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, and films.

Exams

A mid-term (Wed., March 9 during class) and a final (Friday, May 13, 12:25 to 2:25 p.m.). Examinations will consist of identification items and essay questions, selected from a list distributed in advance of the exam date.

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. This paper is due at the beginning of class on Wednesday, February 9.

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. Part of the purpose of this paper is for you to learn how to come up with your own research question, find the information necessary for a thorough exploration, and cogently develop an argument based on the information garnered.

A list of suggested topic areas follows. You are strongly urged to define a research question within one of these. Please remember, however, that the topic you will choose to investigate and develop will be narrower than what is listed here; you should consider it a sub-topic of the larger one.

- Women and colonialism in Puerto Rico or in diasporic communities in the U.S.;
- Dependent industrialization and the problem of structural unemployment;
- Culture and identity among Puerto Ricans, whether mainland-resident, trans-territorial, or island-resident folks;
- The legal/constitutional or international dimensions of the Puerto Rican status issue;
- Race and the Puerto Rican experience on the mainland or the island;
- The politics of status in a bipartisan political system;
- Cultural nationalism and the rejection of political nationalism; or,
- Another topic selected in consultation with the instructor or your TA.

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 at the beginning of class on Wednesday, April 6, 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. Both the statement of the problem and the hypothesis are to be highlighted. 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).

The second paper is due at the beginning of class on Wednesday, May 4.
Final Evaluation

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

- Mid-term examination (20%)
- Final examination (30%)
- Paper 1 (10%)
- Paper 2 (20%, divided as follows: 5% for statement of problem and bibliography; 15% for final paper)
- Class contributions, including weekly reaction paragraphs (20%)

Total: 100%

Textbooks and Other Readings

We will use the following books rather extensively throughout the course. They are available for purchase at Rainbow Bookstore Cooperative, 426 W. Gilman St. (257-6050) and other outlets. Most other readings will be available via electronic reserves via a ticket I will email you the first week of classes. These readings are identified below with two stars (**).


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:


Laptop policy

I encourage you to take notes on a laptop. However, reading email, going on Facebook or Twitter, or browsing the web is not allowed. Such misuse of a web-capable device distracts other students and diminishes your own ability to take quality lecture notes. If it is apparent to me (and believe me, it will be!) that you are still doing so, I will ask you to move to a designated area of the lecture hall and sit there for the rest of the semester.

Special Needs

I wish to fully include persons with disabilities in this course. It is in your best interest if you inform me as soon as possible regarding any special accommodations in the curriculum,
instruction, or assessments of this course that may be necessary to enable you to fully participate in this course. Please be prepared to provide me with documentation from the McBurney Center (a copy of your VISA) by **February 2, 2011**. Special accommodations for individuals with obvious or documented disabilities require 2 weeks advance notice.

**Plagiarism**

Plagiarism is

- Using someone else’s words or ideas without proper documentation
- Copying some portion of your text from another source without proper acknowledgement of indebtedness.
- Borrowing another person’s specific ideas without documenting their source.
- Having someone else correct or revise your work (not as in getting feedback from a writing group or individual, where you make the changes suggested by others)
- Turning in a paper written by someone else, an essay "service,” or from a World Wide Web site (including reproductions of such essays or papers).

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in a bibliography at the end of the paper and by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking credit—deliberately or inadvertently—for someone else’s work or ideas.

The University of Wisconsin-Madison has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for a course, a failing grade for the assignment, or a reduced grade on a redone assignment.

If, after reading this, you are still not sure as to what constitutes academic misconduct, the following University websites and documents contain useful information and advice:

http://students.wisc.edu/saja/misconduct/misconduct.html

WEEKLY TOPICS AND READINGS

I. COURSE INTRODUCTION (Jan. 19)

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

II. SOLDIERS, SMUGGLERS, AND ‘RECONSTITUTED’ PEASANTS (Jan 24-26)


III. SLAVERY AND FREEDOM IN A COLONIAL TRANSITION (Jan. 31-Feb. 2)


IV. THE WORLD THAT COFFEE MADE (Feb. 7-9)


V. BETWEEN EMPIRES: ESTABLISHING U.S. HEGEMONY (Feb. 14-16)


VI. THE EARLY DIASPORA (Feb. 21-23)


VII. GENDER, CLASS, AND COLOR IN A COLONIAL SETTING (Feb. 28-Mar. 2)


VIII. MIDTERM REVIEW AND EXAM (Mar. 7-9)

SPRING BREAK

IX. NATIONALIST AND POPULIST TEMPTATIONS (Mar. 21-23)


X. INDUSTRIALIZATION AND MIGRATION (Mar. 28-30)


XI. LIVING THE OUTER COMMUNITY I (Apr. 4-6)


XII. LIVING THE OUTER COMMUNITY II (Apr. 11-13)

** Jorge Duany and Félix Matos-Rodríguez, Puerto Ricans in Orlando and Central Florida (n.p., n.d.).

XIII. STASIS AND STATUS (Apr. 18-20)


**“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. 25-27)

Juan Flores, The Diaspora Strikes Back: Caribeño Tales of Learning and Turning, entire book.

XV. WRAP-UP AND REVIEW WEEK (May 2-4)

No assigned readings.