



Department of History
UNIVERSITY OF WISCONSIN-MADISON

*Colony, Nation, and Minority:
The Puerto Ricans' World*

HIST/CHICLA 435

Seminar

Fall 2023



Rogelio Báez Vega, ID. Escuela Tomás Carrión Maduro, Santurce, Puerto Rico—New on the Market, 2021. Oil, beeswax, and gold pigment on canvas, 60 × 84 in. (152.4 × 213.4 cm). Photo: Rogelio Báez Vega

Instructor: Profe Meléndez-Badillo

Email: melendezbadi@wisc.edu

Instructional Modality: In person

Classroom: Education 151

Day/Time: Thursdays, 3:30pm-5:25pm

Office: 4113 Mosse Building

Office Hours: Tuesdays, 9:30-10:30am or by appointment

Course Description:

This seminar critically engages with the history of the Puerto Rican nation, composed of the Caribbean archipelago and its global diaspora. Originally inhabited by indigenous peoples for thousands of years, it was conquered by the Spanish Crown in 1493 — although the official conquest did not begin until 1508. Almost four centuries of Spanish colonialism ended with an imperial succession after the War of 1898, colloquially known as the “Spanish-American War.” The Spanish flag went down, and the US flag was hoisted.

To this day, Puerto Rico remains, in the words of legal scholar José Trías Monge, the oldest colony in the world. While some people contest the accuracy of such statement, this course explores the ways that Puerto Rico has been a colonial possession for more than five hundred years. It also highlights how those that have inhabited the archipelago and its diasporas have not tacitly accepted colonialism. This course will allow students to understand the ways that Puerto Ricans have navigated complex colonial dimensions and created vibrant ideas of belonging and nationhood.

Ultimately, the course is an intellectual meditation about how — against colonial violence and erasure —, Puerto Ricans have crafted complex, ever-changing, and diasporic understandings of the nation. That is, they have radically, poetically, and politically affirmed their existence through *coraje*, solidarity, and love for their land. That is, against the necrocolonial logics of a “Puerto Rico without Puerto Ricans,” many are dreaming and forging a Puerto Rico full of Puerto Ricans, whether it’s in Aguadilla, Manatí, Santurce, Kissimmee, the Bronx, or Madison.

Learning Outcomes

Students in this seminar will learn to:

- Identify major trends and debates in the historical studies about Puerto Rico and its global diaspora
- Explain how those that have inhabited the Puerto Rican archipelago have resisted and navigated colonialism
- Compare and contrast Spanish and United States colonialism in Puerto Rico
- Develop an understanding for the complex realities of Puerto Rican communities in the archipelago and abroad

- Recognize the continuation of colonial violence in present-day Puerto Rico
- Analyze the history of Puerto Rico through the lens of three key concepts: *la brega*, coloniality, and nationhood

Requisites: Sophomore standing

Course Designation: Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement.

Assignments

- | | |
|------------------------|--------|
| - Reading Responses | 15 pts |
| - Essay #1 | 15 pts |
| - Essay #2 | 15 pts |
| - Final Research Paper | 30 pts |
| - Class Participation | 15 pts |
| - Leading Discussion | 10 pts |

Reading Responses:

Students will submit their reading responses through Canvas twenty-four hours before our class meetings. The response will be your blueprint for discussion and will allow you to engage with the course's readings critically before each meeting. You can find more detailed instructions in the Appendix #1.

Essays:

These essays will be 4-5 pages long and are designed for students to engage with the classroom material. I will hand out the prompts for the first paper on Week 4, and students will have two weeks to submit it. I will hand out the second paper's prompts week 8 and students will have two weeks to work on it.

Final Research Paper:

For the final paper, students will explore a topic related to Puerto Rico, Puerto Ricans, and/or Puerto Ricanness. Students will meet with Prof Meléndez-Badillo to identify an appropriate topic by week 8. The ten-to-twelve-page essay should be submitted in Word format and should include both primary and secondary sources.

Class Participation:

As a seminar, you're expected to fully participate in classroom discussion. Please note that you are required to attend our meetings every week. Your grade will not only depend on attendance but will also take into consideration your engagement with the classroom materials. Please bring your reading responses to class as this will facilitate our discussions.

Leading Discussion:

Starting in week 5, two students will lead discussion in every class meeting. One student will focus on secondary sources and the other will focus on primary sources. This will be a two-part assignment. You are expected to lead the class discussion. The format is entirely up to you, but you are required to engage the class with at least 50 minutes of class discussion. You are expected to facilitate and ensure the class understands and engages with the larger questions and themes of the readings.

Teaching something to someone else is one of the best ways to test your knowledge on a subject. Thus, the point of this assignment is to ensure you thoroughly understand the reading material and can facilitate class discussion so that the entire class also understands the material. You must send your class discussion outline/plan two days *before* your scheduled discussion.

Some questions to keep in mind when preparing your discussion are:

- How does this source fit into the broader class topic?
- Who wrote it?
- If the source has an introduction, what is the author saying?
- How is the source structured?
- Who is the audience?
- What are the silences in the text?
- What can this reading tell us about imperialism, class, and gender?
- What can this reading tell you about the history of the Caribbean or the specific country covered?
- What are your thoughts and opinions about the source?

Extra Credit:

To receive 5 additional points, you attend two lectures from the following options and write a one-page summary for each event.

- September 19, 2023 – 12pm, Ingraham Hall 206
 - Lunchtime talk with Federico Subervi (University of Wisconsin-Madison)

- September 27, 2023 – 5pm, Ingraham Hall 206 (See flyer in appendix #2)
 - Puerto Rican Studies in the Midwest with Mirelsie Velázquez (University of Illinois-Urbana Champaign), Sara Awartani (University of Michigan), and Maura Toro-Morn (Illinois State University)
- October 25, 2023 – 5pm, Ingraham Hall 206 (See flyer in appendix #1)
 - Puerto Rican Studies in the Midwest with Lawrence La Fountain-Stokes (University of Michigan), Zorimar Rivera-Montes (Tulane University), and Joaquín Villanueva (Gustavus Adolphus College)
- November 27, 2023 – 4pm, Curti Lounge (5243 Mosse Humanities)
 - Lecture by Professor Rocío Zambrana (University of Puerto Rico-Río Piedras)
- December 7, 2023 – time and place, t.b.a.
 - Talk by Professor Yomaira Figueroa (Director, Centro: Center for Puerto Rican Studies, CUNY)

Credit Hours and Student Workload:

This three-credit class carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, among others) for about 3 hours out of the classroom for every class period (6 hours total). Below you will find more information about expectations for undergraduate and graduate student work.

Grades:

Grades on assignments and exams are recorded as numerical scores out of a total of 100 points (these scores are later weighted to arrive at a final composite course grade). The table for converting your final composite (weighted) numerical grade into final letter grades is as follows:

Points	<60	60-68.9	69-74.9	75-80.9	81-86.9	87-92.9	93 and above
Grade	F	D	C	BC	B	AB	A

- Students must submit all assignments and complete all essays to pass this course.
- Students may **not** elect to opt out of an assignment and receive an F on it.
- Any non-emergency extensions must be requested prior to the due date.

Main Readings

All required readings will be made available through Canvas. If, for some reason, there's a missing reading, please contact me.

Course Website and Digital Instructional Tools

This course will use Canvas. You can find all the readings that are not part of the required books in the Canvas page.

General Information About the Course

1. Use office hours if you have any questions, comments, or doubts about the readings, lectures, assignments, or discussions. If you cannot attend office hours, you can contact me to schedule an appointment.
2. If you have any other question that can be answered with a few sentences and that is not answered in this syllabus, feel free to email me. If I have not replied within two (2) weekdays, please follow up with me.
3. Students are expected to read all the assigned material. Regular attendance to class and active, engaging participation is also expected from every student.
4. If, for some reason, you cannot meet a major assignment deadline, please contact me **before the assignment is due**. If you have not contacted me and you have to miss a deadline, you have **one** opportunity to hand it in **the NEXT DAY** (not the next class). There will be a 10% tardiness reduction to your grade for each day that goes by (except for those students that present a valid medical excuse). The second time you cannot submit your assignment late except with a valid medical excuse.
5. Check your email and Canvas periodically to check for any announcement, posting, changes in the readings, or any other information pertaining the class.

Course Policies:

Teaching and Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).

Privacy of Student Records and the Use of Audio Recorded Lectures Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney disability resource center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UW's chapters 14 and 17, governing student academic and non-academic misconduct. View [more information about ferpa](#).

Campus Resources for Academic Success

- [University Health Services](#)
- [Undergraduate Academic Advising And Career Services](#)
- [Office Of The Registrar](#)
- [Office Of Student Financial Aid](#)
- [Dean Of Students Office](#)
- [Graduate Student Services](#)

Course Evaluations

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

Digital Course Evaluation

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their netid. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

Students' Rules, Rights & Responsibilities

[Rights & Responsibilities](#)

Diversity & inclusion statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve wisconsin and the world.

Academic integrity statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for students with disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin state statute (36.12), and UW-Madison policy ([uw-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the mcburney center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (see: [mcburney disability resource center](#))

Academic calendar & religious observances

[Academic Calendar & Religious Observances](#)



Course Schedule

Week One

Thursday, September 7, 2023

Introduction to Puerto Rican Studies and Puerto Rico Studies

Readings:

- Jorell Meléndez Badillo, "Puerto Rican Studies as Diasporic, Latin American, and Caribbean Knowledges," in *Interrogating the Future of Puerto Rican Studies*. Edited by Aurora Santiago Ortiz and Jorell Meléndez-Badillo [**Both editors are UW-Madison Faculty**]. Work-in-Progress.

Week Two

Thursday, September 14, 2023

Borikén's First Peoples and the Colonial Project

Readings

- Cacey Farnsworth, "The Revolt of Agüeybaná II: Puerto Rico's Interisland Connections," chapter 2 in *The Spanish Caribbean and the Atlantic World in the Long Sixteenth Century* (Lincoln: University of Nebraska Press, 2019), 25-45.
- David Wheat, "Introduction," in *Atlantic Africa and the Spanish Caribbean, 1570-1650* (Chapel Hill: The University of North Carolina Press, 2016), 5-19.
- Primary Source:
 - o Fray Ramón Pané, *Account of the Antiquities of the Indians*, reproduced in Kal Wagenheim and Olga Jiménez de Wagenheim, eds. *The Puerto Ricans: A Documentary History* (Maplewood: Waterfront Press, 1988), 4-14.
 - o "Queen Isabella's Order, reproduced in Kal Wagenheim and Olga Jiménez de Wagenheim, eds. *The Puerto Ricans: A Documentary History* (Maplewood: Waterfront Press, 1988), 18.

Week Three

Thursday, September 21, 2023

From Reform to Revolution

Readings

- Guillermo A. Baralt, "Bando Contra la Raza Negra and the 1848 Slave Conspiracy in Ponce" and "'The Final Attempt': The 1848 Slave Conspiracy in Vega Baja," *Slave Revolts in Puerto Rico* (Princeton: Markus Wiener Publishers, 2014), 101-118.
- Olga Jiménez de Wagenheim, "From the Lares Uprising to Autonomy, 1868-1897," chapter 8 in *Puerto Rico: An Interpretative History from Pre-Columbian Times to 1900* (Princeton: Markus Wiener Publishers, 1998), 163-194.
- Primary Sources:
 - o "Sailing to San Juan," from Joel Roberts Poinsett, *Notes on Mexico Made in the Autumn of 1822, Accompanied by a Historical Sketch of the Revolution and Translations of Official Reports on the Present of that Country. With a Map. By a Citizen of the United States* (Philadelphia: H.C. Carey and I. Lea, 1824). Reproduced in Kal Wagenheim and Olga Jiménez de Wagenheim, eds. *The Puerto Ricans*, 55-58.
 - o "Arriba, Puerto Ricans!," "You Shall Be Free," "The Day Puerto Rico Became a Nation" in Wagenheim and Jiménez de Wagenheim, *The Puerto Ricans*, 59-61.

Week Four

Thursday, September 28, 2023

Imagining the Great Puerto Rican Family

Readings:

- Rodriguez Silva, Ileana. "Abolition, Race, and the Politics of Gratitude in Late Nineteenth-Century Puerto Rico." *Hispanic American Historical Review* vol. 93, no. 4 (2013): 621-657. [UW-Madison History Alum]
- Villanueva, Joaquín. "The Criollo Bloc: Corruption Narratives and the Reproduction of Colonial Elites in Puerto Rico, 1860-1917." *Centro Journal*, vol. 34, no. 2 (Summer 2022): 27-50.

- Primary Sources:
 - o The Moret Law (1870), *The Free Womb Project* by Yesenia Barragán, <https://thefreewombproject.com/puerto-rico/>

Week Five

Thursday, October 5, 2023

Multiple 1898s

Readings:

- García, Gervasio L. "I am the Other: Puerto Rico in the Eyes of North Americans, 1898," *The Journal of American History* vol. 87, no. 1 (June 2000): 39-64.
- José Luis González, "Puerto Rico: The Four-Storeyed Country," in *Puerto Rico: The Four-Storeyed Country. The Question of An Afro-Mestizo Culture* (Princeton: Markus Wiener Publishing, Inc. 2013), 1-30.
- Primary Source:
 - o General Nelson A. Miles' Proclamation, 1898.

Essay #1 Due

Week Six

Thursday, October 12, 2023

Foundations of U.S. Colonialism in Puerto Rico

Readings:

- Eileen Findlay, "Marriage and Divorce in the Formation of the New Colonial Order, 1898-1910" chapter 4 in *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920* (Durham: Duke University Press, 1999), 110-134. [UW-Madison History Alum]
- Jorell Meléndez-Badillo, "In the Margins of the Margin: Workingwomen and Their Struggle for Remembrance," chapter 3 in *The Lettered Barriada: Workers, Archival Power, and the Politics of Knowledge in Puerto Rico* (Durham: Duke University Press, 2021), 82-107.
- Primary Source:

- Luisa Capetillo, "Humanity in the Future," in *Luisa Capetillo: Escalando la tribuna*. Edited by Nancy Bird Soto and Translated by Amy Olen (Cabo Rojo: Editora Educación Emergente, 2023), 178-191.

Week Seven

Thursday, October 19, 2023

The 1930s: A Turbulent Decade

Readings:

- Jiménez, Mónica. "Puerto Rico under the colonial gaze: Oppression, resistance, and the myth of the nationalist enemy." *Latino Studies* 18 (2020).
- Emma Amador, "Organizing Puerto Rican Domestic: Resistance and Household Labor Reform in the Puerto Rican Diaspora after 1930," *ILWCH: International Labor and Working-Class History* (No. 8, Fall 2015): 67-86.
- Primary Source:
 - Rose Pesotta, "I Go To Puerto Rico," "Island Paradise and Mass Tragedy," and "Yet the Puerto Ricans Multiply," in *Bread Upon the Waters* (New York: ILR Press, 1945).

Week Eight

Thursday, October 26, 2023

The Populist Moment

Readings:

- César J. Ayala and Rafael Bernabe, "Turning Point in the Forties: Rise of the Partido Popular Democrático" and "Birth of the Estado Libre Asociado," chapters 7 and 8 in *Puerto Rico in the American Century: A History Since 1898* (Chapel Hill: The University of North Carolina Press, (2007), 136-178.
- Yomaira Figueroa, "Afro-Boricua Archives: Paperless People and Photo/Poetics as Resistance," *Post 45*, January 21, 2020: <https://post45.org/2020/01/afro-boricua-archives-paperless-people-and-photo-poetics-as-resistance/>. [Scholar will visit UW-Madison in the Fall; see appendix]
- Primary Source:
 - Sofía Gallisá Muriente, "Lluvia con nieve."

- Information and Video: <https://sofiagallisa.com/Lluvia-con-nieve-2>
- DiVedCO posters
 - Marisel Moreno and Thomas F. Anderson, “El arte al servicio del pueblo,” Art exhibition, <https://expodivedco.sagrado.edu/carteles/>

Week Nine

Thursday, November 2, 2023

The Great Migration

Readings:

- Edna Acosta-Belén and Carlos E. Santiago, “The Great Migration and Other Postwar Patterns,” chapter 4 in *Puerto Ricans in the United States: A Contemporary Portrait* (Boulder: Lynne Rienner Publishers, 2018), 91-118.
- Iris Morales, “PALANTE, SIEMPRE PALANTE! The Young Lords,” chapter 12 in *The Puerto Rican Movement: Voices from the Diaspora*, edited by Andrés Torres and José E. Velázquez (Philadelphia: Temple University Press, 1998), 210-227.
- Primary Source:
 - “13 Point Program and Platform of the Young Lords Organization” and “Young Lords Party 13-Point Program and Platform.
 - Libros del pueblo, no. 8, *Emigración*, (San Juan: División de Educación de la Comunidad, 1954) <https://expodivedco.sagrado.edu/lpp8-emigracion/>.

Week Ten

Thursday, November 9, 2023

The Cold War and the New Push for Independence

In-class documentary watching:

- Freddie Marrero Alfonso, director. *Filiberto*. Rojo Chiringa Productions. 1h 15 mins. 2017.

Readings:

- Rachel A. May, Alejandro Schneider, and Roberto González Arana, “Armed Organizations within the Puerto Rican Revolutionary Nationalist Movement,” chapter 6 in *Caribbean Revolutions: Cold War Armed Movements* (Cambridge: Cambridge University press, 2018), 122-146.

*****Essay #2 Due*****

Week Eleven

Thursday, November 16, 2023

Broken Promises and Ongoing Resistance

Readings:

- Rocío Zambrana, “Introduction” and “Subversive Interruption,” in *Colonial Debts: The Case of Puerto Rico* (Durham: Duke University Press, 2021), 1-20; 110-138. [Scholar will visit UW-Madison on November 27, 2023]
- Jorell Meléndez-Badillo, “Commemorating May Day in Puerto Rico,” *NACLA Report on the Americas* vol. 51, no. 3 (September 2019): 301-305.
- Primary Source:
 - o Ed Morales, “PR Student Strike,” *The Nation*, May 27, 2010, <https://www.thenation.com/article/archive/pr-students-strike/>.

Week Twelve

Thursday, November 23, 2023

NO CLASSES - ACADEMIC RECESS

Week Thirteen

Thursday, November 30, 2023

The Night Everything Went Silent

Readings:

- Jorell Meléndez-Badillo, “The Night Everything Went Silent,” chapter 13 in *Puerto Rico: A National History* (Princeton: Princeton University Press, 2024), 179-189.
- Frances Negrón-Muntaner, “Our Fellow Americans: Why Calling Puerto Ricans ‘Americans’ Will Not Save Them,” in *Aftershocks of Disaster: Puerto Rico Before and After the Storm*, edited by Yarimar Bonilla and Marisol LeBrón (Chicago: Haymarket, 2019), 113-123.

- Hilda Llorens, "US Media Depictions of Climate Migrants: The Recent Case of the Puerto Rican 'Exodus'," in *Aftershocks of Disaster*, 124-137.
- In-class reading: Excerpts from Marcela Guerrero, *no existe un mundo poshuracán*

Week Fourteen

Thursday December 7, 2023

The Storm's Aftermath

Readings:

- Marisol LeBrón, "Policing Coraje in the Colony: Toward a Decolonial Feminist Politics of Rage in Puerto Rico," *Signs: Journal of Women in Culture and Society* vol. 46, no. 4 (2021):
- Aurora Santiago Ortiz and Jorell Meléndez-Badillo, "Puerto Rico's Multiple Solidarities: Emergent Landscapes and the Geographies of Protest," *The Abusable Past*, July 22, 2019, <https://www.radicalhistoryreview.org/abusablepast/puerto-ricos-multiple-solidarities-emergent-landscapes-and-the-geographies-of-protest/>
- Aurora Santiago Ortiz and Jorell Meléndez-Badillo, "La Calle Fortaleza in Puerto Rico's Primavera de Verano," *Society and Space*, February 25, 2020, <https://www.societyandspace.org/articles/la-calle-fortaleza-in-puerto-ricos-primavera-de-verano>.
- Primary Source:
 - o Ana Portnoy Brimmer, "Three Poems from the Summer 2019," *Society and Space*, February 25, 2020, <https://www.societyandspace.org/articles/three-poems-from-the-summer-2019>.

Week Fifteen

Thursday, December 14, 2023

Broken Memories and Future-Oriented Histories

Classroom visit by Profa Aurora Santiago-Ortiz, UW-Madison.

Readings:

- Aurora Santiago Ortiz, "La Colectiva Feminista en Construcción are Leading the Puerto Rican Resistance," *Open Democracy*, January 14, 2020,

<https://www.opendemocracy.net/en/oureconomy/la-colectiva-feminista-en-construccion-are-leading-the-puerto-rican-resistance/>

- José Atilés, "The Paradise Performs: Blockchain, Cryptocurrencies, and the Puerto Rican Tax Haven," *South Atlantic Quarterly* 121, no. 2 (2022): 612-627.
- Primary Source:
 - Bad Bunny. *El Apagón + Aquí vive gente*. Music video. Kacho López-Mari, director. 2022. Duration: 22 mins 53 secs.
https://www.youtube.com/watch?v=1TCX_Aqzoo4
(*Please watch before attending class*).

Appendix #1:

Reading Responses Guideline

You are expected to prepare a very brief discussion preparation sheet or, simply put, a reading response for each class meeting. It should not take more than half to three-quarters of page to complete the assignment, depending on the length of your quotations. Make sure that you demonstrate having read and being familiar with **all** the readings assigned for that week.

Each reading response should include the following **three** components:

1. **Lexicon:** Write three words you found relevant to the material discussed in class. Each word should be accompanied by a page number indicating the place where the words appears. When there are more than one reading assigned, you should include at least one word for each reading. These words are not necessarily words you do not know and had to look their meaning but, instead, words you consider of utmost critical importance to understand the topics discussed.
2. **Selection of quote:** Identify a quote you think is important or significant to understand that week's material discussed in class. To get full credit in this part you need to: 1) quote directly and exactly (including page number or line of reference); 2) add a sentence that explains its meaning **in your words**; and 3) finish by adding a sentence or two of why you think the quote is important to explain the material discussed in class.
3. **Critical Inquiry:** Write down two questions that might help you think of the larger themes being discussed, or that might introduce new insights we have not yet considered in class. Instead of broad ended questions—i.e., “Why are Latin Americans festive?” or “Why is populism bad?”— a deeper analysis would help us think of the topics more broadly or in new ways. For example: How might have the events that took place on May 2, 1808 in Spain influenced Latin American revolutionaries? What role might have emotions and honor played in the construction nation-states? What can the text's omission of women tell us about the state of the literature nowadays?”).

Appendix #2

Latin Studies in the Midwest and Beyond Series 2023-2024

PUERTO RICAN STUDIES

In the Midwest



SEPTEMBER 27, 2023
5:00 pm, Ingraham 206
MIRELSIE VELÁZQUEZ
University of Illinois, Urbana
Champaign
SARA AWARTANI
University of Michigan
MAURA TORO-MORN
Illinois State University

OCTOBER 25, 2023
5:00 pm, Ingraham 206
LAWRENCE LA FOUNTAIN-STOKES University of Michigan
ZORIMAR RIVERA-MONTES
Tulane University
JOAQUÍN VILLANUEVA
Gustavus Adolphus College

 Chican@ and Latin@ Studies Program
UNIVERSITY OF WISCONSIN-MADISON
Image credit: Juan Carlos Dávila

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