**Syllabus, PRLS 1001**

Brooklyn College • CUNY

Department of Puerto Rican and Latino Studies

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## Course Information

Course Code and number: PRLS 1001

Year and Semester: Spring 2025

Course Title: Introduction to Puerto Rican & Latino Studies

Course Format: Hybrid Synchronous

Instrustor: Professor Jasmine Mitchell

Office: 1204B Boylan Hall

Email: jasmine.mitchell@brooklyn.cuny.edu

## Official Course Bulletin Description:

“Survey and theoretical foundations in Puerto Rican and Latinx Studies. Case study on Puerto Rico. Pertinent themes in Puerto Rican and Latinx history, culture, literature, contemporary society, and politics. Impact of the United States’ economic policies on Puerto Rico and the causes of Puerto Rican and Latinx migration to New York City and urban centers. Satisfies *Pathways Flexible Core US Experience in Its Diversity* requirement.”

## Student Learning Outcomes

Learning Objective #1: Students will understand the Puerto Rican and Latinx migration processes and emerging realities of diasporic communities in the U.S.

Learning Objective #2: Students will demonstrate knowledge of race, ethnicity, class, gender, national origin, religion, language, and/or sexuality with regard to the experiences of populations of Latinx, Caribbean, and/or Latin American descent.

## Grading

Participation 25 %

Short video, audio clip, or written reflection (3)-30%

1st Written, Visual, or Audio Assignment-20 %

2nd Written, Visual, or Audio Assignment 20 %

Final Reflections 5 %

### Participation

(25%)- You are expected to attend class every day, arrive on time and

participate in an informed and consistent matter. Since you cannot participate if you are

not present, participation is comprised of punctual attendance and active engagement in

class discussions. To be actively engaged you should be able to make thoughtful

comments throughout each class session that reflect that you have done the assigned

reading or viewing, that you are grappling with the implications of the reading or text and

that you can respond effectively in classroom debates about different interpretations. You

can also ask questions if you are not sure about how to interpret the reading. The quality

rather than quantity of participation is important to keep in mind. Participation also

requires listening and engaging with your peers. Cell phone use, texting, video games,

etc. during class time will be noted, and will negatively influence your participation

grade. Class participation will be graded on discussion in class in small groups, open

forums, online discussions, and in-class writing assignments. A self-

evaluation is also required as part of your participation at the end of the course.

​​**\*No student may record any classroom activity without the consent of the professor.**

Notes on Class Participation

This course is an interactive class and therefore requires participation from each student.

Each student is expected to come to class prepared to discuss the assigned materials. In

order to participate in class, you must be both present and prepared. Understanding that

many students have different ways of learning and participating, I will provide you with

various ways to participate (i.e. small group discussion, open forum, class presentations,

in- class writing assignments, etc.). I strongly encourage all students to share their

perspectives in class even if such perspectives might not be popular with the majority of

the class. Our classroom is a safe environment where ideas will be exchanged and

debated. However, many of the issues we cover in class might be controversial or

emotional for some members of the class. It is therefore, essential to show respect for the

classroom community. This showing of respect of your classmates is a requirement for

the class. Class discussion should be conducted in a mature, civil, and professional

manner. I will not tolerate any personal attacks, name-calling, or demeaning remarks. If

members of the class want to make comments that they do not want repeated outside of

the classroom, they can express these wishes for the class to agree not to repeat these remarks.

**Reflection Guidelines**

Reflections should be 400-500 words or a three-five minute audio/visual narration. The reflections are not summaries of the readings and course texts. Your reflection should identify the argument in at least one of the course texts and readings; reflect on the readings to consider how you understand or have experienced systems and relations of power (such as race, gender, sexuality, class, ethnicity, national identity); pose and explore clarifying questions; and connect and contrast at least one other course text, film, or readings (from any week) to each other. You must include reference to evidence from the texts that directly relates to your reflection. The rubric will be posted on Blackboard. These responses are due by 6pm on Blackboard on their due date. Please do not leave the reflections until the end of the semester. The ideas and concepts from the reflections should build upon one another.

## Brooklyn College Policies and Support Information

### Academic Integrity:

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. Students should be aware that faculty may use plagiarism detection software. (BC Student Handbook - p. 50)

\*Cheating - The CUNY Board of Trustees has adopted an Academic Integrity Policy that applies to all students at Brooklyn College. Academic dishonesty is prohibited and is punishable by penalties, including failing grades, suspension, and expulsion. Cheating is the unauthorized use or attempted use of material, information, notes, study aids or devices, or communication during an academic exercise.

\*Plagiarism - Plagiarism is the act of presenting another person’s ideas, research or writing as one’s own. Internet plagiarism includes submitting downloaded papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and cutting and pasting from various sources without proper attribution.

Refer to the [CUNY Bylaws Article XV](http://policy.cuny.edu/policyimport/bylaws/article_xv/text/index.html#Navigation_Location): Students’ Section 15.0 to Section 15.6.

### Video and/or Audio Recording of Class Sessions

Video and/or audio recording of class lectures and review sessions without the advanced consent of the instructor is prohibited. Upon written request, the instructor may grant in writing permission for students to record course lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Students with approved accommodations from the Center for Student Disability Services permitting the recording class meetings must present the accommodation letter to the instructor in advance of recording. On any days when classes will be recorded, the instructor will notify all students in advance. Distribution of recordings without written permission of the instructor is a violation of educational law.

### Student Disability Services

BC Student Handbook - p. 63

The Center for Student Disability Services (CSDS) is committed to ensuring students with disabilities enjoy an equal opportunity to participate at Brooklyn College. In order to receive disability-related academic accommodations, students must first be registered with CSDS. Students who have a documented disability or suspect they may have a disability are invited to schedule an interview by calling (718) 951-5538 or emailing Josephine.Patterson@brooklyn.cuny.edu. If you have already registered with CSDS, email Josephine.Patterson@brooklyn.cuny.edu or testingcsds@brooklyn.cuny.edu to ensure accommodation emails are sent to your professor.

### Division of Student Affairs: Personal Counseling

Personal counseling is available to Brooklyn College undergraduate and graduate students. A staff of psychologists, counselors, and social workers are available to assist you with personal issues or problems you may experience during your academic years. Emergency consultations and referrals to outside services are also provided. Workshops are offered on stress management, time management, test anxiety, etc. All services are free and confidential. No information is released without consent of the student. Initial appointments for services must be made in person. The PC Office is located at 0203 James Hall.

### Sexual and Gender-based Harassment, Discrimination, and Title IX

Brooklyn College is committed to fostering a safe, equitable and productive learning environment. Students experiencing any form of prohibited discrimination or harassment on or off campus can find information about the reporting process, their rights, specific details about confidentiality, and reporting obligations of Brooklyn College employees on the [Office of Diversity and Equity Programs website](http://www.brooklyn.cuny.edu/web/about/offices/diversity/combating.php). All reports of sexual misconduct or discrimination should be made to Ivana Bologna, Title IX Coordinator (718.951.5000, ext. 3689), and may also be made to Public Safety (719.951.5511).

### Additional information

* ​​[The Student Bereavement Policy](http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php)
* Non-Attendance Because of Religious Beliefs - The state law regarding non-attendance because of religious beliefs is noted in the Undergraduate Bulletin [(page 68)](http://www.brooklyn.cuny.edu/web/off_registrar/2022-2023_Undergraduate_Bulletin.pdf) and Graduate Bulletin [(page 43)](http://www.brooklyn.cuny.edu/web/off_registrar/2022-2023_Graduate_Bulletin.pdf).
* Please read the section entitled “Academic Regulations and Procedures” in the Brooklyn College Undergraduate Bulletin or Graduate Bulletin for a complete listing of academic regulations of the College. These may be found on the [Academic Calendars, Course Schedules, and Bulletins page of the Registrar’s website.](http://www.brooklyn.cuny.edu/web/about/administration/enrollment/registrar/bulletins.php)

### Support Services Information

| Center for Student Disability Services  138 Roosevelt Hall  718-951-5538  Email: Josephine.Patterson@brooklyn.cuny.edu. |
| --- |
| Academic Advisement and Student Success, Center for (CAASS)  3207 Boylan Hall  718-951-5471  Email: caass@brooklyn.cuny.edu |
| Division of Student Affairs Personal Counseling  0203 James Hall  718.951.5363  BCPersonalCounseling@gmail.com |
| Reporting Sexual Assault or Domestic Violence  Title IX coordinator, Ivana Bologna  4128 Boylan Hall  718.951.5000, ext 6468  ivana.bologna@brooklyn.cuny.edu |
| Puerto Rican and Latino Studies Department  718-951-5561  1204 Boylan Hall  Prof. Alan Aja, PRLS Department Chair  Email: aaja@brooklyn.cuny.edu |
| Brooklyn College Library  <http://www.brooklyn.cuny.edu/web/academics/library.php>  Librarian, Prof. Beth Evans  PRLS Subject Area Specialist  [PRLS Library Guide](https://libguides.brooklyn.cuny.edu/subject/prlatino)  <https://libguides.brooklyn.cuny.edu/PRLS>  Email: bevans@brooklyn.cuny.edu |

## Support for Student Wellness and Welfare

## Personal Counseling Center (0203 James Hall) provides individual and group counseling, emergency support, and other services to all Brooklyn College students. Call 718.951.5363 or email BCPersonalCounseling@gmail.com.

## Immigrant Student Success Office (117 Roosevelt Hall) provides immigrants and other first-generation students with immigration-informed academic and non-academic support and resources, including legal services, personal and career counseling. Call 718.951.5023 or email ISSO@brooklyn.cuny.edu.

## LGBTQ+ Resource Center (219 Student Center) is both a welcoming space and supportive network for lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other LGBTQIA+ identities, and allied students, staff, and faculty at Brooklyn College. Call 718.951.5739 or email LGBTQCenter@brooklyn.cuny.edu.

## Women’s Center (227 Ingersoll Hall Extension) expands on the conventional direct services approach of traditional women’s centers, which focuses on solving immediate crises through referrals and/or counseling, adopting a wide range of multidimensional needs-driven program activities that address the emotional, intellectual, physical and financial well-being of the whole person. Call 718.951.5777

## Health Clinic (114 Roosevelt Hall) is a primary care facility where enrolled students may receive evaluation and treatment for acute and chronic medical conditions as well as guidance on practices that promote good health and disease prevention – free of charge. Call the clinic at 718.951.5580 or email bchealthclinic@brooklyn.cuny.edu.

## Other Help? Tap or click the “Hand Raise” button in Navigate to get help with academic advisement and planning, technology, financial concerns or emergency grants, physical and mental health services, food and housing assistance, and much more!

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# Course Schedule

## Week 1

Jan 27 Introduction and syllabus review

In -Class: Bad Bunny-Debí Tirar Más Fotos (Short Film). <https://www.youtube.com/watch?v=gLSzEYVDads&t=201s>.

Making the Impossible Possible: The Story of Puerto Rican Studies in Brooklyn College. Directed by Pamela Sporn and Tami Gold. Third World Newsreel, 2021.

<https://brooklyn.ezproxy.cuny.edu/login?url=https://video.alexanderstreet.com/p/oZ88LwnxN>.

Week 2

Feb 3 Read before class: [Keyword](https://cuny-bc.primo.exlibrisgroup.com/permalink/01CUNY_BC/5psl28/alma9994370193906124): “Latinidad/es” by Francis R. Aparicio in *Keywords for Latina/o Studies* (Fountain-Stokes, N. R. Mirabal, & D. R. Vargas, Eds.). New York University Press, 2020, 113-117. <https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?docID=5358074&ppg=122>.

Lopez, Alan Pelaez. "The X in Latinx is a Wound, Not a Trend,"Color Bloq, September 2018. <https://colorbloq-qtpoc-4011.squarespace.com/the-x-in-latinx-is-a-wound-not-a-trend>.

Feb 5 Read before class: Negrón-Muntaner, Frances. "Are Brazilians Latinos? What Their Identity Struggle Tells Us about Race in America." *The Conversation*, December 20, 2016. <https://theconversation.com/are-brazilians-latinos-what-their-identity-struggle-tells-us-about-race-in-america-64792>.

Nuñez, Cecilia, Julia Silver, Misael Galdámez, Nancy López. “Latino Is Not a Race | UCLA Latino Policy & Politics Institute.August 29, 2024. <https://latino.ucla.edu/research/latino-is-not-a-race/>.

Hernández, Tanya. "The New Census Racial Categories ‘Erase’ Afro Latinos." *The Hill*, April 3, 2024. <https://thehill.com/opinion/4572410-the-new-census-racial-categories-erase-afro-latinos/>.

## Week 3

Feb 10 Read before class: Goin, Keara K. "Afro-Latinx Identity and Media." *Latinx Media: An Open-Access Textbook*.<https://open.online.uga.edu/latinxmedia/chapter/afro-latinx-identity-and-media/>.

Feb 11 **1st Reflection Due**

Feb 12 College Closed

## Week 4

Feb 18 Hybrid Watch for today:

Cuban Roots:Bronx Stories. Directed by Pamela Sporn. Third World Newsreel, 2000.

<https://video-alexanderstreet-com.brooklyn.ezproxy.cuny.edu/watch/cuban-roots-bronx-stories>

Jamison, Gayla. *Living in America : A Hundred Years of Ybor City*. New York, NY: Filmakers Library, 1989. <https://brooklyn.ezproxy.cuny.edu/login?url=https://video.alexanderstreet.com/p/lRVkJMMRJ>

Feb 19 Read before class: Figueredo, Danilo H. 2003. “From Ybor City With Amor: The Afro-Cubans of Tampa.” *Multicultural Review* 12 (3): 62–65. <https://research-ebsco-com.brooklyn.ezproxy.cuny.edu/linkprocessor/plink?id=549bcdd3-b811-3316-aa3f-c685b0f76025>.

Introduction from McNamara, Sarah. *Ybor City : Crucible of the Latina South.* 1st ed. Chapel Hill: University of North Carolina Press, 2023.  *ProQuest Ebook Central*,

<https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?docID=30379277&ppg=16>

Week 5

Feb 24 Read before class: Rivera-Rideau, Petra R. “If I Were You: Tego Calderón’s Diasporic Interventions.” *Small Axe : A Journal of Criticism* 22, no. 1 (2018): 55–69.

[https://doi-org.brooklyn.ezproxy.cuny.edu/10.1215/07990537-437892](https://doi-org.brooklyn.ezproxy.cuny.edu/10.1215/07990537-4378924)4

Feb 26 Read before class: Vasquez, Nina. "The Erasure of Blackness in Reggaeton." Black Perspectives. African American Intellectual History Society. *AAIHS.* February 14, 2024. <https://www.aaihs.org/the-erasure-of-blackness-in-reggaeton/>.

Week 6

March 3 Read before class: Moreira, Raquel, 2024. “Rhetorics of Authentic Hybridity and the Racially Mobile Mestiça in ‘Girl from Rio.’” *Quarterly Journal of Speech*110 (3): 331–46.

<https://www.tandfonline.com/doi/full/10.1080/00335630.2024.2309161>.

March 5 Read before class: Keyword: Indigeneity. Vargas, Deborah R., Fountain-Stokes, Lawrence La, and Mirabal, Nancy Raquel, eds. *Keywords for Latina/o Studies*. New York: New York University Press, 2017. Accessed January 17, 2025. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?docID=5358074&ppg=109>.

March 6 **Due: 2nd Reflection**

Week 7

March 10 Read before class: Bianet Castellanos, M. (2017) “Rewriting the Mexican Immigrant Narrative: Situating Indigeneity in Maya Women’s Stories” *Latino Studies* 15: 219-241. <https://brooklyn.ezproxy.cuny.edu/login?url=https://www.proquest.com/scholarly-journals/rewriting-mexican-immigrant-narrative-situating/docview/1946276166/se-2?accountid=7286>

March 12 Read before class: M. Báez, Jillian. "Performing representational labor: Blackness, indigeneity, and legibility in global Latinx media cultures." *Feminist Media Studies* 23, no. 5 (2023): 2455-2470.

Week 8

March 17 Discussion

March 19 Film selections

Week 9

March 24 Hybrid Visit to Rican Visions Exhibition

<https://www.latinxproject.nyu.edu/ricanvisions>

March 26 Hybrid Visit to Rican Visions Exhibition

<https://www.latinxproject.nyu.edu/ricanvisions>

April 2 Sharing of Exhibition Experiences. **3rd Reflection Due**

Week 10

April 7 Read before class: Introduction from Poblete, JoAnna. *Islanders in the Empire : Filipino and Puerto Rican Laborers in Hawai'i*, University of Illinois Press, 2014. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/brooklyn-ebooks/detail.action?docID=3414355.

April 9 Read before class: Introduction from Fojas, Camilla. *Islands of Empire : Pop Culture and U. S. Power*, University of Texas Press, 2014. *ProQuest Ebook Central*.

<https://ebookcentral.proquest.com/lib/brooklyn-ebooks/reader.action?docID=3443715&ppg=16>.

April 10 **1st Written/Audio/and/or Visual Assignment Due**

### Spring Break: No Classes

4/12/2025-4/20/2025

Week 11

April 21 Film Selections

April 23 Read before class: Bonilla, Yarimar. "A Legacy of Colonialism Set the Stage for the Maui Wildfires." *The New York Times*, August 23, 2023. <https://www.nytimes.com/2023/08/27/opinion/maui-wildfire-colonialism.html>

Week 12

April 28 Listen: Bad Bunny. BAD BUNNY - LO QUE LE PASÓ A HAWAii | DeBÍ TiRAR MáS FOToS, 2025.<https://www.youtube.com/watch?v=uvfDaZ4ZT80>.

April 30 Research and Connections with LA Wildfires and Latinx Communities

Week 13

May 5 Watch before class: "Why Are Novelas so White?" We Are Mitu. March 12, 2017. Video, <https://youtu.be/tV_10CdkvSI?si=d-U7GQ5mgHatgjfM>.

May 7 In Class Telenovela Selections and Discussion

Week 14

May 12 In Class Work

May 14 Class Wrap Up

Week 15

May 22 **2nd Written, Visual, or Audio Assignment Due**