I. Course Description

This course aims at achieving an understanding of the processes and experiences of Puerto Ricans who have migrated to the United States since the 19th century to the present. Starting from historical materials outlining the initial settlement and incorporation of Puerto Ricans in New York, Chicago, etc., the course will examine the more recent incorporation of Puerto Ricans as depicted in books such as Acosta-Belén and Santiago’s Puerto Ricans in the United States: A Contemporary Portrait (2006). Of particular interest are theories or paradigms that examine the political and economic relationship between Puerto Rico and the United States such as world systems theory; nation-based approaches; internal colonialism, political economy, and classical colonialism. Thus, the course will combine historical materials on Puerto Rico as a Latin American nation and scholarly sources on the diasporic movement of Puerto Ricans.

We will approach the issues of migration by tackling two basic sets of questions. First, what kinds of military, economic, and political interventions are behind the massive movement of Puerto Ricans to the United States? Here, besides the allure of “Gold Mountain” and the promise of upward mobility, we will explore global/historical factors affecting Puerto Rican migration, tracing historical timing and key macro-level influences such as the Spanish-American War, the Jones Act (1917), Operation Bootstrap in Puerto Rico, the creation of a Commonwealth (Estado Libre Asociado) in 1952, the North American Free Trade Agreement, the histories of New York and Chicago as urban centers as well as contemporary global forces such as economic restructuring and transnationalism.

The second set of questions asks: What happens to migrants once they arrive? What are the economic, social and political consequences of their presence? Here, we will explore several new ways sociologists have approached the study of immigration, comparing, for example, how
different waves of immigrants have experienced differential or segmented assimilation, and how “new” immigrants interact with changing labor markets and other structures of inequality in contemporary American society. We shall also pay particular attention to the children of immigrants, their patterns of acculturation, their chances for socioeconomic mobility, and the long-term prospects of Puerto Rican communities in the United States.

As the Puerto Rican population in the United States becomes increasingly dispersed, scholars have uncovered a “bifurcated” second (or third) wave of migrations, resulting in high poverty rates in many “Rustbelt” (Midwest and Northeast regions) cities and more thriving Puerto Rican communities in the southern and western regions of the country. An important difference between Puerto Rican migration to “emerging” destinations like Central Florida and traditional settlement “hubs” such as New York City is that they are bypassing the crowded inner cities and instead moving to suburban areas. Residing in the suburbs is usually looked at as a positive outcome for ethnic minorities due to the lower racial segregation (from whites) and better quality of public schools and public services associated with suburban living. And living in the suburbs is usually found to be linked to more lucrative housing values, which increase the accumulation of housing equity for homeowners, and result in higher income. Puerto Ricans appear to be less segregated from whites in Florida than in the traditional cities of the Northeast where they first congregated in the middle of the twentieth century.

We will also pay a lot of attention to educational issues, with specific interest on the school experiences of Puerto Ricans in Chicago and Orlando. Some key questions are: How do schools serve as social institutions? What is the best way to educate language minority children? What are the implications for cities with mandated bilingual education programs? In what ways do language and identity intertwine?

II. Course Objectives: Skills and Knowledge Students Will Acquire

After completing the course, students should be equipped to:

- Critically analyze and connect the Latin American historical context of the emergence of a Puerto Rican nation and how it subsequently developed communities in the United States as a result of its special political, economic and cultural relationship with the empire
- better understand the backgrounds and contributions of immigrant communities and historically marginalized groups, particularly Puerto Ricans
- demonstrate knowledge of the immigration patterns to the US, the contexts of their reception, and their impact on social, economic, and racial stratification;
- analyze critically the historical and social construction of “race”, ”nation”, “ethnicity,” and “white privilege”;
- articulate the forms and processes in which educational inequality is reproduced in American society and their relations to systematic inequalities between dominant and marginalized groups, now and in the past;
- participate constructively in social and political debates on race and ethnic relations, multicultural issues, and immigrant acculturation in America and beyond.
- Access and use U.S. census materials to obtain appropriate demographic data and incorporate it in analyzing social processes such as poverty, educational attainment, and residential segregation
- Develop writing skills so that she/he can write a short sociological essay addressing one of the topics discussed in class
III. Assignments and Grading

The grade that you earn in this course is based on a number of factors including, but not limited to, class attendance, application/synthesis of knowledge to papers and/or class discussions. The grading criteria are as follows:

Response Papers:
The class will be divided into small groups (depending on the total number of students in a course) for response papers. Each member of one group will be responsible for completing a response paper based on the weekly readings. For example, each student belonging to Group #1 would complete a response paper for the first week. Each member belonging to Group #2 would follow the second week, etc. Each response paper is to be at least 2 pages long. Each student will make a copy of their response papers for their classmates. These papers are then to be read and discussed in class. Response papers will be worth 15 points. Each group will complete approximately two response papers during the semester. A late response paper will be assessed a grade penalty.

Written Assignments:
A short paper will be required of each student. The first paper (6-8 pages in length) is based on providing a brief summary of the Perez book, delineating the central theme/thesis and your understanding of *The Near Northwest Side Story: Migration, Displacement, & Puerto Rican Families*. An optional second paper for extra credit should be of a theoretical or historical nature and should be based on your interpretation of the present situation (socioeconomic or political) of Puerto Ricans in Central Florida. The second paper should be 8-10 pages in length. Students are allowed and encouraged to collaborate in producing written assignments but additional length requirements will apply.

Exams:
There will two exams in this class—a mid-term and a final. However, these exams are not what are usually known as “comprehensive exams.” Both exams will be of a take-home nature and will cover material covered in class sessions leading up to the date of the exam. Each student will be given one week to complete the exam.

Participation and Attendance:
Each student is expected to regularly participate in class discussions and evidence knowledge of the readings by making pertinent contributions. All students are expected to have done all the assigned readings for each class. Regarding attendance, I know that we all have busy lives, as we have to balance family, work, and school. But unless you have an emergency, I expect you to be present for all class meetings. An attendance sheet will be passed out at ever class meeting. It is your responsibility to sign-up this sheet, even if you come-in late. A series of “write-in class” essays will be completed during class period and will form the basis for your attendance score.
**Graduate Project:**
If you are enrolled in this course for graduate credit, you are expected to complete a final paper/project. This paper/project should synthesize the knowledge that has been created in class along with your personal experiences as a teaching professional, student, and intellectual. However, I do not believe in assigning paper topics. You have the liberty/freedom to choose a topic that drives your passion as long as it is related to the course content! However, it is required that you submit a brief outline with your paper topic approximately one month before the paper is due. This final paper should be 12-15 pages and should follow the APA style manual for research papers.

**CRITERIA FOR ASSIGNMENT OF LETTER GRADES (Total: 100 Points)-**

**Undergraduate**
- Midterm Exam: 30 points
- Final Exam: 30 points
- Papers (Book Review): 15 points
- Response Papers: 15 points
- Attendance and Participation: 10 points

**Graduate**
- Midterm Exam: 30 points
- Final Exam: 30 points
- Papers (Book Review): 15 points
- Response Papers: 15 points
- Attendance and Participation: 10 points
- Graduate Project: 25 points

The final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall Score</th>
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<tr>
<td>A</td>
<td>95.00 – 100.00</td>
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<tr>
<td>A-</td>
<td>90.00 – 94.99</td>
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<td>B+</td>
<td>87.00 – 89.99</td>
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<td>B</td>
<td>83.00 – 86.99</td>
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<tr>
<td>B-</td>
<td>80.00 – 82.99</td>
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<tr>
<td>C+</td>
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<td>C-</td>
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<td>D</td>
<td>60.00 – 69.99</td>
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<td>F</td>
<td>&lt; 60.00</td>
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A NOTE ON YOUR EXPECTED TIME COMMITMENT TO THIS CLASS:

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a traditional, or face-to-face course, you will spend a minimum of

- **37.5** hours in the classroom
- **75** hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- **31.5** hours preparing for and writing major papers and/or exams.

If this is an online course, you will spend a minimum of

- **37.5** hours reviewing instructional materials prepared by your instructor and placed online
- **75** hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- **31.5** hours preparing for and writing major papers and/or exams.

If this is a hybrid course, you will spend a minimum of

- **18.75** hours in the classroom
- **18.75** hours reviewing instructional materials prepared by your instructor and placed online
- **75** hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- **31.5** hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at [https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf).
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at [http://www.uwsa.edu/acss/acps/acps4.pdf](http://www.uwsa.edu/acss/acps/acps4.pdf).
Using UW-Milwaukee Desire2Learn (D2L) course web sites

Materials for this course are available on a Desire2Learn (D2L) course web site. You may see these materials there anytime you wish, using a standard web browser.

Recommended browsers: A complete and up-to-date list of recommended browsers and settings can always be found at: https://kb.wisc.edu/helpdesk/page.php?id=3210. Please contact the UWM Help Desk with any questions about these requirements.

To find and browse the D2L course web site:

2. On the D2L Landing page, choose the button labeled [UWM ePanther].
3. On the next page, type in your ePanther Username (your ePanther campus email, but without the “@uwm.edu”) and Password (the same password you use for PantherLink and PAWS). Then hit [Login].
   - You may bookmark the D2L.UWM.edu landing page, if you wish.
   - To prevent failed log-ins, please DO NOT BOOKMARK the UWM Panther login page.
4. On the D2L MyHome screen, find the area called My Courses. You’ll see your active courses here, arranged by Semester, with the newest semester at the top.
5. Click any course title to see the Course Home page. Click [Content] in the navigation bar to begin exploring the site.
6. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
7. When you are finished looking around your D2L course sites, always click on [Logout]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using your D2L account!

What to do if you have problems with Desire2Learn (D2L)

If you have any difficulties with D2L, including problems with your login (e.g., you forgot your password, or if you just can’t get on), please contact the UWM Help Desk as follows:

- Report the problem via online web form at GetTechHelp.uwm.edu
- Call the UWM Help Desk at 414.229.4040 if you are in Metro Milwaukee
- Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
- From outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459
**Required Textbooks:**
Publisher: Univ. of California Press (Available at the UWM Bookstore)

<table>
<thead>
<tr>
<th>Date</th>
<th>Major Course Units/Themes</th>
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<tbody>
<tr>
<td>Weeks of Sept. 3 and Sept. 10</td>
<td><strong>Unit 1: Basic Historical events leading to the incorporation of Puerto Rico as a U.S. territory. Key Questions</strong></td>
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<td><strong>Key Questions:</strong> How was a Puerto Rican identity forged under the imperial control of Spain and the United States? How were agrarian and urban elites conceptualizing an ideal Puerto Rican culture and what kinds of political ideologies they favored? How do we apply theories of colonialism and neocolonialism to the U.S.-Puerto Rico situation?</td>
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<td><strong>Required Reading:</strong> Ayala, César, and Rafael Bernabe (2007). <em>Puerto Rico in the American Century: A History Since 1898</em> (Chapters 1-3).</td>
</tr>
<tr>
<td>Weeks of Sept. 17 and Sept. 24</td>
<td><strong>Unit 2: Migration as seen from different perspectives. Causes and antecedents of a Puerto Rican Diaspora.</strong></td>
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<td><strong>Key Questions:</strong> What were the roles of the Jones Act and American multinationals in encouraging the first migration waves? How do we apply different theories of migration to different periods or waves of migrants? What specific government actors and actions combined to boost the exodus to the United States?</td>
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<tr>
<td></td>
<td>1. A government engineered diaspora: From contracted farm hands to Operation Bootstrap.</td>
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<td>3. Understanding Puerto Rican migration. Migration conceptualized as waves or cohorts: motivation, demographic and social composition, timing, and government roles.</td>
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<td>4. Neoclassical economic theory of migration; world systems theory; and social network approach</td>
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Rico’s Operation Bootstrap (Ch. 9)
Acosta-Belen and Santiago, “Migrations Before World War II” and “Postwar Migration Patterns” (chapters 3-4) - From *Puerto Ricans in the United States: A Contemporary Portrait*

**Weeks of Oct. 1st and October 8th**

**Unit 3: Transnational perspectives on migration: From San Sebastián to Chicago. Gender and Class in the Making of a Barrio.**

**Key Questions:** How do we apply the concepts of transnationalism to the experiences of Puerto Ricans in Chicago? How does gender modify the way migration and settlement are experienced? What are the building blocks for an “authentic” Puerto Rican identity? What are the limits of citizenship when an ethnic group is racialized? What are some of the most effective ways of fighting poverty?

**Required Reading:**

**October 15**

**MID-TERM EXAM DUE**

**Weeks of October 15 and Oct. 22**

**Unit 4. Living on the Margins: Poverty and Pathways to the Middle Class**

**Key Questions:** How do we define poverty? What are the main causes of poverty? What is the impact of structural factors on the creation and maintenance of poverty? What is concentrated poverty and how does it impact barrio residents? The geographic and skills mismatch hypotheses: explaining employment declines amongst Puerto Rican youths. How do working class families find pathways to middle class status?

**Required Reading:**
Black, Timothy (2009). *When a Heart Turns Rock Solid: The lives of three Puerto Rican Brothers on and off the streets* (chapters 5-7: “The Block”; “Leaving the Streets”; and “Transitions”)

**October 22**

**BOOK REVIEW DUE**

**Week of Oct. 29**

**Unit 5. The link between community and schooling: Puerto Rican experiences with U.S. schools.**

**Key Questions:** What is the connection between the political situation in Puerto Rico and the educational experiences of Puerto Rican students in the United States? How do we account for the low academic achievement of Latino students? What is social capital and how does it impact school performance? How do we explain high dropout rates amongst Latino
students? How are the problems faced by immigrant students similar and/or different than those faced by U.S. born students? What are the effects of high school mobility (e.g. circular/return migration) and the education of Puerto Ricans? What is authentic care, as postulated by Valenzuela and Nieto? What are the implications for care in classrooms? What is the meaning of the concept “school as sanctuary” and what are its potential pedagogical values?

**Required Readings:**
René Antrop-González). *Schools as Radical Sanctuaries: Decolonizing Urban Education through the Eyes of Youth of Color* (chapters 2-4: “The Sociohistorical/Political and Curricular Context of the Dr. Pedro Albizu Campos High School (PACHS)”; “Theorizing the Schools as Radical Sanctuaries Concept: The Voices of Puerto Rican/Latino and African American Youth and their Teachers”; and “Toward a Theory of Critical Caring] in Urban Schools: Constructing Instrumental Student-Teacher Relationships of Solidarity”

**Week of Nov. 5**

**Unit 6. New Destinations: The “Puerto Ricanization” of Florida**

**Key Questions:** What explains the dispersion of Puerto Ricans away from its old destinations in the U.S. northeast and midwest? Why do we say that Puerto Ricans are experiencing a bifurcation, with some moving to relatively poor cities in the U.S. northeast and others moving to sunbelt states? What are the main historical, social, and economic factors behind the formation of Puerto Rican settlements in Central Florida? How do Puerto Ricans moving to Central Florida imagine themselves as an ethnic group/nation, that is, make “puertorriqueñidad”?

**Required Readings:**

**Week of November 12**

**Unit 7. The Socioeconomic performance of Puerto Ricans in the United States**

**Key Questions:** How important are segregation levels, human capital, and local conditions in explaining the socioeconomic performance of Puerto Ricans in the U.S.? Are Puerto Ricans catching up with non-Hispanics (wages and poverty rates)? Are Puerto Ricans in Central Florida doing better in terms of wages and other socioeconomic characteristics than their
counterparts in other parts of the country?

**Required Readings:**

**Week of Nov. 19**

**Unit 8. Puerto Rican Youth in Central Florida: Adaptation to New Lives**

**Key Questions:** How do young Puerto Rican migrants adjust to life in Central Florida. What are their experiences with public schools, their families, and their community? Do they maintain an “Island” identity or do they negotiate new identities? What kinds of barriers and challenges emerge from the structure and practices of the local school system?

**Required Readings:**

**Week of Dec. 3**

**Unit 9. Fighting for Social Justice: Activists and Artists Leave their Mark**

**Key Questions:** How did community organizers and activists fought back against the social injustices in U.S. society? Who were the Young Lords and what were they fighting for? What was the role of the Spanish press in articulating an understanding of the major social and political issues facing the Puerto Rican community? The work of writers and performing artists in defining and reaffirming a cultural identity in the Diaspora.

**Required Reading:**
Unit 10. Conceptualizing an identity for the Puerto Rican Nation and Evaluating Paradigms of Structural and Cultural Assimilation

Key Questions: How are the relations with the community of origin important in understanding the formation of an “ethnic” identity in the United States or the maintenance/negotiation of an ethno/national identity for the first generation? How do the different forms of incorporation impact the social and economic mobility of the first two generations? How do Puerto Ricans incorporate notions of race and class in defining their situation in the United States vis a vis other racial/ethnic groups? How accurate are different theories of incorporation (classical assimilation, critical race theory, segmented assimilation, internal colonialism, racialized place inequality) in predicting the socioeconomic performance of Puerto Ricans in the United States?

Required Readings:

Dec. 10 The second exam and graduate papers are due on the last day of the course!!!
The Secretary of the University maintains a web page that contains university policies that affect
the instructor and the students in this course, as well as essential information specific to conduct
of the course. The link to that web page is: http://www4.uwm.edu/secu/SyllabusLinks.pdf

**Students with Disabilities.** Verification of disability, class standards, the policy on the use of
alternate material and test accommodations can be found at the following:
http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

**Religious Observances.** Policies regarding accommodations for absences due to religious
observance are found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm

**Students called to active Military Duty.** Accommodations for absences due to call-up of
reserves to active military duty are found at the following:
http://www4.uwm.edu/current_students/military_call_up.cfm

**Incompletes.** You may be given an incomplete if you have carried a course successfully until
near the end of the semester but, because of illness or other unusual and substantiated cause
beyond your control, have been unable to take or complete the final examination or to complete
some limited amount of course work. An incomplete is not given unless you prove to the
instructor that you were prevented from completing the course for just cause as indicated above.
The conditions for awarding an incomplete to graduate and undergraduate students can be found
at the following: http://www4.uwm.edu/secu/docs/other/S31.pdf

**Discriminatory Conduct** (such as sexual harassment). Discriminatory conduct will not be
tolerated by the University. It poisons the work and learning environment of the University and
threatens the careers, educational experience and well-being of students, faculty and staff.
Policies regarding discriminatory conduct can be found at:
http://www4.uwm.edu/secu/docs/other/S47.pdf

**Academic Misconduct.** Students are responsible for the honest completion and representation
of their work, for the appropriate citation of sources, and for respect of others' academic
endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the
following: http://www4.uwm.edu/osl/dean/conduct.cfm

**Complaint Procedures.** Students may direct complaints to the Sociology Department Chair or
the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint
allegedly violates a specific university policy, it may be directed to the Sociology Department
Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the
appropriate university office responsible for enforcing the policy. Policies may be found at:
http://www4.uwm.edu/secu/docs/other/S49.7.htm

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a
capricious or arbitrary decision of the course instructor. Such an appeal shall follow the
established procedures adopted by the department, college, or school in which the course resides
or in the case of graduate students, the Graduate School. These procedures are available in
writing from the respective department chairperson or the Academic Dean of the College of
Letters & Science. Procedures for undergraduate student grade appeal can be found at
http://www4.uwm.edu/letsci/upload/grievance_procedure.pdf

Procedures for graduate student grade appeal can be found at
http://www.graduateschool.uwm.edu/students/policies/

**Final Examination Policy.** Policies regarding final examinations can be found at the following:
http://www4.uwm.edu/secu/docs/other/S22.htm

**Book Royalties.** In accord with Department of Sociology policy, the royalties from the sale of
faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology
Account to support future awards and activities for UWM students in Sociology.