LaGuardia Community College

ELN194 THE PUERTO RICAN COMMUNITY: A MINORITY GROUP EXPERIENCE

SYLLABUS

CATALOG DESCRIPTION

This course examines the Puerto Rican community in order 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 problems. Field trips may include El Barrio, the Puerto Rican Traveling Theatre, and a community organization.

PREREQUISITE: CSE099, ENA/ENG099
This course is in compliance with the academic integrity policy adopted by the College Senate.

Week 1
General orientation
Puerto Rico: Location, size, and importance
The U.S. presence in the Caribbean region

Visit: [http://welcome.topuertorico.org](http://welcome.topuertorico.org)

Free Writing Assignment: Describe in about 200 words what you expect to learn in this course (Bb)

Week 2
Read: Notes on the background of the Puerto Rican people (Handout 1) and text found at [http://welcome.topuertorico.org/reference/taino.shtml](http://welcome.topuertorico.org/reference/taino.shtml)

Puerto Rico: Ethnic and cultural background of the people--The Tainos

FWA 1: Summarize in about 200 words what you have learned about Taino culture (Bb)

Week 3
Read: Notes on the background of the Puerto Rican people (Handout 2) and text found at [http://www.welcome.topuertorico.org](http://www.welcome.topuertorico.org)

DUE: DRAFT #1 OF ABOUT ME: A PERSONAL NARRATIVE

Puerto Rico: Ethnic and cultural background of the people--The Europeans/Spaniards
FWA 2: Explain in about 200 words a European/Spaniard presence in Puerto Rico and their contributions to contemporary Puerto Rican culture (Bb)

The ePortfolio--concept and purpose

**Week 4**
Read: The West Africans (Handout 3) and text found at [http://aaas.mystek.com](http://aaas.mystek.com)
DUE: ABOUT ME: A PERSONAL NARRATIVE

Puerto Rico: Ethnic and cultural background of the people--The West Africans

FWA 3: Explain in about 200 words a West African presence in Puerto Rico and their contributions to contemporary Puerto Rican culture (BB)

**Week 5**
Read: Family Installments, 13-32

Puerto Rico: 1898-1940  
- Economic and social conditions  
- The “lost generation”

The ePortfolio?template choices, review of portfolio site

**Week 6**
Read: Family Installments, 33-51  
DUE: DRAFT #1 OF WRITING ASSIGNMENT?Peer Review

Puerto Rico: 1940-1950  
- Economic and social conditions  
- Major reasons for the mass migration to the U.S. mainland  
- Goals and expectations of the migrants

FWA 4: Explain in about 200 words the major reasons for the mass exodus of Puerto Ricans to the U.S. mainland (Bb)

The ePortfolio--selecting a template, scanning, linking images and text, storing documents in MY COLLECTION

**Week 7**
Read: Matos-Rodriguez and Hernandez. “Pioneros: Puerto Ricans in New York City, 1896-1948” (Handout 4)  
Preview in class: Nuyoricans: Puerto Ricans in New York (VHS 1401)  
DUE: WRITING ASSIGNMENT

Puerto Ricans in New York City
a) Opportunities, challenges, barriers  
b) Language and culture issues  
c) Beginnings of Nuyorican culture

FWA 5: Explain in about 200 words some of the challenges/barriers faced by Puerto Rican migrants in the U.S. mainland (Bb)

The ePortfolio--storing documents and images in MY COLLECTION

Week 8  
Read: Glasser. “Buscando Ambiente: Puerto Rican Musicians in New York City, 1917-1940”

Puerto Rican contributions to New York City culture

FWA 6: Describe in about 200 some of the contributions made by Puerto Ricans to New York City cultural life (Bb)

Week 9  
Preview in class: The Heart of Loisaida (VHS641)  
- DUE: NEWSPAPER ARTICLE HIGHLIGHTING ONE CONTRIBUTION PUERTO RICANS HAVE MADE TO NEW YORK’S CULTURAL LIFE

Puerto Ricans in New York City: The 1970s  
Grassroot organizing  
Personal empowerment and achievements

FWA 7: Brainstorming the reflective essay (Bb)

The ePortfolio: Publishing on the WEB

Week 10  
Visit: http://musicofpuertorico.com  
DUE: DRAFT #1 OF THE REFLECTION ESSAY

Puerto Ricans strengthening identity  
Triumph of Latin music

FWA 8: Select one type of Puerto Rican music and describe its characteristics (Bb)

The ePortfolio: Posting documents in MY SITE

Week 11  
DUE: REFLECTION ESSAY
Puerto Ricans: Pursuit of the American Dream
One community--Puerto Rico/U.S. mainland?

The ePortfolio: Posting documents in MY SITE

**Week 12**
The Puerto Rican community in the 21st century

The ePortfolio: Catch-up session

**Week 13**
Course summary and evaluation
ePortfolio Showcase

**REQUIRED TEXTS**

Notes on the background of the Puerto Rican people. (Handouts #1, 2, and 3)

Glasser, Ruth. “Buscando Ambiente: Puerto Ricans Musicians in New York City, 1917-1940” (Handout 5)


Matos-Rodriguez and Hernandez, “Pioneros: Puerto Ricans in New York City, 1896-1948” (Handout 4)


**PERFORMANCE OBJECTIVES**

At the end of the course, the student will be able:

1. to identify major events in Puerto Rican history, which are related to the present condition of Puerto Ricans in the Island and in the United States mainland;
2. to describe the conditions leading to the mass migration of Puerto Ricans to the U.S. mainland between 1940 and 1974;
3. to describe the impact that cultural differences between Puerto Rico and the United States has on the individual migrant and family life;
4. to identify the challenges facing the Puerto Rican community in the United States and relate them to the experiences of other migrant/immigrant groups.
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 (including threaded discussions);
5. Satisfactory completion of class portfolio;
6. Written assignments must be neatly typed, double-spaced, and edited.

GRADING STANDARD
LATE ASSIGNMENTS WILL NOT BE ACCEPTED!
Writing assignment 25%
About Me 15%
Newspaper article 10%
Reflection Essay 15%
Threaded discussions on Blackboard 10%
Electronic portfolio 10%
Participation in class 5%
Homework assignments 5%
Professional behaviors 5%

Total 100%

ATTENDANCE POLICY

LaGuardia Community College’s attendance policy allows students 15% of unexcused absences. The Department of Humanities subscribes to this policy and enforces it as follows:

The absolute maximum of unexcused absences in this course is five (5) hours. There is no need to present any documentation.

Excused absences are at the discretion of the instructor. There are extenuating circumstances that warrant excuse. Consult the instructor.

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.
g) turn off or set to vibrator all cell telephones during class time.