

GEO 190: Globalization in the Caribbean

Instructors

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Course materials are available on D2L

Course description:

This course combines a 7-day international field experience in Curaçao during the winter term (travel dates will be January 10 – 18) 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, each described in detail below:

- Five on-line quizzes (20 points each) to be completed on D2L prior to departure (100 points)
- One map-making assignment in Google Earth (20 points)
- One collaborative assignment, using global shipping data and Google Earth, to be completed prior to departure (25 points)
- An oral presentation that will focus on regional interactions (150 points)
- A field journal, to be submitted upon our return (100 points)
- Total points: 395
- Bonus points can be earned via leadership points.

Readings and on-line quizzes

Quiz contents will be based on several assigned readings. All readings are available on D2L and due dates for quizzes are noted.

- Quiz 1: Regional geography of the Caribbean – Due by **December 25**
 - 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.
- Quiz 2: History of globalization in Curaçao – Due by **December 25**
 - 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.
 - Optional reading:
 - 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.
- Quiz 3: Social, political, and economic legacies of colonialism – Due by **January 31**
 - 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.
 - Cleland, H.F. (1909) Curacao, a losing colonial venture. *Bulletin of the American Geographical Society* Vol. XLI (3): 129 – 138.

- Dutch Antilles dissolves as two new countries created. Reuters. Oct. 10, 2010. <http://www.reuters.com/article/2010/10/10/us-caribbean-islands-idUSTRE69913J20101010>
- Allen, R.M. (2010) The Complexity of National Identify Construction in Curaçao, Dutch Caribbean. *European Review of Latin American and Caribbean Studies* 89: 117-125.
- Optional reading:
 - Jaffe, R. (2007). “Fragmented Cities: Social Capital and Space in Urban Curaçao and Jamaica.” From *The Caribbean City*, R. Jaffe (ed.) Ian Randle Publishers.
- Quiz 4: Interpreting the Curaçaoan landscape - Due by **January 31**
 - 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.
- Quiz 5: Energy, environment, and globalization - Due by **January 31**
 - 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/>

Assignments

There will be two assignments that will require the use of Google Earth software. The latest version, version 7, can be downloaded for free at <http://www.google.com/earth/download/ge/agree.html>. These assignments will be described in full via handouts.

- Assignment 1: The Caribbean Diaspora – Due **December 25**
- Assignment 2: Global Shipping Linkages – Due **January 31**

Oral presentations

To begin, each student will be assigned one of four regions (U.S./North America; Netherlands/Europe; Africa; Venezuela/Caribbean/Latin America). The objective of this assignment will be to investigate how Curacao has been influenced, influences, or otherwise interacts with these regions. For the first part of this assignment, you will conduct research and assemble a PowerPoint presentation based on the information you assembled. You will

prepare this presentation and submit a draft of it to D2L by **January 5**. This draft will be worth 25 points. Drs. Drzyzga and Jantz will review this first draft and provide you with feedback prior to arriving in Curacao. While in Curacao, you will spend the first several days in the field, using your field journal and digital camera to record observations. At every site you should be looking for evidence of regional interactions, and during the week you should be updating your presentation to reflect these new observations. Near the end of the week (last day or next to last day in Curacao), each of you will give an oral presentation to all the students and professors on regional interactions between Curacao and your assigned region. This first assignment will be worth 50 points.

Back in Shippensburg, you will revise your presentation based on our feedback, and present your findings a second time in a symposium on campus. This presentation will be worth 75 points. Please note that this second presentation would take place after the official end of the winter term, so the following will occur: All students will receive students a "Q" grade. This is a deferred grade that we will update with your final grade after the second presentation is complete. A "Q" grade does not affect your GPA. The time and date of the symposium will be set based on student and faculty availability.

Field journal

Your field journal will play a critical role in your success, for it will contain a permanent record of each place visited, interview conducted, or activity spent as well as data collected, notes about data collected, notes about photos taken, sketches, etc. Field journals are also used to record personal reflections on the people, places, or activities of the day. Frequently, you will be asked to consult your field journal before writing a reflection on a particular experience. Your field journal will be organized according to the guidelines expressed by Lewis S and Mills C (1995) "Field notebooks: A student's guide," *Journal of Geography in Higher Education*, 19(1): 111-114 on D2L. Your field journal is one of the main deliverables for this course; it is to be submitted to Drs. Jantz and Drzyzga upon return to Shippensburg.

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.