Orientation

This course will introduce the Puerto Rican "world" of the island homeland and the immigrant communities in the U.S. Colonial subjects of Spain for nearly four centuries, the people of the Caribbean island of Puerto Rico were forcibly incorporated into the U.S. orbit during the Spanish-Cuban-American War in 1898. Since then, proximity to the U.S. in physical, economic, and political terms has profoundly touched people's lives, in some ways eroding, but in others reinforcing, their inherited sense of community and nationhood. After World War II, massive emigration to the United States opened a new chapter in the colonial story. While the locus of power would seem to have changed after the emigration of so many, the basic features of the original colonial equation have actually remained the same; in some respects, they have only become more acute.

The course will employ perspectives and materials from several disciplines--History, primarily, but also the Social Sciences, Literature, Music, and Art -- to explore the ways in which colonialism, race, gender, modernization, resistance, and cultural identity and nationalism are interwoven in the contexts of the Island and of diasporic communities in the U.S..

Format

Lectures, discussions, guest lectures, and films.

Exams

A mid-term (Thu., Mar. 5, during class) and a final (Wed., May 13, 5:05 p.m.). Examinations will consist of identification items and essay questions, selected from a list distributed in advance of the exam date.

Laptop policy

Laptop computers are only permitted in class with their WiFi capability in the OFF mode (as if you were on an airplane). If you cannot turn off the WiFi function, then you cannot bring the computer to class. Failure to observe this rule will result in points taken off your class participation grade.

Intellectual honesty

In all your courses at the University of Wisconsin-Madison you are bound to observe common-sense rules of intellectual honesty. The essential principle is to avoid taking the ideas or words of others without giving them proper credit. Plagiarism is the act of not giving credit—whether using the actual words or even just the ideas of another person. There are strict rules that govern
the use of someone else’s work. A useful guide may be found on this page of the University of Wisconsin’s Writing Center’s website:

http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

**Papers**

**The first paper** is 3-5 pages in length and will address a question about the social processes underlying the U.S. occupation and takeover of Puerto Rico in the aftermath of the Spanish-Cuban-American War of 1898. You will receive an informational handout about this assignment during the second week of the semester.

The **second paper**, 7-10 pages in length, will address a clear, coherent, and significant question about contemporary Puerto Rico or the Puerto Rican communities in the U.S. mainland. You will frame your question to address one of the following general topics:

- Women and colonialism in Puerto Rico and/or in Puerto Rican communities in the U.S.;
- Dependent industrialization;
- Culture and identity among Puerto Ricans, whether mainland-resident, trans-territorial, or island-resident folks; or
- The legal/constitutional or international dimensions of the Puerto Rican status issue.

For each of these topics, the instructor will identify a few primary and secondary sources, which you are expected to use extensively in your analysis. These are meant to be suggestive, not exhaustive; it will be up to you to obtain additional sources. For this second paper, you will submit on **Thursday, April 9**, a one-page statement of the problem on which you are researching and writing. In this assignment you will identify the central question or problem and will present a provisional hypothesis about its resolution. You will also briefly identify, in the form of an annotated bibliography, the sources you will be using and referencing in the paper. The bibliography should consist of a minimum of two pages (in addition to the statement of the problem).

**Papers are due on Thursday, February 12 (Paper # 1) and Thursday, May 7 (Paper # 2).**

**Final Evaluation**

The final grade will be calculated according to the following distribution:

- Mid-term examination (20%)
- Final examination (20%)
- Paper 1 (10%)
- Paper 2 (30%, divided as follows: 10% for statement of problem and bibliography; 20% for final paper)
- Class contributions, including weekly reaction paragraphs (20%)

Total: 100%
Textbooks and Other Readings

For each week’s readings, you will submit a one-paragraph reaction “paper” no later than Monday at 1 p.m. of the week the reading is due. To submit the paper, you will drop it in this course’s Learn@UW account. You will receive instructions on how to do this the first week of classes.

The following required books, used extensively throughout the course, are available for purchase at Rainbow Bookstore Cooperative, 426 W. Gilman St. (257-6050). Other readings will be available via electronic reserves as indicated in a separate handout. They are identified below with two stars (**).

Sidney W. Mintz, Worker in the Cane: A Puerto Rican Life History (New York: Norton, 1974).


In addition, for students who read Spanish and are willing to supplement the required readings with a general overview or synthesis, copies of the following general survey are available in the Library:

WEEKLY TOPICS AND READINGS

I. COURSE INTRODUCTION (Jan. 20-22)

Introductory session. Caribbean studies, from colonial history to regional studies. Dichotomies of regional understanding: exploitation vs. settlement colonies, plantations vs. peasantries, capitalism and slavery, capitalism vs. socialism. Paradigms of Puerto Rican studies, from fertility laboratory to successful modernization model. **Film:** Mi Puerto Rico.

No assigned readings. Begin next week; all readings are due every week on Tuesdays.

II. SOLDIERS, SMUGGLERS, AND ‘RECONSTITUTED’ PEASANTS (Jan 27-29)


III. SLAVERY AND FREEDOM IN A COLONIAL TRANSITION (Feb. 3-5)

World market integration and the consequences of its labor demands. Slavery and the slave trade in comparative Caribbean perspective. The closing of the agricultural frontier and the social history of interior settlement. Reconstitution of the colonial state after continental Spanish American independence. Early nationalism, the Grito de Lares of 1868, and slave emancipation.


IV. THE WORLD THAT COFFEE MADE (Feb. 10-12)


V. BETWEEN EMPIRES: ESTABLISHING U.S. HEGEMONY (Feb. 17-19)


VI. THE EARLY DIASPORA (Feb. 24-26)


**Winston James, Holding Aloft the Banner of Ethiopia: Caribbean Radicalism in Early Twentieth-Century America (New York: Verso, 1999), 195-231.**


VII. MIDTERM REVIEW AND EXAM (Mar. 3-5)
No assigned readings.
VIII. GENDER, CLASS, AND COLOR IN A COLONIAL SETTING (Mar. 10-12)

Popular culture in colonial-dependent capitalism. Family, fertility, and capitalism. Sexuality and power in the colonial context. Fault lines of race, class, and ecology: the People of Puerto Rico paradigm. Working-class culture or labor-union culture? The intellectuals strike back: defining nationhood in the 1930s.

Mintz, Worker in the Cane (entire book).

IX. NATIONALIST TEMPTATION, POPULIST TEMPTATION (Mar. 24-26)


**Luis Muñoz Marín, “The Sad Case of Porto Rico,” The American Mercury XVI, 62 (1929).**


X. INDUSTRIALIZATION AND MIGRATION (Mar. 31-Apr. 2)


XI. LIVING THE OUTER COMMUNITY I (Apr. 7-9)

From colonias to community: New York's Puerto Ricans in an era of structural transformation. Film: Los Sures.

Glasser, Aquí Me Quedo (read entire book).


XII. LIVING THE OUTER COMMUNITY II (Apr. 14-16)

Beyond New York: migration without integration in the urban enclaves throughout the U.S. The broader context: Hispanics in a changing labor market from the 1960s to the 2000s. Politics as such, and the politics of representation and enfranchisement. Transnationalism within a colonial context.

Chapters by Prosper-Sánchez, Martínez-San Miguel, Flores, Rivera, Quiroga, and Jiménez in Negrón Muntaner, ed., None of the Above, 183-254.
XIII. STASIS AND STATUS (Apr. 21-23)

Independence, statehood, or Commonwealth? Internal politics and international dimensions of the status debate. Recent Congressional history of the status question and the uncertainties of U.S. and international opinion.

Chapters by Arias, Ortiz-Negrón, Duany, Pabón, and Duffy-Burnett in Negrón Muntaner, ed., None of the Above, 29-86.


**“Report by the President’s Task Force on Puerto Rico’s Status, December, 2005.”


XIV. CULTURE AND NATION AT THE DAWN OF THE 21st. CENTURY (Apr. 28-30)

Nationalism and cultural nationalism: parallel expressions? The collapse of old identity categories and the post-modern challenge. Latino identities in the American landscape; Puerto Rico’s “special place” in them. Fabricating nationalism through the media. Madonna and the flag: the hottest debate in decades rages on.

Chapters by Duchesne-Winter, Alvarez-Curbelo, Quiñones-Arocho, Rodríguez, Sandov-al-Sánchez, and Aparicio in Negrón Muntaner, ed., None of the Above, 87-182.


XV. WRAP-UP AND REVIEW WEEK (May 5-7)

No assigned readings.