

ELN194.xxxx The Puerto Rican Community

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<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: An urban study course designed to familiarize students with the Puerto Rican community to provide an enhanced awareness of and sensitivity to the value systems of New York City's minorities. Students will experience first-hand the cultural heritage of one of the city's largest minorities and will learn about their contributions, conditions, and issues. Field trips may include El Barrio, the Puerto Rican Traveling Theatre, community organizations and/or agencies serving Puerto Ricans.

Section Description: [PUT SECTION DESCRIPTION HERE]

Prerequisites: CSE99/ENG099/ENX099/ESA099

Flexible Core Objectives: U.S. Experience in its Diversity

The course bears 3 credits that count as Flexible Core (U.S. Experience in its Diversity) of the CUNY's new general education curriculum (Pathways).

In this course students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Textbook, grading, and other class logistics**Textbooks:**

- Esteves, Sandra Maria. "Here" and "Not Neither" in *Yerba Buena*. NY: Greenfield Review Press, 1981.
- Glasser, Ruth. "Buscando Ambiente," in *My Music is My Flag: Puerto Ricans Musicians in New York City, 1917-1940*. University of California Press, 1997.
- Laviera, Tato. "Simplemente Maria" in *La Carreta Made a U-Turn*. Houston, Arte Publico, 1979.
- Matos-Rodriguez and Hernandez, *Pioneros: Puerto Ricans in New York City, 1896-1948*.
- Pantoja, Antonia, *Memoirs of a Visionary: Antonia Pantoja*. Houston: Arte Publico Press, 2002.

- Pietri, Pedro. *Puerto Rican Obituary*. New York: Monthly Review Press, 1973.
- Rivera, Edward. *Family Installments: Memoirs of Growing Up Hispanic*. New York: Penguin, 1981.
- Soto, Pedro Juan. “Bayaminiña” in *Spiks*, trans. Virginia.

Course Requirements:

1. Completion of all reading assignments outside of class;
2. Punctual and regular attendance (more than 5 hours of absence puts you in jeopardy of failure);
3. Active and engaged participation in collaborative class work;
4. Satisfactory completion of all written assignment;
5. Satisfactory completion of class portfolio;
6. Written assignments must be neatly typed, double-spaced, and edited.

Grading Standard:

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|-----------------------------|------|
| Letter | 10% |
| Research paper | 25% |
| Reflection essays (10% ea.) | 30% |
| Electronic portfolio | 15% |
| Participation in class | 15% |
| Professional behaviors* | 5% |
| Total | 100% |

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

| Week | Topics & Reading Assignments | In-class Activities |
|------|---|---|
| 1 | Introduction Puerto Rico: Location and size US Presence in the Caribbean: The Spanish-American War Jones-Shafroth Act • US/Puerto Rico Relationship | Writing sample Activity 1: Maps of Puerto Rico, Caribbean and Western Hemisphere Discussion Board: Puerto Rico—Location and size • ePortfolio: Creating ELN194 subpage |
| 2 | Reasons for Mass Migration to US Mainland Read: Rivera, <i>Family Installments</i> , pp.3-51 • Consult: Center for Puerto Rican Studies for migration stories http://centrop.r.hunter.cuny.edu/ | Inquiry Assignment: Research migrant stories Modeling Reflection: My old and new knowledge about Puerto Rican migration • Start writing letter on rationale for mass migration to the US mainland |
| 3 | Challenges and Barriers on the US Mainland 1 • Read: Soto, “Bayaminiña” and Matos-Rodriguez and Hernandez, <i>Pioneros</i> , pp. 63-102 | DUE: Letter and reflection posted to ePortfolio Reviewing learning goals • Discussion Board: Observations on mainland experiences |
| 4 | Challenges and Barriers on the US mainland 2 • Read: Pietri, “Puerto Rican Obituary” http://monthlyreview.org/2004/06/01/puerto-rican-obituary | DUE: Research topic • Reflection: My understanding of the challenges and barriers faced by migrants posted to ePortfolio |
| 5 | Overcoming challenges and barriers on the US Mainland • Read: Pantoja, <i>Memoirs of a Visionary</i> , pp. 1-64 | DUE: Bibliography for research assignment • Reflection on building and strengthening community development among mid-XX century migrants |
| 6 | Puerto Rican Identity and issues of language, culture, and ethnicity for migrant community • Read: C. Rivera, <i>La Gringa</i> , pp.13-49 | • Reflection on Act I. How do you explain Norma’s reaction to María’s visit to Puerto Rico? What does it suggest about the Puerto Rican community and its relationship to the Island community? |
| 7 | Puerto Rican Identity and issues of language, culture, and ethnicity for migrant community Read: C. Rivera, <i>La Gringa</i> , pp. 51-84 | DUE: First draft of research paper. • Reflection on Act II. What is Manolo’s gift to María and how does it relate to María’s search for identity? |

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| 8 | Performance Repertorio Español 123 E. 27 th Street, New York, NY | • 11 a.m. Sharp! Follow instructions and directions handout posted at https://lagcc-cuny.digication.com/professor_m_rodriguez |
| 9 | Neuyorican Movement and its contribution to the urban American experience • Read: Esteves, “Here” and “Not Neither”; Laviera, “Simplemente María” (handout) | DUE: Revisions of research paper Preview: Neuyoricans (VHS1401) • Reflection on the lives of second generation Puerto Ricans and their experiences posted to ePortfolio |
| 10 | Field trip to El Barrio/Spanish Harlem • Social and historical contributions to the urban American experience | Class will travel together to El Barrio • Reflection of field trip posted to ePortfolio |
| 11 | Puerto Rican music in New York and its impact on urban American music • Read: Glasser, “Buscando Ambiente” Introduction | Puerto Rican music from Pedro Hernandez to Tito Fuentes Reflection on the presence of Puerto Rican music in New York from 1920s through 1960s |

Policies

Professional Behaviors: Students are expected to practice professional behaviors that are conducive to creating an optimum learning environment that fosters successful work habits that may be applied in any setting. Therefore, students are expected to

- a) hand in writing assignments on the day that they are due;
- b) have completed reading assignment outside of class;
- c) be engaged actively in the learning process by answering questions posed by peers or the instructor, offering their own insights, and posing questions during class discussions
- d) remain in the classroom for the entire class period;
- e) ask for clarification when instructions or questions are not clear;
- f) be courteous at all times.

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).

Research Assignment: Field Trip to El Barrio

Introduction

The purpose of this outline is to help you gather and organize the information you need to write a reflection essay (minimum 2 pages) after the field trip to El Barrio. Your goal is to describe one of the many issues facing residents of one of the oldest Hispanic/Latino neighborhoods in New York City and to demonstrate a better understanding of this community. To complete this assignment, you are required to tour El Barrio.

Objectives of the Field Visit

1. to familiarize yourself with the cradle of the Puerto Rican community in New York City and its cultural history
2. to acquaint yourself with the physical and environmental conditions prevailing in El Barrio today
3. to enable you to identify some needs of this Hispanic/Latino community;
4. to acquaint yourself with organizations and individuals who work in the community providing services to residents
5. to identify some of the cultural resources located in El Barrio

Your Task

1. Observe the physical appearance of the neighborhood (condition of housing, streets, parks, schools, playgrounds, business, etc.)
2. Identify type of businesses and services available in the area (jot down some names)
3. Learn what is a "botanica" and its purpose
4. Identify what appear to be some needs of the Latino community in El Barrio
5. Identify organizations serving the community
6. Identify cultural institutions located in El Barrio
7. Observe the general quality of life in this New York City community

The Written Report

Write a short essay (500 words) in which you:

- identify and briefly describe a topic selected from those listed above
- express your feelings and insights regarding the experience the Puerto Rican community

Edit carefully your written work!

Research Assignment: The Puerto Rican Community in New York City

- The student will select and research a topic relating to the Puerto Rican community in New York City since 1960.
 - The student will explore contributions, changes brought about by the Puerto Rican presence, effect of an organization on the target community and/or New York City at large.
 - The student will write a 3 to 4-page paper, excluding the works cited page.
 - Student will use MLA form.
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Process

1. 1st draft (300 – 400 words) due Thursday, November 18, 2009. Peer Review.
2. Final draft due Thursday, December 2, 2009. No late work will be accepted.
3. Copy of first draft and peer review comments will be attached to final draft.
4. Type, number and staple pages.

Topics

1. The presence of Puerto Ricans and their influence in one of the following communities: The Bronx, Williamsburg, Brooklyn, El Barrio or the Lower East Side, Manhattan, Corona or South Ozone Park, Queens.
2. The 1960s grassroots movements. Examples, The Young Lords, Pa'lante, Aspira, Puerto Rican Legal Defense and Education Fund, The Puerto Rican Parade, The Puerto Rican Traveling Theatre.
3. Select any notable Puerto Rican born after 1950. Research his/her life and describe his/her contributions to the Puerto Rican community and/or New York City at large.
5. The 1980s and the Nuyorican Movement. Describe its origin, purpose, and explore one of its recent leaders.
6. Research the presence of Puerto Rican culture in New York City since 1950. Select one area to explore (e.g. music, the arts, cuisine, literature.)
7. The image of Puerto Ricans in the media. Explore different representations of the Puerto Ricans in movies, plays, television.