ESSEX COUNTY COLLEGE  
Humanities Division  
HST 133 – Culture and History of Puerto Rico  
Course Outline

Course Number & Name: HST 133 Culture and History of Puerto Rico

Credit Hours: 3.0  Contact Hours: 3.0  Lecture: 3.0  Lab: N/A  Other: N/A

Prerequisites: Grades of “C” or better in ENG 096 and RDG 096 or placement

Co-requisites: None  Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Course Description: This course introduces the students to the culture and history of Puerto Rico by tracing the development of the Puerto Rican nation through the Spanish “discovery” and eventual colonization by the United States. The course includes analysis of the contemporary Puerto Rican scene from a social, political, and economic context.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. demonstrate knowledge of the cultural and historical development of the archipelago under pre-colonial Taino habitation and subsequently Spanish and American influence;

2. identify the origins and outcomes of pandemics, economic depression, technology, immigration and emigration on the island since European contact; and

3. utilize accurate historical terminology and concepts in written and/or oral form in relation to the history of the archipelago beginning with its initial settlement by the Ortoiroid people between 3000 and 2000 B.C.E. up to its subsequent colonization by the Spaniards and finally its status as a “non-incorporated” commonwealth of the United States.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate knowledge of the cultural and historical development of the archipelago under pre-colonial Taino habitation and subsequently Spanish and American influence:

   1.1 identify the food, clothing, music, language and gender relations of inhabitants of the archipelago under Taino, Spanish and American influence; and

   1.2 translate important Spanish terms indigenous to Puerto Rico such as “borinquen” and demonstrate basic familiarity with Spanish pronunciation of words
Measurable Course Performance Objectives (MPOs) (continued):

2. Identify the origins and outcomes of pandemics, economic depression, technology, immigration and emigration on the island since European contact:
   2.1 apply key concepts in Social Science and History as well as critical thinking techniques to investigate hookworm disease;
   2.2 discuss the economic crisis of the 1920s on island inhabitants and emigrants to the United States;
   2.3 explain the impact of the steam engine; and
   2.4 discuss the interconnection between immigration from other Caribbean islands and emigration to the United States since European Contact

3. Communicate accurate historical terminology and concepts in written and/or oral form in relation to the history of the archipelago beginning with its initial settlement by the Ortoiroid people between 3000 and 2000 B.C.E. up to its subsequent colonization by the Spaniards and finally its status as a “non-incorporated” commonwealth of the United States:
   3.1 write and/or explain verbally how the African, indigenous Native, Spanish and subsequent American influence on Puerto Rico continue to factor into the cultural, social, economic and historical development of the island into the present

Methods of Instruction: Instruction will consist of lecture and explanation of material in the textbook, PowerPoint and transparency usage to offer visual aids, student use of internet to investigate scholarly articles on the history and culture of Puerto Rico, guest lectures by noted professors in the field, documentary viewings to aid in lectures, and audio productions to demonstrate the music and culture of the island.

Outcomes Assessment: Homework, quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the essays for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

Course Requirements: All students are required to:
1. Maintain regular attendance.
2. Complete assigned homework and essays.
3. Take part in class discussions.
4. Take all scheduled quizzes and exams.
**Methods of Evaluation:** Final course grades will be computed as follows:

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<tr>
<th>Grading Components</th>
<th>Final Course Grade</th>
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<tbody>
<tr>
<td>Homework, quizzes and class participation</td>
<td>20%</td>
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<tr>
<td>A perusal of homework problems and quizzes on a weekly basis will ensure that students are progressing and improving their knowledge of the subject.</td>
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<tr>
<td>3 or more Reaction Essays (dates specified by the instructor)</td>
<td>40%</td>
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<td>Reaction Essays will show evidence of the extent to which students meet course objectives.</td>
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<td>Midterm Exam</td>
<td>20%</td>
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<td>The same objectives apply as with essays, but it is anticipated that students will be able to reflect with more critical and independent thought on the history and culture of Puerto Rico.</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<td>The final exam will examine the extent to which students have achieved course objectives and synthesized course material. Specifically, students should have done the following: retained memory of key terms, dates, figures and cultural factors in Puerto Rican history; probed the economic, political and cultural implications of Puerto Rican territorial acquisition by the United States; surveyed the history of Puerto Rico in context of Caribbean socio-cultural development in the twentieth century.</td>
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**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.
**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

<table>
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<tr>
<th>Week</th>
<th>Topic to be Covered</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1: Pre-settlement Tainos and the Arrival of Settlers</td>
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</tbody>
</table>
| 2    | Chapter 2: Outpost of Empire  
*Quiz on Reading and Vocabulary* |
| 3    | Chapter 3: Organizational of Institutional Life and Economy  
*Reaction Essay #1* |
| 4    | Chapter 4: Society in the Eighteenth Century |
| 5    | Chapter 5: Plantation Society  
*Quiz on Reading and Vocabulary* |
| 6    | Chapters 6 and 7: First Anti-Colonial Movement  
*Reaction Essay #2* |
| 7    | **Midterm Exam** based on Chapters 1 – 5 |
| 8    | Chapter 8: Spanish-American War and Centrality of Puerto Rico |
| 9    | Chapter 10: President Wilson and Neocolonial Rule  
*Quiz on Reading* |
| 10   | Chapter 9: Non-incorporation and Wall Street  
*Reaction Essay #3* |
| 11   | Chapter 11: Roaring Twenties and Puerto Rican Harlem |
| 12   | Chapter 12: Great Depression, Disease and New Deal Puerto Rico  
*Quiz on Reading* |
| 13   | Chapter 13: Campos’s Puerto Rico |
| 14   | Chapter 14: Post-World War Two Second Wave Migration to United States |
| 15   | **Final Exam** based on Chapters 8 – 14  
Whither the Borinquen? Puerto Rican Transnational Identity in the Late Capitalist Epoch |