

# Puerto Rican and Latino Studies

CUNY Fall 2022  
Introduction to Puerto Rican & Latin@ Studies

Prof. Gisely Colón López

## COURSE DESCRIPTION:

Survey and theoretical foundations in Puerto Rican and Latin@ studies. Case study on Puerto Rico. Pertinent themes in Puerto Rican and Latin@ history, culture, literature, contemporary society, and politics. Impact of the United States' economic policies on Puerto Rico and the causes of Puerto Rican and Latin@ migration to New York city and urban centers. Satisfies Pathways Flexible Core U.S. Experience in its Diversity requirement.

## COURSE LEARNING OUTCOMES:

- Identify the inter-/multi-disciplinary foundations and theoretical frameworks in the fields of Puerto Rican and Latinx Studies, Caribbean Studies, and/or Latin American Studies.
- Design a plan of action, research project, or creative work focusing on advocacy and leadership involving issues of equity and social justice vis a vis Puerto Rican/Latinx communities, the Caribbean and/or Latin America, inclusive of Afro-Latinx and indigenous populations pertaining thereto.

## REQUIRED READINGS/CONTENT:

We use Open Access materials and make use of campus Library resources. All course readings & podcasts can be accessed through Blackboard (BB) under "Course Materials".

## COURSE REQUIREMENTS AND GRADING:

- 10% Attendance.
- 10% Active Course Participation (discussion(s) & activities).
- 20% CUNY Digital History Project.
- 15% Reflection-Reaction Paper.
- 25% Midterm Project.
- 20% Final: Digital Research Project.

## CUNY Grades:

A	93% and above	C+	77 – 79.99%
A-	90 – 92.99%	C	73 – 76.99%
B+	87 – 89.99%	C-	70 – 72.99%
B	83 – 86.99%	D	60 – 69.99%
B-	80 – 82.99%	F	Below 60%

## ATTENDANCE

Attendance is important because of course discussions; please communicate with the professor should you need to discuss this further. If the professor needs to be absent students will be notified via e-mail.

## ACTIVE COURSE PARTICIPATION

Students are encouraged and expected to have questions, reactions and comments about course readings, current affairs, and other course related materials for lecture-sessions.

Quizzes may be introduced as assessments throughout the semester and will count towards participation.

Our course-room is both a safe and brave space respectful and supportive of each other's experiences, culture, religion, abilities, appearance, language(s), nationalities, immigration journey, and identities.

Recording of course sessions is not permitted.

## **COURSE ASSIGNMENTS**

*\* This semester we will engage the use of Digital Tools to expand our learning. We will be using a mapping platform, ZeeMaps. Course-sessions are framed to engage "maps" as a method of learning and contextualizing history through student experiences and perspectives. Students do not have to sign up for an account and there is no cost to students for the use of ZeeMaps in this course. For security & privacy considerations, our ZeeMaps link will only be accessible through our CUNY Blackboard site.*

### *CUNY DIGITAL HISTORY PROJECT*

We will use the CUNY Digital History Archive website to learn more about CUNY History. Students will conduct research with the archival materials available through <https://cdha.cuny.edu> and will create brief presentations describing their experiences. ZeeMaps will also be used to map the archives as part of the project.

### *REFLECTION-REACTION PAPER*

This paper is designed to be an expression related to one or more of the readings/materials from the semester. The paper is expected to be 2-3 pages (double-spaced, 12pt font). At least one references should be chosen from any of the readings/materials listed in the course description.

The purpose of this assignment is for you to demonstrate how you have critically assessed the readings, and/or content in relation to your experiences and/or perspectives. These are NOT summaries of the readings/content. I am interested in learning how you interacted, interpreted and/or related (or not) to the material(s) and content. Please include a direct (quoted) reference to an excerpt from the readings that directly relates to your reaction/reflection.

For a guide on how to properly cite your work please refer to the campus Writing Center or the Purdue Online Writing Lab [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

Opportunities to revise your work can be discussed throughout the semester.

### *MIDTERM PROJECT*

We will build on this project further during the first few weeks of the course. Please refer to the second bullet in the "Course Learning Outcomes" section above for the framework of this project.

### *FINAL: DIGITAL RESEARCH PROJECT*

The purpose of the digital project is to reveal new information relating to our course using the ZeeMaps platform to demonstrate alignment with our course learning outcomes. Projects will incorporate a Puerto Rican and Latino/a/x/e studies framework for curating a collection-exhibition on the course ZeeMap. Student Project Presentations are reserved for last couple of weeks in the semester and will develop through course discussions.

### BROOKLYN COLLEGE POLICIES & RESOURCES

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

### CENTER FOR STUDENT DISABILITY SERVICES:

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form and discuss your specific accommodation with him/her/them.

Student Bereavement Policy can be found here:

<http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php>

Visit the college website for other resources.

## COURSE SCHEDULE AND ASSIGNMENTS

\*Subject to change, due to current events. You will be notified in advance of any changes.

Week 1	<p>Thurs. 08/25  Topic: Welcome, Course Overview &amp; Assessment.  Assignments Due: Session activity.</p>
Week 2	<p>Tues. 08/30  Topic: Framing Our Course; Ethnic Studies. Session activity Precious Knowledge (film).</p> <p>Thurs. 09/01  Topic: Framing Our Course; Ethnic Studies. Session activity: finish film &amp; reflection/assessments.  Assignment Due: One work cited related to Puerto Rican and Latino Studies.</p>
Week 3	<p>Tues. 09/06  Topic: Puerto Rican- Ethnic Studies at Brooklyn College &amp; Archives.  Activity Due: Familiarize yourself with: <a href="https://qclcourse.commonsgc.cuny.edu">https://qclcourse.commonsgc.cuny.edu</a></p> <p>Thurs. 09/08  Topic: Intro to ZeeMaps; Mapping Puerto Rican and Ethnic Studies  <a href="https://cdha.cuny.edu/collections/show/402">https://cdha.cuny.edu/collections/show/402</a>  Assignments Due: Session activity.</p>
Week 4	<p>Tues. 09/13  Topic: Las Raíces &amp; Terminology.  Reading Due: <ul style="list-style-type: none"> <li>Op-Ed: Why I embrace the term Latinx, by Ed Morales. (BB)</li> </ul> </p> <p>Thurs. 09/15 (<i>First Day of Hispanic Heritage Month</i>).  Topic: ZeeMaps- Collaborative Mapping/Groups; Midterm Development.  Assignments Due: Topics &amp; Ideas for Midterm Project (brief writing) by Sunday.</p>
Week 5	<p>Tues. 09/20  Topic: Mexico-Mexicans &amp; Literatures.  Reading Due: Chapter 1 &amp; 2 in “The homeland, Aztlán/El otro México” Anzaldúa, G. (1987). <i>Borderlands: la frontera</i> (Vol. 3). San Francisco: Aunt Lute. (BB).</p> <p>Thurs. 09/22  Topic: Mexico-Mexicans &amp; Language.  Reading Due: Finish Chapter 2 in “The homeland, Aztlán/El otro México” Anzaldúa, G. (1987). <i>Borderlands: la frontera</i> (Vol. 3). San Francisco: Aunt Lute. (BB).  Assignment Due: Interact with Native Land Digital: <a href="https://native-land.ca">https://native-land.ca</a> (identify 3 territories, 3 languages, &amp; one Treaty related to PRLS.)</p>
Week 6	<p>Tues. 09/27 CUNY; NO COURSE MEETING</p> <p>Thurs. 09/29 CUNY CONVERSION DAY; CUNY follows a Monday schedule.</p>

Week 7	<p>Tues. 10/04 CUNY; NO COURSE MEETING</p> <p>Thurs. 10/06 Topic: Midterm Project Check-in; Collaborative Groups. Assignment Due: ZeeMaps Final Project Pitch (brief writing) w/midterm annotated references.</p>
Week 8	<p>Tues. 10/11 Topic: Puerto Rico- Puerto Ricans &amp; Immigration. Reading Due: Essay: The Law That Made Puerto Ricans U.S. Citizens, Yet Not Fully Americans by Dr. Charles Venator. (BB).</p> <p>Thurs. 10/13 Topic: Puerto Rico- Puerto Ricans &amp; Social Movements. Podcast Due: "Why Ricky Resigned" by Latino USA (50min. BB). Assignment due: Review @PaseoPodcast Twitter Thread about the Division Street Riots, Chicago, 1966: <a href="https://twitter.com/PaseoPodcast/status/1536032541047767041">https://twitter.com/PaseoPodcast/status/1536032541047767041</a></p>
Week 9	<p>Tues. 10/18 Topic: Cuba- Cubans &amp; Governments. Material Due:</p> <ul style="list-style-type: none"> <li>• Article: Cuban Immigrants were Given a Haven in the U.S.; Now they're being Deported, by: Daniel Rivero. (BB).</li> <li>• Video Segment: PBS; Cuban Exodus. Clip: Season 1. (BB)</li> </ul> <p>Thurs. 10/20 Topic: Dominican Republic- Dominicans &amp; Race. Podcast Due: "The Other Border" by: Latino USA (BB).</p>
Week 10	<p>Tues. 10/25 Topic: Central America &amp; South American Americans &amp; Identities. Reading &amp; Podcast Due:</p> <ul style="list-style-type: none"> <li>• Pages 35-42 in Latinos in New York: Communities in Transition by Sherrie Baver, et al (BB).</li> <li>• "Seeking Asylum, Seeking to Stay Together" podcast, by: Latino USA (BB).</li> </ul> <p>Thurs. 10/27 Topic: Borders. Readings Due:</p> <ul style="list-style-type: none"> <li>• Excerpt from Rael, R. (2014). Border wall as architecture. Borders, Fences and Walls: State of Insecurity? (BB).</li> <li>• Immigration and Customs Enforcement "About Us" webpage. (Student to use online resource to locate).</li> </ul> <p>Assignment Due: Midterm Project check-in.</p>
Week 11	<p>Tues. 11/01 (<i>First Day of Puerto Rican Heritage Month</i>) Topic: Mapping the CDHA. Reading Due: Brier, S. (2017). Why the History of CUNY Matters: Using the CUNY Digital History Archive to Teach CUNY's Past. Radical Teacher, 108, 28-35</p> <p>Thurs. 11/03 Topic: Mapping the CDHA- Discussion.</p>

Week 12	<p>Tues. 11/08 Topic: Midterm Project Tertulia.</p> <p>Thurs. 11/10 Topic: Midterm Project Tertulia. Assignment Due: Midterm Project due by Sunday.</p>
Week 13	<p>Tues. 11/15 Topic: She Was There Too- Film. Reading Due: Dolores Huerta: The Civil Rights Icon Who Showed Farmworkers “Si Se Puede” (BB).</p> <p>Thurs. 11/17 Topic: Finish, She Was There Too- Film &amp; reflection/assessments. Reading Due: Finish, Dolores Huerta: The Civil Rights Icon Who Showed Farmworkers “Si Se Puede” (BB).</p>
Week 14	<p>Tues. 11/22 Topic: Project Prep; Group work &amp; 1:1s.</p> <p>Thurs. 11/24 COLLEGE CLOSED- CUNYWIDE</p>
Week 15	<p>Tues. 11/29 Topic: Final Digital Project Presentations.</p> <p>Thurs. 12/01 Topic: Final Digital Project Presentations.</p>
Week 16	<p>Tues. 12/06 Topic: Finish, Final Digital Project Presentations.</p> <p>Thurs. 12/08 Topic: Reflections &amp; Assessment Tertulia. Assignments Due: Turn in all work.</p>
Week 17	<p>Tues. 12/13 Topic: Make-up Presentations &amp; 1:1s. Assignments Due: last day to turn in all work.</p> <p>Thurs. 12/15 Topic: Final.</p>