

**University of Connecticut
Department of Political Science**

Syllabus – Spring 2013

POLS 2998/PRLS 3298: Puerto Rican Politics and Culture

**Mondays 4:00-6:30pm
Oak Hall 117**

Course & Instructor Information

Course Title: Puerto Rican Politics & Culture (POLS 2998/PRLS 3298)

Credits: 3 credits

Prerequisites: None

Instructor: Charles R. Venator-Santiago

E-mail: charles.venator@uconn.edu

Tel: (860) 486-9052

Office: Oak Hall, Room 424; UConn-Storrs Campus

Office Hours: Mondays, 12:30-3:30pm and by appointment. Students can make appointments through the university's AdvApp appointment system (<http://advapp.uconn.edu/>).

Online Hours: Like other workers I try to spend some time with my family after 5:00pm. I also travel for research and work related activities and may be unavailable for extended periods of time. Please note that I may or may not be able to respond to your emails during the evenings. Allow 1-2 days for an email response and do not expect me to answer your emails during the weekends and late at night.

Course Description

The United States joined the club of global Empires following the annexation of Puerto Rico and other islands acquired during the Spanish-American War of 1898. Soon after the United States developed a new territorial law and policy to govern Puerto Rico and has not changed the island's status since. For more than a century, the United States has used the precedents established by the case of Puerto Rico to legitimate a wide range of global expansionist policies, including the creation of torture and detention camps located in Guantánamo Bay, Cuba.

Course Objectives

Upon completion of this course, students will be able:

1. Understand the constitutional basis of U.S. Global Empire and the corresponding doctrine of territorial incorporation;
2. Understand what options are available to Puerto Ricans;
3. Gain a clear understanding of the core legal debates shaping the contours of the relationship between the United States and Puerto Rico.

Course Outline

28 January

Introduction

4 February

19th Century Contexts

- Trías Monge, Chapter 1
- *Loughborough v. Blake*, 18 U.S. 317 (1820) (HuskyCT)
- *American Insurance v. Canter*, 26 U.S. 511 (1828) (HuskyCT)
- *Dred Scott v. Sandford*, 60 U.S. 393 (1856) (HuskyCT)

Journal #1: What was the constitutional status of U.S. territories throughout the 19th Century?

11 February

The War of 1898 and the Origins of U.S. Global Expansionism

- Trías Monge, Chapter 2
- Juan R. Torruella, *The Big Picture* (HuskyCT)
- *Treaty of Paris of 1898* (HuskyCT)

Journal #2: Explain Article IX of the Treaty of Paris of 1898.

18 February

The Military Annexation of Puerto Rico

- Trías Monge, Chapters 3 & 4 (pages 36-44)
- Elihu Root, *The Principles of Colonial Policy* (HuskyCT)
- Abbott Lawrence Lowell, *The Status of Our New Possessions: A Third View* (HuskyCT)

Journal #3: According to the military, what should be the legal source of authority for the U.S. government to rule Puerto Rico?

25 February

U.S. Global Empire and the Constitution

- Trías Monge, Chapter 4
- Rivera Ramos, *The Legal Doctrine of the Insular Cases*
- *Downes v. Bidwell*, 182 U.S. 244 (1901) (HuskyCT)
- *Foraker Act of 1900* (HuskyCT)

Journal # 4: What is the constitutional meaning of the notion “foreign in a domestic sense”?

4 March

Colonialism and Citizenship

- Trías Monge, Chapters 5, 6 & 7
- *Gonzalez v. Williams*, 192 U.S. 1 (1904) (HuskyCT)
- *Rasmussen v. U.S.*, 197 U.S. 516 (1905) (HuskyCT)
- *Jones Act of 1917* (HuskyCT)
- *Balzac v. People of Porto Rico*, 258 U.S. 298 (1922) (HuskyCT)

Journal #5: How does Chief Justice Taft’s interpretation of the relationship between citizenship and the territorial status of Puerto Rico in Balzac modify the precedent established by Downes and Rasmussen?

Journals 1-5 Due in Class

11 March	<p>The Road to Autonomy</p> <ul style="list-style-type: none"> • Trías Monge, Chapters 8, 9 & 10 <p><i>Short Paper Due in Class</i></p>
25 March	<p>A Post-Colonial Autonomy?</p> <ul style="list-style-type: none"> • Trías Monge, Chapters 11 & 12 <p><i>Journal #6: Did the Commonwealth Constitution change the territorial status of Puerto Rico?</i></p>
1 April	<p>Plebiscites and the Revisiting the Political Status of Puerto Rico</p> <ul style="list-style-type: none"> • Trías Monge, Chapter 13 • Congressional Research Service, <i>Political Status for Puerto Rico</i> (HuskyCT) • Christina Duffy Burnett, <i>'None of the Above Means More of the Same'</i> (HuskyCT) • 2011 <i>President's Task Force on Puerto Rico's Status</i> (HuskyCT) <p><i>Journal #7: What was the goal of the "None of the Above" option in the 1998 Puerto Rico plebiscite? Does it matter?</i></p>
8 April	<p>Performing Citizenship</p> <ul style="list-style-type: none"> • Jill A. Pryor, <i>The Natural-Born Citizen Clause and Presidential Eligibility</i> (HuskyCT) • Richard Thornburgh, <i>Puerto Rican Separatism and U.S. Federalism</i> (HuskyCT) • Rogers M. Smith, <i>The Bitter Roots of Puerto Rican Citizenship</i> (HuskyCT) • <i>Efron v. United States</i>, 1 F. Supp. 1d 1468 (1998) (HuskyCT) <p><i>Journal #8: What is the citizenship conundrum that persons born in Puerto Rico face?</i></p> <p><i>Letter to Your Legislator Due in Class</i></p>
15 April	<p>Substantive Rights and Membership in the Anglo-American Polity</p> <ul style="list-style-type: none"> • Gerald L. Neuman, <i>Constitutionalism and Individual Rights</i> (HuskyCT) • USGAO, <i>U.S. Insular Areas: Application of the Constitution</i> (HuskyCT) <p><i>Journal # 9: Does the Bill of Rights apply in full to the residents of Puerto Rico?</i></p>
22 April	<p>Culture and the Political</p> <ul style="list-style-type: none"> • Arlene M. Davila, <i>Securing the Nation Through Politics</i> (HuskyCT) • Ramón Grosfoguel, <i>The Divorce of Nationalist Discourses From Puerto Rican People</i> (HuskyCT) <p><i>Journal # 10: What is political about cultural politics?</i></p> <p><i>Journals 6-10 Due in Class</i></p>
29 April	<p>Conclusions</p>
6-11 May	<p>Final Exams Week (TBA)</p>

Course Grading and Requirements

My expectation is that college students will be responsible enough to hand in hard copies of their assignments on time. I reserve the right to accept late papers. Unless a student has made prior arrangements with me, I will not accept late papers. I will not accept papers sent via EMAIL or other digital forums. Although printers break, the library has plenty of printers available. Please plan accordingly.

I will not accept re-writes of final assignments. Please plan accordingly.

Any student should feel free to approach me ahead of time and request special accommodations to complete the required assignments. However, students must have a documented rationale to justify any special arrangements. Students needing special accommodations should work with the University's Center for Students with Disabilities.

I will not accept unexcused late papers. All late papers will be penalized 1-2 points per day.

I will not accept papers sent via email. The library has printers available in case that your printer breaks.

*Note on citing assigned readings. Students are expected to provide citations for all of their major arguments. Citations should follow the American Political Science Style (see: www.ipsonet.org/data/files/APSASStyleManual2006.pdf). Students are also required to use the templates provided in Scott and Garrison's *The Political Science Student Writer's Manual*.*

Course Components	Percentage of Class Grade	Due Date
In-Class Participation (1 point per class)	10%	Throughout the semester.
Short Paper	20%	Due on 11 March 2013
Journals	20%	Journals 1-5 due on 4 March 2013 Journals 6-10 due on 22 April 2013
Letter to your Legislator	20%	Due on 8 April 2013
Final Exam	30%	TBA
Total	100%	100%

Participation (10%): The University of Connecticut does not require students to attend classes in order to successfully complete a course. However, in order to receive participation credits, students must be present in class. Students who do not attend class will not receive participation credits. Students will have an opportunity to earn up to 10 points (10%) for class participation throughout the semester. Class participation will be gauged by the student's ability to discuss the assigned readings and to make intelligent contributions to a class environment in an institution of higher education. Please refrain from *ad hominem* commentary in class. Pop-quizzes and flash assignments will be counted as participation in this class.

Journals (20%): Students will receive up to 20 points (20%) for answering the journal questions included in the syllabus. Each question is worth 2 points. Students will be evaluated on the following: 1) ability to articulate a thesis, 2) textual

evidence/discussion of relevant passage (properly cited). While this is an opportunity for students to write without time constraints, journal entries will be evaluated on the basis of their ability to discuss assigned readings. Students who do not discuss the assigned readings will not receive appropriate credit.

Grading Scale:

Ability to articulate a thesis	1 point
Textual evidence/discussion of relevant passage (properly cited)	1 point

Short Paper (20%): Students are required to answer the following question:

Explain the doctrine of territorial incorporation.

Grading Scale:

Ability to articulate a thesis	1 point
Textual evidence/discussion of relevant passage (properly cited)	15 points
3+ assigned readings	2 point
Clarity of argument	2 points
Followed assigned format	2 points

Letter to Your National or State Legislator (20%): Students are expected to write a letter to their congressional representative taking a position on one of the following two questions:

1. What status option should your National legislator support and why?
2. Should persons born in Puerto Rico acquire a constitutional citizenship at birth?

For copies of pending national legislation, please see: <http://www.thomas.gov/>.

Grading Scale:

Ability to articulate a thesis	1 point
Textual evidence/discussion of relevant passage (properly cited)	15 points
3+ assigned readings	2 point
Clarity of argument	2 points
Followed assigned format	2 points

Final Exam (30%): To be scheduled during Finals Week. This will be a cumulative exam encompassing readings and concepts discussed throughout the semester.

Students with particular needs should contact me ahead of time to schedule alternative testing arrangements or other class related arrangements. I recognize that life is complicated and I am willing to work with any student who approaches me beforehand.

My Grading Scale:

A	100-93
A-	92-90
B+	89-88
B	87-83
B-	82-80

C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-60
F	59-

Required Course Materials

- José Trías Monge, *Puerto Rico, The Trials of the Oldest Colony in the World* (Yale University Press, 1997).
- Additional Readings will be available through HuskyCT.

The assigned texts are available at the UConn COOP.

Let me reiterate that you will be evaluated on your ability to understand the materials in the assigned texts. I urge you to purchase or borrow these texts and to read them carefully if you want to succeed in this course.

Evaluation of the Course

Students will be able to evaluate instruction in this course using the University's standard procedures on Monday 22 April 2013, which are administered by the Office of Institutional Research.