



ENGAGE. EXPERIENCE. EMBRACE. EDUCATE.

## Study Center in Bonaire, Caribbean

<b>Course name:</b>	Cultural and Environmental History of Bonaire
<b>Course number:</b>	ECOL 3002 BONA
<b>Programs offering course:</b>	Tropical Marine Ecology and Conservation
<b>Language of instruction:</b>	English
<b>Semester Credits:</b>	2 Semester/3 Quarter
<b>Contact Hours:</b>	30
<b>Term:</b>	Spring 2017

### Course Description

This course seeks to introduce students to the variety of cultures and languages of the Caribbean island of Bonaire and to understand what it means to be “Bonairean”. Bonaire’s multicultural heritage and epic cultural and environmental history are explored from prehistory through the present. The early part of the course focuses on learning Papiamentu, an Endangered Language, and studying the origin(s) and current status of the language. Speaking Papiamentu shows respect for the culture and opens doors to exploration of culture and environment on Bonaire that are incomparable to readings, movies and other forms of pedagogy. The interplay between language and culture is examined; followed by the environmental and cultural changes in Bonaire from pre-history through the present, including an examination of Bonaire’s indigenous roots, the impacts of colonization, slavery, the salt industry, and post-colonial identity. A strong conservation ethic has been developed on the island of Bonaire, yet present day environmental and cultural challenges are pervasive. Bonaire’s ongoing social, political and environmental issues will be examined to deepen insights into the interplay between culture and environment. Topics include: the islands’ geological origin, endangered habitats and species, slavery, cultural identity, politics, music, and natural resources. By the end of this course, students will gain a greater appreciation for and knowledge of Bonaire’s diverse history, people, religion, culture, and environment.

### Learning Objectives

Upon completion of the course the students will:

- Gain an understanding of the current political position of Bonaire and its relationship with the former Netherlands Antilles and The Netherlands.
- Gain experience speaking Papiamentu and understanding the roots and nature of the language.
- Have individually experienced the environmental and cultural diversity of the island.
- Be familiar with areas of cultural and environmental significance.
- Develop an understanding of the unique interplay between language, culture and environment that has differentiated Bonaire.
- Be able to relate how, when and why the composition of people on the island has changed over the past 500 years.
- Be familiar with the importance of Bonaire’s environmental and cultural history regarding its present leadership role in environmental protection.
- Be able to relate how Bonaire’s culture(s) differs from their own and other cultures.
- Gain an understanding of the environmental issues currently affecting lives on the island.
- Have created a semester project that was based on group work with their colleagues that resulted in a successful presentation to the local community.



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### **Course Prerequisites**

None

### **Methods of Instruction**

Course content is delivered through a combination of lectures, excursions, guest lectures, assigned readings, movies, classroom activities and group discussions. Course grades are comprised of participation, assignments, and a semester project that will be presented in a public session usually during the last week of the program; depending on the project(s).

### **Assessment and Final Grade**

Below is the breakdown of the basis for final grades, which are partially dependent on participation and attendance (including active engagement in classes, Papiamentu lessons, and field trips). During field trips and guest lectures, we expect that you be respectful of the invited guests/specialists/guides/lecturers and of the culture in general. **Disrespect will not be tolerated.** Additionally, reflection, papers, classroom activities and assignments and a semester cultural or environmental project (including the event, presentation and paper) will make up the balance of the grade. Please email all written assignments to both Astrid Verstappen and the CEHB Intern(s), unless otherwise specified.

1. Participation:	100pts
2. Respect/Attitude:	100pts
3. Papiamentu Lessons:	200pts
4. Reflection Papers:	200pts
5. Assignments:	100pts
6. Project Presentation	150pts
7. <u>Project Paper</u>	150pts
<b>Total 1000pts</b>	

### **Course Requirements**

Lectures, readings, discussions, field trips, active learning in the classroom and independent work are fundamental components of the course therefore, students are expected to fully participate in classes and field trips and complete all reading and assignments prior to class meetings. **Readings, movies or documentaries, and other assignments are integral to the course and will be assigned at least a week in advance.**

### **Academic Honesty**

Students are expected to adhere to CIEE Research Station Bonaire's Academic Honesty Policy. Students found violating the conditions of academic honesty are subject to receiving a "F" for the course. The violation will also be reported to the Director of CIEE Research Station Bonaire and may be documented on your permanent record at your home institution.

### **Assignments**

Submit assignments via e-mail, or as instructed. Electronic assignments should have the student name and the assignment included in the filename (e.g. *John\_Doe\_Research\_Proposal.doc*). Unless instructed otherwise, assignments must be done individually. Assignments that are turned in late will be penalized with a 10% reduction per day, i.e. an assignment turned in one day late will be graded out of 90%.



### **Reflection Papers**

Reflection papers should be 1 page, single-spaced and are usually due one week after the activity by midnight. The reflection paper should show personalization of the experience and describe expectations, thoughts, or ideas generated through the activity. The paper should be organized into an introduction, body and conclusion. Grades will be based on content (50%), clarity/organization (25%), and grammar (25%). Reflection papers for movies/documentaries normally have a topic assigned (check the course schedule).

### **Semester Project**

Early in the semester, students will agree as a group on a project that will include a public forum of some type to present the projects (e.g. poster session on individual topics, oral presentations of individual projects) or the forum may be the project (e.g. Ocean Awareness Festival, Children's Festival). The project will culminate at the end of the semester and will be accompanied by a brief paper (4 – 6 pages) on the topic presented. Papers are due on Friday of Week 13 at 5 pm.

### **Papiamentu**

Preparations for Papiamentu classes require listening to a crash course on cd, studying the course booklet and class notes. There will be quizzes, a skit/performance in Papiamentu (working in pairs) and a final test.

### **Grading**

Grading of individual projects presented in a public forum

(300 points): Project presentation (150 pts)

- Delivery (25%), background (10%), content/knowledge (15%), design/appearance (25%), clarity (10%), importance (15%)

Project paper (150 pts)

- Structure (intro with background, body with analysis, conclusions) 60%; clarity/logic (10%), grammar (10%); format (10%); support (references if research based) (10%)

Grading of a group project with individual components

(300 points): 100 points for the event – all students receive the same score

- Teamwork/Organization (40%); Knowledge/Content & Creativity (40%); Interaction with public (20%)

100 points – 2 papers (analysis of the group effort and analysis of their individual effort) 100 points for their individual contribution

50 points peer evaluation (Time, Effort, Teamwork, Creativity, Quality) and 50 points instructor evaluation (Knowledge/content/creativity, Public interaction, Teamwork)



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## **Weekly Schedule**

Due to the nature of this course, the schedule may be subjected to changes. For an updated schedule, check Google Calendar, which is posted on the website, [www.cieebonaire.org](http://www.cieebonaire.org).

<b>Week 1</b>	<b>Orientation Week</b>
Monday	South Island Field Trip – Reflection
Tuesday	North Island Field Trip
Thursday	Papiamentu Lesson #1 – Thursday night class 8-9pm
Friday	Class – Introduction to CEHB (syllabus, meeting times, expectations) Field Trip – Landfill/Sewage ditches/Lagun – Reflection paper due next Friday
Saturday	Washington Slagbaai National Park Field Trip – Bring snorkeling gear Reading (Fouse, 2002, 1-35) – Intro
<b>Week 2</b>	<b>Language &amp; Culture</b>
Thursday	Papiamentu Lesson #2 Assignment Listen to lessons 1-4 – Papiamentu Crash Course CD Reading (Fouse, 2002, 36-55) – Spanish & Dutch Due Reflection – South Island Field Trip (Tuesday) Reflection – Landfill/Sewage ditches/Lagun (Friday)
<b>Week 3</b>	<b>Language &amp; Culture</b>
Thursday	Papiamentu Lesson #3
Friday	Documentary: Children of the Wind – Reflection topic: what question(s) did watching the documentary generate about 1) Being Bonairean or 2) The sub-culture of windsurfing? Why is/are these question(s) important to you? Reading (Fouse, 2002, 57-77) – Dutch Slavery & Emancipation
<b>Week 4</b>	<b>Present day Environment, Culture, &amp; Language</b>
Thursday	Papiamentu Lesson #4
Friday	Class – Language & Culture; classroom activity – based on Readings 1, 2, & 3 – The Story of Papiamentu by Gary Fouse Caves lecture and field trip – Reflection Reading (Haviser, 1991, Chapter 13) Due Reflection – Children of the Wind
<b>Week 5</b>	<b>Pre-History</b>
Thursday	Papiamentu Lesson #5
Friday	Class – The First Bonaireans – Classroom activity based on the reading Due Reflection – Caves field trip
<b>Week 6</b>	<b>Cultural Awareness</b>
Thursday	Papiamentu Lesson #6
Friday	Class – Hidden vs. Visible Culture Assignment Obvious/Curious Photos



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- Week 7**  
Friday  
**Cultural identity in the context of what it means to be a Bonairean**  
Class – Discussion of Obvious/Curious photo assignment Field trip – Walking tour of Rincon & dinner at local restaurant  
Assignment Movie – Amistad – Reflection topic: What question(s) did watching the documentary generate about 1) Slavery in the Caribbean or Bonaire? Why is/are the question(s) important to you?  
Reading (Davis, 2006, 12-26 & 103-123) – Chapters 1 & 5
- Week 8**  
Friday  
**Slavery in the Caribbean**  
Discussion & classroom activity – Movie review Amistad (group work) Field trip – Mangazina di Rei  
Assignment Movie – BBC Motherland: A Genetic Journey  
Reading (Prince, 1831, 24) – Reflection paper What does your lineage mean to you? Due next Friday
- Week 9**  
Friday  
**Post Emancipation**  
Class – Caribbean roots lost?  
Assignment Movie – Black in Latin America – Haiti and Dominican Republic: An Island Divided by Henry Louis Gates Jr. – Reflection topic: Where do Bonairean's fall on the continuum from rejecting African roots to embracing them?  
Due Reflection – The History of Mary Price, a West Indian slave
- Week 10**  
**Present Day Cultural Identity in Bonaire**  
Friday Class – Caribbean identities found? Debate – Bonaireans – Reject or embrace African roots?  
Due Reflection – Black in Latin America – Haiti and Dominican Republic: An Island Divided
- Week 11**  
**Project**
- Week 12**  
No class – Publication week
- Week 13**  
Semester Project(s)  
Thursday CEHB Project Presentations/Discussion; Project papers due



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## **Readings**

Davis, David. *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. Oxford: Oxford University Press, 2006. Print

Fouse, Gary. *The Story of Papiamentu: A Study in Slavery and Language*. Lanham: University Press of America, 2002. Print.

Haviser, Jay. *The first Bonaireans (Reports of the Archaeological-Anthropological Institute of the Netherlands Antilles)*. Curaçao: Archaeological-Anthropological Institute of the Netherlands Antilles, 1991. Print.

Prince, Mary. *The History of Mary Prince, a West Indian Slave. Related by Herself. With a Supplement by the Editor. To Which is Added, the Narrative of Asa-Asa, a Captured African*. London: F. Westley & A.H. Davis, 1831. Print.