of colonialism. Many readings will allow students to investigate the interactions between European colonists, slaves, and Sephardic Jews in both their historic and contemporary contexts. These readings will prepare students for visiting field sites that are selected specifically to highlight these interactions. Some examples of relevant field sites include: the 18th century Fort Beekenburg, a fort that was built by the Spanish, later controlled by the British and finally the Dutch; the Savonet Plantation and Museum, one of the oldest plantations on Curaçao and owned and operated by the vice director of the West Indian Company; and the Kura Hulanda Museum, which traces Curaçao's slave history, much of it with the U.S., and its legacy.

Obj. 3 Compare and contrast interactions among individuals, sub-groups or states

One of the main deliverables from this class is a field journal, which will contain students' formal and objective description of their daily activities and personal reflections on the activities of each day. Students will be regularly assigned to write reflections on specific experiences in order to facilitate comparative and contrasting interpretations and discussions. Furthermore, many of the quizzes that will be given prior to departure will require students to compare and contrast interactions, i.e. "Compare and contrast Curaçao's new political status with its prior political status within the Netherland Antilles."

Obj. 4 Demonstrate an international perspective when examining the policies that individuals, sub-groups and states adopt under various scenarios of interaction

This course effectively requires students to demonstrate an international perspective in order to succeed. For example, in order to interpret the Curaçaoan landscape, students must be able to recognize the influence of the Dutch colonial architecture as well as the incorporation of native and African design. Likewise, it is impossible to understand the role of the oil economy in Curaçao without attending to its colonial roots and the contemporary roles played by Venezuela, the U.S., and Europe.

GEO 190: GLOBALIZATION IN THE CARIBBEAN

Syllabus

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Course description:

This course combines a 7-day international field experience in Curaçao during the winter term (travel dates will be January 9 – 17) with 'local' coursework, which will prepare students for the experience, and assessments, which will evaluate students' learning progress in the field. A unique Caribbean entity, Curaçao is a constituent country of the Netherlands and offers an exemplary location to study the geography, origins, and contemporary issues related to globalization. Preparatory coursework will consist of readings, lecture, and discussions to familiarize students with the regional geography of the Caribbean, both in a historical and its current global contexts. Foci will be placed on the significance of Curaçao's location during the colonial and modern eras and Curaçao's contemporary pluralistic society. We will emphasize, for example, the Jewish, Spanish, Dutch and African histories of the island and the role of the slave trade. Contemporary social, political, and economic issues to be addressed include Curaçao's recent progress towards independence; its geopolitical relationships with Venezuela, the United States, and countries in Europe; its role in global trade and shipping; and its role in the global energy economy. Field sites have been selected to highlight these themes. Students will also be exposed to the tools and methods used by geographers, including geographic information systems, digital mapping, and global positioning systems, both in the classroom and in the field. Student learning will be assessed using a series of quizzes, discussion assignments, a presentation on a course topic in the field (peer teaching), a field notebook, and a final exam. The course fee is estimated to be \$1850 per student, plus tuition. Registration is with permission of the instructors. Winter term begins on Dec 17, 2012 and ends on Jan 18, 2013.

Mission statement for the Geography-Earth Science Department

The Geography-Earth Science Department at Shippensburg University is committed to student learning and personal development through innovative teaching, high quality field application, and use of geotechnology in all aspects of departmental programs. These commitments will deepen students' appreciations of Geography-Earth Science, encourage life-long learning, and enable majors to teach at the middle/secondary level, to enter a geography-earth science related professional career, or to pursue a higher degree.

General Education Learning Objectives:

Shippensburg University provides students with a general education that prepares them not only for their classes within their majors but most with "an awareness and understanding of the principles and intellectual skills associated with the disciplines contained in each category which are necessary for a comprehensive education and for a well-educated individual" (Shippensburg University Undergraduate Catalog 2011). This course is a category D general education course (the Political, Economic, and Geographic Sciences). Objectives for category D courses are:

- Use geographic tools (e.g. graphs, maps, data sets, models, etc.)
- Investigate interactions among individuals, sub-groups or states
- Compare and contrast interactions among individuals, sub-groups or states
- Demonstrate an international perspective when examining the policies that individuals, sub-groups and states adopt under various scenarios of interaction

Course structure and grading:

Student work and achievement will be assessed using the following tools:

- Five on-line quizzes (20 points each) and two on-line assignments, 10 points each, to be completed on D2L prior to departure (120 points)
- An oral presentation on a selected topic, to be given while we are on site in Curacao (30 points)
- A field journal, to be submitted upon our return (100 points)
- A final exam, to be completed upon our return (50 points)
- Total points: 300
- Bonus points can be earned, via leadership points, by exhibiting leadership.

Readings, on-line quizzes and assignments

Five on-line quizzes and two on-line assignments must be completed by **December 25**. Quiz contents will be based on several assigned readings. Some assignments will require the use of Google Earth software, which can be downloaded for free at <http://www.google.com/earth/index.html>.

- Quiz 1: Regional geography of the Caribbean
 - Assigned reading: Rowntree, L., M. Lewis, M. Price, and W. Wyckoff (2011). "Ch. 5 The Caribbean." From *Globalization and Diversity: Geography of a Changing World*. Prentice Hall: Boston.
- Assignment 1: Exploring the Caribbean via Google Earth
- Quiz 2: History of globalization in Curaçao
 - Assigned reading:
 - MacMullen, E.C. (2000). *Curaçao, Papiamentu, Slavery and the Sephardim: The Role of the Sephardim in the Establishment of Papiamentu*. Self-published: North Branford, CT.
 - Jackson, M. (1965). *Salt, Sugar, and Slaves: The Dutch in the Caribbean*. The James Ford Bell Lectures, Number 2.
 - Johnson, C.D. (2006). "Mary Prince's *History of Mary Prince, a West Indian Slave*." In *Labor and Workplace Issues in Literature*. Greenwood Press.
- Assignment 2: Exploring Curaçao via Google Earth
- Quiz 3: Social, political, and economic legacies of colonialism
 - Assigned reading:
 - Jaffe, R., A. de Bruijne, and A. Schalwijk (2007). "The Caribbean City: An Introduction." From *The Caribbean City*, R. Jaffe (ed.) Ian Randle Publishers.
 - Jaffe, r. (2007). "Fragmented Cities: Social Capital and Space in Urban Curaçao and Jamaica." From *The Caribbean City*, R. Jaffe (ed.) Ian Randle Publishers.
 - Dutch Antilles dissolves as two new countries created. Reuters. Oct. 10, 2010. <http://www.reuters.com/article/2010/10/10/us-caribbean-islands-idUSTRE69913J20101010>

- Quiz 4: Interpreting the Curaçaoan landscape
 - Assigned reading:
 - Fonk, H., N. Henriquez, R. van der Neut, and A. van der Woude (2004). *Curaçao: Dutch Caribbean Architecture and Style*. Curaçao Style Foundation.
 - World Heritage List Nomination for The Historic Area of Willemstad, inner city and harbor. July 11, 1996.
 - Allen, R.M. (2010) The Complexity of National Identity Construction in Curaçao, Dutch Caribbean. *European Review of Latin American and Caribbean Studies* 89: 117-125.
- Quiz 5: Energy, environment, and globalization
 - Assigned reading:
 - Jaffe, R. (2008). "Conflicting Environments: Negotiating Social and Ecological Vulnerabilities in Urban Jamaica and Curaçao." In *Development in Place: Perspectives and Challenges* J.C.M. van Santen (ed). Aksant: Amsterdam.
 - Refineria di Korsou N.V. (2009). History – The Beginning, History – New Era, and Future Development. <http://www.refineriadikorsou.com/main/history1.aspx>
 - Grainger, S. (2012). Caribbean Island Curaçao Faces Oil Refinery Dilemma. *BBC News*. 13 March 2012. <http://www.bbc.co.uk/news/world-latin-america-17290626>
 - McFadden, D. (2012). Curaçao Oil Spills Fouls Island's Shore, Threatens Flamingos. *Huffington Post*. 27 August 2012. http://www.huffingtonpost.com/2012/08/29/curacao-oil-spill-threats_n_1839447.html
 - Aqualetra: The Curaçao Water and Power Company. History of Water and Electricity. <http://www.aqualetra.com/en/about-aqualetra/history-of-water-and-electricity>
 - All about Aqualetra. *Curaçao Chronicle*. <http://www.curacaochronicle.com/tag/aqualetra/>

Oral presentation

All students must give an oral presentation while we are in the field. Many of these presentations will be given at a specific field site and should 1) give a description of the site (including history and geography); 2) describe the site's main significance; 3) initiate group discussion. Audio-visual materials are not required; rather students are expected to gain enough expertise about a particular site so that they can speak about the site authoritatively to the group in the field. A detailed outline or paper of the presentation must be submitted on-line by **January 1** so that Drs. Jantz and Drzyzga can review the content and provide feedback prior to departure.

Field journal

In this case, your field journal should contain a formal and objective description of your daily activities, including any data collected, photos taken, field sketches, notes, etc. Field journals also record your personal reflections on the activities of each day. Occasionally, you may be asked to write reflections on a particular activity or experience. Your field journal should be organized according to specific guidelines, which will be provided to you in a separate handout. Note that your field journal is the primary deliverable for this course; this should be both a creative and an academic endeavor. Your field journal will be submitted to Drs. Jantz and Drzyzga upon return to Shippensburg.

Final exam

The final exam will be an on-line exam that will assess your experience in the class, and your progress toward meeting the general education course objectives. The final exam will be due on January 18, 2013

Bonus leadership points

Field courses present students with numerous opportunities to exhibit leadership. These opportunities will range from active and constructive participation during class discussions; taking initiative to assist instructors or other students with field activities, organizing and performing house- or field site-cleaning duties, etc.; your willingness to deal with challenges and uncertainties in the field; your willingness to engage local people in conversations; the depth of your knowledge and preparedness and your willingness to share that knowledge; your ability to work as part of a team.

Academic Integrity:

We expect your work in all facets of this course to adhere to University and Geography Earth-Science Department standards of academic honesty. If you are unfamiliar with University policies regarding such matters, please review the Academic Dishonesty and Plagiarism sections at the following web page:

<http://www.ship.edu/catalog/>. Note that academic dishonesty includes but is not limited to:

1. Submitting another student's work as your own; also providing another student with your work.
2. Bribing or attempting to bribe, faculty or staff personnel in order to attain an unfair academic advantage.
3. Possessing course examination materials prior to administration of the examination by the instructor without the instructor's consent.
4. Using unauthorized materials or devices such as crib notes during an examination.
5. Providing and/or receiving unauthorized assistance during an examination.
6. Using a substitute to take an examination or course.
7. Allowing others to conduct research for you or prepare your work without advance authorization from the instructor, including, but not limited to, the services of commercial term paper companies.
8. Intentionally and without authorization falsifying or inventing any information or citation in an academic exercise, such as making up data in an experiment or observation.

As stated in the student handbook, plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism and I will make every effort to discourage it, including using plagiarism detection software on D2L. Plagiarism is the unacknowledged use of another writer's own words, facts, ideas, or other materials in your own writing. When other writers' words or materials—even short phrases or specific terminology—are used, you should put these words inside quotation marks and you should then cite the source of the quotation either in the text of your writing or in footnotes. When the ideas of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or in footnotes. Citations should also be made for borrowing from media other than printed texts, such as websites, lectures, interviews, broadcast information, or computer programs.

Failure to adhere to these academic honesty policies will constitute an alleged instance of academic dishonesty, and I will pursue resolution through the Dean of Students. For first-time offenders, documentation of the offense will be placed in your confidential student file; second offenders typically are expelled from the university.