

University of Wisconsin-Madison
Department of History

History 243
**COLONY, NATION, AND MINORITY:
THE PUERTO RICANS' WORLD**
Semester II, 2010-11

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Office hours:

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263-3945/263-1800
T 1:30-2:30 (walk-ins)
T 2:30-4:30 (sign-up)

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 (**).

César Andreu-Iglesias, *The Vanquished* (Chapel Hill: Univ. of North Carolina Pr., 2002).

Juan Flores, *The Diaspora Strikes Back: Caribeño Tales of Learning and Turning* (New York: Routledge, 2009).

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).

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>

<http://students.wisc.edu/saja/pdf/UWS14.pdf>

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)

**David M. Stark, "Rescued from their Invisibility: The Afro-Puerto Ricans of Seventeenth- and Eighteenth-century San Mateo de Cangrejos," *The Americas* 63, 4 (2007):551–86.

**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.

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

**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. 7-9)

**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.

**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. 14-16)

** Gervasio L. García, "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.

**Julian Go, "The Provinciality of American Empire: 'Liberal Exceptionalism' and U.S. Colonial Rule, 1898–1912," *Comparative Studies in Society and History* 49, 1 (2007):74–108.

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

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

**Mara Loveman, “The U.S. Census and the Contested Rules of Racial Classification in Early Twentieth-Century Puerto Rico,” *Caribbean Studies* 35, 2 (2007):79–113.

**María del Carmen Baerga, “Women’s Labor and the Domestic Unit: Industrial Homework in Puerto Rico During the 1930s,” *Centro de Estudios Puertorriqueños Bulletin* 2, 7 (1989/90):33–39.

**Laura Briggs, “Puerto Rican Reproduction and the Mainland Imaginary: The Problem of ‘Overpopulation’ in the 1930s,” *Revista/Review Interamericana* 27, 1–4 (1997): 79–92.

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

SPRING BREAK

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

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

**Juan Manuel Carrión, “Two Variants of Caribbean Nationalism,” *Centro Journal* XVII, 1 (2005):27-45.

Andreu-Iglesias, *The Vanquished*, entire book.

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

**Jorge Duany, “A Transnational Colonial Migration: Puerto Rico’s Farm Labor Program,” *New West Indian Guide* 84, 3–4 (2010):225–51.

**C. Marsh Kennerley, “Cultural Negotiations: Puerto Rican Intellectuals in a State-sponsored Community Education Project, 1948–1968,” *Harvard Educational Review* 73, 3 (2003):416–48.

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

**Gina M. Pérez, “An Upbeat West Side Story: Puerto Ricans and Postwar Racial Politics in Chicago,” *Centro Journal*, XIII, 2 (2001):46-71.

** Philippe Bourgois, “From Jíbaro to Crack Dealer: Confronting the Restructuring of Capitalism in El Barrio,” in *Articulating Hidden histories: Exploring the Influence of Eric R. Wolf*, eds. J. Schneider and R. Rapp (Berkeley: University of California Press), 125-41.

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)

**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. 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.