

UW-Madison Department of History

History 243 COLONY, NATION, AND MINORITY: THE PUERTO RICANS' WORLD Spring 2009

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Office hours: W 12:30-1:30 (walk-ins), 1:30-3:30 (by sign-up appointments)

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

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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%

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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).

Frances Negrón Muntaner, ed., *None of the Above: Puerto Ricans in the Global Era* (New York: Palgrave Macmillan, 2007).

Ruth Glasser, *Aquí Me Quedo: Puerto Ricans in Connecticut* (Middletown, Ct.: Connecticut Humanities Council, 1997).

James L. Dietz, *Puerto Rico: Negotiating Development and Change* (Boulder: Lynne Rienner Publishers, 2003)

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:

Francisco A. Scarano, *Puerto Rico: cinco siglos de historia* (Bogotá: McGraw-Hill Interamericana, 1993; 3d. ed., Mexico City, 2008).

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)

Early history: parallels and contrasts between the Spanish Caribbean and the sugar colonies. Demography of settlement and racial differentiation. The military and urban society. Structures of rural society and the tapestry of a cattle-frontier culture. The making of the "old" peasantry.

**Francisco A. Scarano, "The *Jíbaro* Masquerade and the Subaltern Politics of Creole Identity Formation in Puerto Rico, 1745-1823," *American Historical Review* 101(5), December:1398-1431.

Fernando Picó, "The Absent State," in Negrón Muntaner, ed., *None of the Above*, 21-28.

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.

**Félix Matos Rodríguez, "Spatial and Demographic Change in Nineteenth-century San Juan, Puerto Rico, 1800-1868," *Journal of Urban History* 25, 4 (Aug. 1999):477-513.

**Jorge L. China, "Race, Colonial exploitation and West Indian Immigration in Nineteenth-Century Puerto Rico, 1800-1850," *Americas: A Quarterly Review of Inter-American Cultural History* 52, 4 (1996):495-519.

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

Formation of the coffee economy, and its demographic and social consequences. Abolition and its aftermath. Issues of class and ethnicity in a social structure dominated by immigrants. Autonomismo: the politics of colonial appeasement. Constructions of nationhood.

**Laird W. Bergad, 1980. "Towards Puerto Rico' Grito de Lares: Coffee, Social Stratification, and Class Conflicts," *Hispanic American Historical Review* 60, 4 (November 1980):617-42.

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**Eileen Findlay, "Decency and Democracy: The Politics of Prostitution in Ponce, Puerto Rico, 1890-1900," *Feminist Studies* 23, 3 (1997): 471-499.

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

Economic underpinnings of U.S. expansionism. Race and the American empire-- perspectives from Cuba, Haiti, Santo Domingo, and Puerto Rico. Readjustments to colonial rule: North Americans, colonials, and the "new possessions". Law and empire. The corporate sugar plantation and its social consequences. The new hacendados: U.S. corporate managers and thriving local bosses. The old hacendados: the nostalgia of coffee. Peasant responses and adjustments. Proletarianization: what's in a word? Wealth and poverty in the American Mediterranean: comparative perspectives from the Caribbean basin.

**García, Gervasio L. "I Am the Other: Puerto Rico in the Eyes of North Americans, 1898." *Journal of American History* 87, no. 1 (June 2000): 39-64.

**Stuart B. Schwartz, "The Hurricane of San Ciriaco: Disaster, Politics, and Society in Puerto Rico, 1899-1901," *Hispanic American Historical Review* 72, 3 (1992): 303-334.
Lanny Thompson, "The Imperial Republic: A Comparison of the Insular Territories Under U.S. Dominion After 1898." *Pacific Historical Review* 71, no. 4 (2002): 535-74.

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

Circuits of labor migration in the American plantation world. Puerto Ricans in Hawaii, Cuba, Santo Domingo, Panama, and Ecuador. Cigarmakers and the old traditions of New York Hispanic culture. Circulation of people in war and peace: the World War I migration and its aftermath. The early colonias in East Harlem and Brooklyn.

**Carmen Teresa Whalen, "Colonialism, Citizenship, and the Making of the Puerto Rican Diaspora," in Whalen and Víctor Hernández Vázquez, eds., *The Puerto Rican Diaspora: Historical Perspectives* (Philadelphia: Temple University Press, 2005), 1-42.

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

**Jesús Colón, *A Puerto Rican in New York and Other Sketches* (1961; New York: International Publishers, 1982), excerpts.

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)

Populism in its Latin American context. The restless Caribbean: protest and transformation in colonial backwaters. The Nationalist persuasion. Liberal reformists in the colonial context: the New Deal and the colony. Populism, charisma, and colonial negotiation: the emergence of Luis Muñoz Marín. Demise of the yanqui plantation.

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

**Emilio Pantojas-García, "Puerto Rican Populism Revisited: The PPD during the 1940s," *Journal of Latin American Studies* 21, 3 (1989): 521-557.

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

Flows of capital and people in the post-war years. Industrial transformations in metropole and colony, and the export of surplus labor. Two stages of industrialization. The 936 economy. Film: *Manos a la Obra: The Story of Operation Bootstrap*.

James L. Dietz, *Puerto Rico: Negotiating Development and Change*, read entire book.

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, *Aqui Me Quedo* (read entire book).

**Juan Flores, "Creolité in the 'Hood: Diaspora as Source and Challenge," *Centro Journal* XVI, 2 (Fall 2004):283-293.

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.

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

**Angelo Falcón, *Atlas of Stateside Puerto Ricans*, abridged edition (Washington: Puerto Rico Federal Affairs Administration, n.d. <2004>).

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.

**109th CONGRESS, 2d Session, H. R. 4867, "To Provide for a Federally Sanctioned Self-determination Process for the People of Puerto Rico."

**"Report by the President's Task Force on Puerto Rico's Status, December, 2005."

**Filiberto Ojeda Ríos and Alicia del Campos, "The Boricua-Macheteros Popular Army: Origins, Program, and Struggle," *Latin American Perspectives*, 29, 6 (2002):104-116.

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, Sandoval-Sánchez, and Aparicio in Negrón Muntaner, ed., *None of the Above*, 87-182.

**Frances Negrón Muntaner and Raquel Z. Rivera, "Reggaeton Nation," *NACLA Report on the Americas* 40, 6 (Nov./Dec. 2007):35-41.

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

No assigned readings.