

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LAC 225
Course Title	History of the Dominican Republic
Department(s)	Latin American and Latino Studies
Discipline	Latin American and Latino Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Dominican history from pre-Colombian times to the present. The different socio-economic trends involved in the formation of Dominican society, as well as the prominent role played by foreign powers.
Special Features (e.g., linked courses)	Cross-listed with HIS 225.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
 US Experience in its Diversity Scientific World
 Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
A. English Composition: Six credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Work with traditional sources of information and modern sources such as social networks, music, literature, comics, and AI (Chat GPT).	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
Developing and expanding the critical thinking through the class discussion, oral presentations, and writing exercises.	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
Assignments including weekly discussion board, Reflexive Journals and Final Project will present an opportunity for producing written and oral arguments with evidence to support them.	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
<ul style="list-style-type: none"> Gather knowledge about the Hispaniola and the Dominican Republic from the late 15th Century to the early 20th Century. 	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
<ul style="list-style-type: none"> Understand the historical, social, economic, and geo-political processes that have shaped modern-day Dominican Society and Culture. 	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
<ul style="list-style-type: none"> Students with appropriate language skills will discuss and/or read primary sources in Spanish 	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.



Syllabus – Spring 2024
Course and Instructor Information

Course Title: LAC 225/HIS 225/LEH 354 **Dominican History I**

Format: Hybrid: Online & In Person

Professor: Glorimarie Peña Alicea

Email: glorimarie.pena_alicea@lehman.cuny.edu

Classroom:

Office Hours: Mon & Wed. 2:30-3:30pm
online by appointment

Course Description

The historian Frank Moya Pons introduces the third edition of his book *The Dominican Republic. A National History* (2010) proposing that the Dominican Republic is one of the least studied countries in the Latin America and Caribbean regions. This idea could be opposed to how in the present and in a globalized world, people consumes the Dominican culture through social media (Instagram and Tik Tok), sports (Baseball), and music (bachata and dembow). Although the Dominican Republic is now recognized across the world, do we really understand the complexities of the Dominican Republic, the first nation of the so called “New World”?

This course focuses on key historical events that conforms the history, culture and society of the country from the Taíno’s Society (1492) until the first occupation of the Dominican Republic and the Rise of Trujillo (1930).

Course Objectives

- Gather knowledge about the Hispaniola and the Dominican Republic from the late 15th Century to the early 20th Century.
- Understand the historical, social, economic, and geo-political processes that have shaped modern-day Dominican Society and Culture.
- Developing and expanding the critical thinking through the class discussion, oral presentations, and writing exercises.
- Work with traditional sources of information and modern sources such as social

networks, music, literature, comics, and AI (Chat GPT).

CUNY Policy on Plagiarism and Academic Integrity

The CUNY Academic Integrity Policy reads as follows:

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list: Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source. Presenting another person's ideas or theories in your own words without acknowledging the source. Using information that is not common knowledge without acknowledging the source. It is also plagiarism to copy the work of your peers in the Discussion Board.

The CUNY Policy on Academic Integrity also reads:

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student.

For further information about CUNY Academic Integrity go to:

<http://www.lehman.edu/provost/documents/academic-integrity.pdf>

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

Course Requirements

We will be using my book *The Dominican Imaginary: Surveying the Landscape of Race and Nation in Hispaniola*, Rutgers University Press, 2016. You can purchase the book at the Lehman Bookstore. You can also check at Amazons for cheaper prices. There is also copies of the book at the Lehman Library Reserved Desk. If you have a New York Public Library Card, you can upload the book. Other reading materials will be posted in Blackboard.

Course Requirements and Evaluation Criteria

Course Components	Weight
Active Participation	15%
Weekly Discussion Board	15%
Reflexive Journals (x5)	10%
Presentation	10%
Midterm Exam	20%
Project Proposal	10%
Final Project	20%
100%	

Summary of Course Components:

Active Participation

Students are expected to participate in all class meetings (online and in person). Since this course only meets six times in person during the semester, after the third unexcused absence, the instructor will decide how this is affecting your participation and your final grade will be lowered.

Criteria for class participation are:

- Reading and preparing the work for class as determined by the instructor.
- Actively participating in class activities by making comments, asking questions, showing enthusiasm in activities.

Discussions will give you the tools to understand the texts we will work on, but also the tools to improve your writing skills and fulfill the written assignments.

Weekly Discussion Board

Each week (with the exception of the week of Midterm and the week of Finals), students are required to participate in online discussions related to the learning modules by responding to the questions posted in the Discussion Board by the instructor and commenting on 2 classmates' responses. Online Discussions aim to fulfill several objectives: help students improve analytical skills, learn from the ideas of others, broaden our understanding of the topics explored, and

create and foster an online community. **Please note that discussion responses are worth 15% of your final grade.**

Discussion Response Guidelines:

Individual responses should be **between 200- 250 words** (about 1 page double-spaced) and responses to classmates' posts should be around **50 words each**. Be sure to cite one of the weekly texts or films. Optionally, you may wish to cite other sources, such as press articles and academic journals to bolster your own ideas, make comparisons, question and/or relate a topic or idea to the ideas of others and current events. If you make use others' ideas, **you must refer to these source(s)**. Be sure to use the Chicago Manual of Style:

https://www.chicagomanualofstyle.org/home.html?_ga=2.67204564.499740680.1706036842-1225708622.1706036842 or other citation guides, such as MLA. Initial responses are on

Mondays and responses to classmates' posts are due on Fridays at 11:59pm.

Reflexive Journals

Students will complete a total of 5 reflexive journals (1 page). Students will be free to choose to write their reflection about the module of the preference. This reflection must be turned in on Friday before the module discussion.

Presentation

In pairs, students will give a 15 minutes oral presentation throughout the semester. This presentation will focus on the modules readings.

Midterm Exam

The midterm exam will consist of three questions. Students will choose one of them and will have one week to write an essay and complete the exam by themselves.

Final Project

Students will develop a final project (documentary, essay, podcast, Tik Tok, performance, play, etc.) addressing any topic related to the History of The Dominican Republic from the late 15th Century to the early 20th Century. The project proposal should include:

- Title (Main Topic)
- Proposal o Main Idea
- Abstract (100-200 words)
- Plan of action
- Bibliography (MLA)

Course Schedule

(Subject to change)

Week 1 (January 26th): Introduction to the Course (**In person**)

1. What is History? EH Carr
2. *The Dominican Republic. A National History* Frank Moya Pons (Introduction)

Discussion Board #1 What is History? 250-500 words
Course Expectations 100 words

Week 2 (February 2nd): Taínos and Europeans: The Beginnings of the “New World” (**In person**)

1. Frank Moya Pons, *The Dominican Republic: A National History*.
2. *Diario de Colón/ Christopher Columbus’ Journal*
3. “The People Who Greeted Columbus”, Irving Rouse in *The Dominican Republic Reader* pp.11-16.
4. Religion of the Taíno People, Ramón Pané in *The Dominican Republic Reader* pp.17-24.

Digital Intervention: Pueblo Arawako Karibeño (Instagram: Tainostudies)

Discussion Board #2 Discovery or Colonization? 250-500 words
Presentation #1

Week 3 (February 9th): Blackness and Slavery (**In person**)

1. Founding Santo Domingo in *The Dominican Republic Reader* pp.40-41.
2. Criminals as Kings in *The Dominican Republic Reader* pp.50-51
3. The Slave Problem in Santo Domingo in *The Dominican Republic Reader* pp.65
4. The Genesis of Blackness in *The Dominican Republic Reader* pp. 4-5
5. The Spreading of Blackness: The Fall of the Plantation in *The Dominican Republic Reader* pp. 8-10
6. Lemba and the Maroons of Hispaniola in *The Dominican Republic Reader* p.66-67

Digital Intervention: Junta de Prietas: 12 de octubre: Nada que Celebrar

Discussion Board #3
Presentation #2

Week 4 (February 16th): Pirates and Buccaneers (**Online**)

1. [Francis Drake Sails Around the World](#)
2. Francis Drake’s Sacking of Santo Domingo pp.68-72 in *The Dominican Republic Reader*
3. [Francis Drake’s Sack of Santo Domingo: A Case of Terrorism?](#)

Discussion Board #4
Presentation #3

Week 5 (February 23rd) The Haitian Revolution (Online)

1. The Haitian Revolution, *The Dominican Republic. A National History* pp.91-98.
2. The Haitian Revolution, *The Caribbean. A History of the Region and Its People* pp. 273-289.
3. Toussaint's Conquests in *The Dominican Republic Reader* pp. 118-121

Discussion Board #5

Presentation #4

Week 6 (March 1st) Haiti in the DR and Independence (Online)

1. The Haitian Domination, *The Dominican Republic. A National History* pp.117-138
2. Separation from Haiti and Independence, *The Dominican Republic. A National History* pp.143-143

Discussion Board #6

Presentation #5

Week 7 (March 8th) Caudillos and Annexation Desires (Online)

1. The Caudillo of the South, Buenaventura Báez in *The Dominican Republic Reader* pp.146
2. In the Army Camp at Bermejo, Pedro Francisco Bonó in *The Dominican Republic Reader* pp.149
3. The War of the Restoration, Carlos Vargas in *The Dominican Republic Reader* pp.154
4. Spanish Recolonization: A Postmortem, US Commission of Inquiry to Santo Domingo in *The Dominican Republic Reader* pp. 156
5. Making the Case for US Annexation, Ulysses S. Grant in *The Dominican Republic Reader* pp.158
6. Dominican Support for Annexation, US Commission of Inquiry to Santo Domingo in *The Dominican Republic Reader* pp.161
7. Opposition to US Annexation, Justin S. Morrill in *The Dominican Republic Reader* pp.169
8. Ulises "Lilis" Heureaux, Américo Lugo in *The Dominican Republic Reader* pp.183

Discussion Board #7

Presentation #6

Week 8 (March 15th) Midterm Exam and Proposal (Asynchronous)

Week 9 (March 22th) The Dominican Republic as an U.S. Protectorate? (Online)

1. Towards a US Protectorate, *The Dominican Republic. A National History* pp.279-295

Discussion Board #8

Presentation #7

Week 10 (March 29th) No Class

Week 11 (April 5th) Juan Isidro Jimenes and the USA

1. The Collapse of Sovereignty, *The Dominican Republic. A National History* pp. 305-312.

Discussion Board #9

Presentation #8

Week 12 (April 12th) The Idea of the Nation I

1. Street People and Godparents, Luis Emilio Gómez Alfau in *The Dominican Republic Reader* pp. 193
2. From Paris to Santo Domingo, Francisco Moscoso Puello in *The Dominican Republic Reader* pp. 195
3. Public Enemies: The Revolutionary and the Pig, Emiliano Tejera in *The Dominican Republic Reader* pp. 201
4. The "Master of Décimas," Juan Antonio Alix in *The Dominican Republic Reader* pp. 205
5. Barriers to Progress: Revolutions, Diseases, Holidays, and Cockfights, Pedro Francisco Bonó in *The Dominican Republic Reader* pp. 209

Discussion Board #10

Presentation #9

Week 13(April 19th) The Idea of the Nation II (In Person)

1. Food, Race, and Nation, Lauren Derby in *The Dominican Republic Reader* pp. 212
2. Tobacco to the Rescue, Pedro Francisco Bonó in *The Dominican Republic Reader* pp.215
3. Patrons, Peasants, and Tobacco, Michiel Baud in *The Dominican Republic Reader* pp 217
4. Salomé, Salomé Ureña de Henríquez in *The Dominican Republic Reader* pp. 225
5. The Case for Commerce, 1907, Dominican Department of Promotion
6. and Public Works in *The Dominican Republic Reader* pp. 231

Presentation #10

Week 14 April 26th) No Class

Week 15 (May 3rd) Final Projects Presentations (In person)

Week 16 (May 10th) Final Projects Presentations (In person)