Instructor: Prof. Elizabeth Garcia
Class Time: T 8:30-9:20 a.m. & Th. 8:30-10:25 a.m.
Ofc. Hours: Tuesdays 1-3 p.m.
Ofc. Location: Grinter 392
Class Location:
Email: egarcia@latam.ufl.edu

Course Description:

As a result of Hurricane Maria’s devastation in Puerto Rico and the U.S. government’s response, Puerto Ricans and their condition as second-class American citizens became more visible and discussed in recent mainstream media. This course will provide an in-depth historical explanation of the United States’ involvement in Puerto Rico and the consequent Puerto Rican migrant communities that have existed in this country since the late 1800s. We will explore their experiences of migration and settlement throughout the United States; the challenges they have endured; and the many contributions they have made economically, politically, and culturally to the U.S.

Class Assignments and Grading:

Grading will be based on the following assignments:

- Class Participation: 10%
- Intro Paper: 10%
- Paper #1: 15%
- Paper #2: 15%
- Final Research Paper: 50%
  - Proposal 5%
  - Annotated Bibliography 10%
  - Outline 10%
  - Final Draft 25%

Grading Rubric:

A= 100-93  C(S)= 76-73
A-= 92-90    C-(U)= 72-70
B+= 89-87    D+= 69-67
B= 86-83     D= 66-63
B-= 82-80    D-= 62-60
C+= 79-77    E= 59-0
Assignment Descriptions:

Class Participation & In-Class Assignments: Participating in class is a very important part of your final grade. Participation in this course is defined as a) coming to class having read the assigned material, b) actively engaging in class conversation and, c) bringing to each class a question for discussion and/or a quote you want to discuss from the reading. Lack of preparedness in any of the above manners will impact your final grade.

Participation requires that you be consistently present in class. More than two unexcused absences will result in 5 points off your participation grade for each absence.

Please also note that tardiness will count against your participation grade.

Intro Paper: In this 1-2 page paper respond to the following prompt.

What knowledge do you already have about Puerto Rican history and culture in the United States? Where did you gain this knowledge? What do you hope to learn in this course?

This paper will be due Thursday, January 10th in class.

Paper #1 Novel Analysis:

This paper will be a 4-page paper that will ask you to do an analysis of the novel Nilda focusing on one particular topic. Further instructions will be given in class. This paper will be due Monday February 11th via email.

Paper #2 Comparative Analysis:

This paper will be a 5-page paper that will ask you to compare the experiences of Puerto Ricans in two different sites in the U.S. Further instructions will be given in class. This paper will be due Friday, March 22nd, via email.

Final Research Paper:
For your final paper you will write a 10-page research paper where you delve deeper into topics discussed in class on the history and culture of Puerto Ricans in the United States.

Suggested topics include:

- In-depth biographical analysis of Puerto Rican historical figures.
- Literary Analysis of a Puerto Rican novel, memoir, poetry collection, or play.
- Labor experiences
- Women’s experiences
- Social Movements
- Educational Experiences
Racial Identities
Puerto Rican Visual Arts
Puerto Rican Music

Your Final Research Paper assignment is divided into multiple parts, each part due at different points in the semester.

A) Paper Proposal.
   For your proposal you should submit 1 page paper describing your topic, why you selected this topic, what you will be analyzing and what methods you’ll be using.

   Your paper proposal will be due Thursday, January 24th in class.

B) Annotated Bibliography
   For your annotated bibliography you should list 5-7 sources. These sources should be scholarly materials (i.e. books, scholarly journal articles), and not popular materials found on the internet.

   Each citation should be followed with a one paragraph description of what the source is about and how it will be used in your paper. The annotated bibliography will be due Thursday, February 28th in class.

C) Outline
   Your Outline should consist of the following parts: a) Draft of your introductory paragraph which should include a thesis statement, clearly state what is your argument, and explain how you will be demonstrating or supporting your argument in the rest of your paper; b) List of each topic section of your paper with a brief description of what you’ll be discussing in each section; and c) A draft of your concluding paragraph.

   Your outline will be due Friday, April 5th via email.

D) Final Draft
   Your final draft should consist of your completed 10-page paper, double spaced 12-point times new roman font, with a works cited page.

   Your Final Paper will be due Monday, April 29th by 5 p.m. via email

ASSIGNMENT DEADLINE SUMMARY

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<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>Intro Paper</td>
<td>1/10/18 in class</td>
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<tr>
<td>Final Paper Proposal</td>
<td>1/24/18 in class</td>
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<tr>
<td>Paper #1</td>
<td>2/11/18 via email by 5 p.m.</td>
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<tr>
<td>Annotated Bibliography</td>
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<td>Final Paper Outline</td>
<td>4/5/18 via email by 5 p.m.</td>
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Technology in the Classroom: Cell phones should be silenced. No texting is allowed in class. Laptops should ONLY be used to take notes, do in class writing, and reference online course reading materials. If you are caught using your laptops for anything else not course related your participation grade will be significantly lowered.

Communication & Email Policy: The best way to communicate with me is via email. You should be aware however that I check my email M-F 9a.m.-5p.m. and sparingly on weekends. Therefore you should not expect quick responses from me if you email after 5 p.m. weekdays or during the weekends.

Communication is also key when it comes to any issues or challenges you may be having that prevent you from attending class, turning in an assignment on time, or impact your overall performance in class. Communicating with me as early as possible when confronted with an issue will ensure that I can work with you to maximize your success in the course.

Late Work & Incompletes: Late assignments require prior permission from the instructor and will be deducted 1/3 of a letter grade for each day they are late (ex: A- becomes a B+). Assignments over 5 days late will not be accepted.

In accordance with UF policies, an incomplete may be assigned at the discretion of the instructor as an interim grade for a course in which:

1) the student has completed a major portion of the course with a passing grade, AND

2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND

3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

Academic Integrity:
UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/scrr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.
**Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Required Texts:**

All books are available for purchase at the college bookstore. Books are also available on reserve at the library. Additional articles will be available on Canvas.


**Bring All Reading Assignments to Class!**

**Week 1: Introduction**

1/8  Introduction and Syllabus

1/10  *Puerto Ricans in the United States*, Ch. 2 and pp. 43-57

**Intro Paper Due in Class**

**Week 2: Pioneer Migrations**

1/15  *Puerto Rican Diaspora* pp. 3-25

1/17  *Puerto Ricans in the U.S.*, pp. 57-68

1/17  Jesse Hoffnung-Garskof, “The World of Arturo Alfonso Schomburg”

1/17  Bernardo Vega, Ch. 1-2.

1/17  Victoria Nuñez, “Remembering Pura Belpre’s Early Career at the 135th St. New York Public Library…”

**Week 3: Puerto Rican Migrations**

1/22  *Puerto Rican Diaspora* Ch. 2 (Hawaii)

1/24  *Puerto Rican Diaspora*, Ch. 3 (NY-1950s politics)
Jesus Colon, “Little Things Are Big”

**Final Paper Proposal Due in Class**

**Week 4: Puerto Ricans 1930s-World War II**

1/29  [Puerto Ricans in the U.S. pp.75-88](#)

1/31  [Nilda, pp. 1-113](#)

**Week 5: World War II**

2/5  [Nilda, pp. 114-168](#)

2/7  [Nilda, pp. 169-292](#)

**Week 6: Post War Migrations & Reception**

**Paper#1 Due Monday 2/11/18 via email by 5 p.m.**

2/12  [Puerto Rican Diaspora, pp. 25-35](#)

[Puerto Ricans in the US, Ch. 4](#)

2/14  Laura Briggs, “‘I Like to be in America’: Postwar Puerto Rican Migration, the Culture of Poverty, and the Moynihan Report.

**Week 7: Migrations: NJ & Philadelphia**

2/19  [Puerto Rican Diaspora, Ch. 5 (NJ)](#)

2/21  [Puerto Rican Diaspora, Ch. 4 (Philadelphia)](#)

Carmen Whalen “Labor Migrants or Submissive Wives”

**Week 8: Migrations: Ohio & Chicago**

2/26  [Puerto Rican Diaspora, Ch 7 (Ohio)](#)

2/28  [Puerto Rican Diaspora, Ch. 6 (Chicago)](#)

Maura I. Toro-Morn, “Yo Era Muy Arriesgada: A Historical Overview of the Work Experiences of Puerto Rican Women in Chicago”

**Annotated Bibliography Due in Class**
Week 9: Spring Break

3/5   No Class Spring Break
3/7   No Class Spring Break

Week 10: Migrations: CT & Florida

3/12  The Puerto Rican Diaspora Ch. 8 (CT)

      Patricia Silver and William Velez, “‘Let Me Go Check Out Florida’: Rethinking Puerto Rican Diaspora”
      Patricia Silver, “Sunshine Politics: Puerto Rican Memory and the Political in New Destinations”

Week 11: Reform & Rebellion

3/19  Puerto Ricans in the U.S. Ch. 7

      Louis Núñez, “Reflections on Puerto Rican History: Aspira in the Sixties and the Coming of Age of the Stateside Puerto Rican Community”

Paper#2 Due Friday 3/22/18 via email by 5 p.m.

Week 12: Reform & Rebellion

      Jessi Gan, “Still at the Back of the Bus: Sylvia Rivera’s Struggle”

3/28  Through the Eyes of Rebel Women, Part I

Week 13: Post 1980s-Hurricane Maria

4/2   Harvest of Empire, Ch. 14

4/4   Puerto Ricans in the United States, Ch. 5

Final Paper Outline Due Friday 4/5/18 via email by 5 p.m.

Week 14: Puerto Rican Cultural Legacies

4/9   Puerto Ricans in the US, pp. 215-244

4/11  Pedro Pietri “Puerto Rican Obituary”
Week 15: Puerto Rican Cultural Legacies

4/16  Puerto Ricans in the US, pp. 244-284

4/18  Yasmin Ramirez, “Nuyorican Visionary: Jorge Soto and the evolution of an Afro-Taino aesthetic at Taller Boricua”
      Raquel Rivera, “Hip-Hop, Puerto Ricans, and Ethnoracial Identities in New York”

Week 16: Conclusion

4/23  Aurora Levins Morales, “Child of the Americas”
      Mariposa, “Ode to the DiaspO Rican”

Final Paper Due Monday, April 29th by 5 p.m. via email