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2019

### The Heritage of the Spanish Antilles

Daniel Nieves  
*CUNY City College*

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Latin American and Latino/a Studies Program

LALS 101

The Heritage of the Spanish Antilles

Spring 2019

Tuesdays and Thursdays, 3:30pm – 5:00pm

Community Health Academy of the Heights (CHAH)

Professor Daniel Nieves  
dnieves@ccny.cuny.edu

Office Hours: before or after class, by appointment

*COURSE DESCRIPTION:*

This course seeks to explore the heritage of the Spanish Caribbean—primarily Cuba, Dominican Republic/Hispaniola, and Puerto Rico. We will place particular emphasis on the historical, cultural and ethnic forces that have shaped the character of the people of these islands. As well we will explore the variety of societies and cultures of the Spanish Caribbean in their historical and contemporary setting up to and including the (im)migration experience of Spanish Caribbean people to urban North America.

*COURSE OBJECTIVES:*

- Explore the complexities around Spanish Caribbeanness and Identity.
- Examine the role of Cristóbal Colón in the region.
- Reconsider Taino societal dynamics before and after the Spanish Conquest.
- Highlight indigenous resistance and slave revolts in early Spanish America.
- Review the institutions of marriage, family and ethnicity in the early Spanish Caribbean.
- Examine slavery as well as anti-slavery sentiment in the Spanish Atlantic World.
- Analyze the notions of Race, Racism, Blackness, and Africanness in the region.
- Survey varieties of Caribbean Spanish on the islands and in the US.
- Explore kinship patterns, intra-Latinx subjectivities, and the notion of Latinidad among Caribbean Latinxs.

*REQUIRED TEXTS:*

This is a ZERO textbook cost course. All readings—chapters and articles—can be found on Blackboard or through a CCNY library search.

*ACCOMMODATION FOR STUDENTS W/ DISABILITIES:*

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the AccessAbility Center (AAC). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the AAC, which is located in NAC 1/218. It is the student's responsibility to initiate contact with the AAC and to follow the established procedures for having the accommodation notice sent to the instructor.

*REQUIREMENTS/ASSIGNMENTS:*Attendance and Participation [10%]:

You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. If you do not show a command of the readings, quizzes will be given, which will factor into this portion of the final grade.

Your participation grade will be based on the following elements:

Do you demonstrate that you have completed the assigned readings?

Do you offer thoughtful analyses, reflections, and critiques of the topics discussed in class?

Do your comments build on the comments of other class members?

Are you usually present in class?

To get the most out of this class your attendance is required; if you are not in class, then you cannot participate. Attendance will be taken at the very start of class. If you are not in the room to hear your name called, then you are not present. If you are late, be sure to see me after class.

Per CCNY policy, I may exercise my right to drop you from the course for excessive absences, and to treat lateness as equivalent to absence. **Four or more** absences are excessive. As well, no distinction is made between excused and unexcused absences. Please do not bring in any letters or notes, nor email me about absences. When absent, be sure to be in contact with a classmate about what you may have missed.

\*\*If you are more than 20 minutes late, you will be marked absent

\*\*If you are more than 4 times late, you will be asked to drop the course

PLEASE NO CELLPHONE USE IN CLASS (step out if it's an emergency; you will be asked to)

Also, please no laptop usage—only readers that clearly are being used to read the texts.

Sunday Summaries [50%]

Each Sunday, on Blackboard, you will post a thread about the reading prior, as well as the upcoming reading. For example, on Sunday February 9, you will post about the reading for February 5 and February 10. For each reading, you will provide the following in one thread:

- Extract at least 2 major points/ideas from the reading.
- Explain them.

- Share your thoughts about them.
- Reflect on them within the themes of the course.

#### Presentations [10%]:

Each student will present twice during the semester. You will present the reading for the day

- What was the reading about?
- What you liked about the reading, and why?
- What you disliked about the reading, and why?

#### Take Home Tests [10%]:

You will complete two tests at home, and return the answers on **March 17<sup>th</sup>** and **May 5<sup>th</sup>**.

#### Film Reviews [10%]:

You will watch two films, which you will review--these should be uploaded onto Blackboard. You will find a film guide on Blackboard that you must follow [TNR, 12pt, 1in margins, At least 2 full pages]. Due dates: **March 19<sup>th</sup>** and **March 31<sup>st</sup>**.

#### Final Exam [10%]:

At the end of the semester, you will be tested on all the material for the course (in English). **5/21**

**\*\*For full credit, all Assignments must be uploaded onto Blackboard on time, which checks for plagiarism. Do not email me any assignments.\*\***

#### *POLICY ON ACADEMIC INTEGRITY:*

Be advised that academic dishonesty, which includes plagiarism and cheating, is prohibited and is punishable by penalties including failing grades, suspension or expulsion. For further information, refer to the “CUNY Policy on Academic Integrity.”

<https://www.cuny.edu/it/academic-integrity-policy>

#### *COURSE SCHEDULE:*

##### **February**

Tues, 4

First Day of Class

##### **I. Indigenous Moments and Realities**

Thurs, 6

Milanich, Jerald T. and Susan Milbrath. 2017. Another World 1, in First Encounters.

Rec: Keegan, William F. 2017. Columbus's 1492 Voyage and the Search for His Landfall 27, in First Encounters.

Tues, 11

Curet, A. Antonio. 2006. Prehispanic Social and Cultural Changes at Tibes, Puerto Rico.

Rec: Deagan, Kathleen. 2004. Reconsidering Taíno Dynamics after Spanish Conquest: Gender and Class in Culture Contact Studies.

Thurs, 13

Castilla-Beltrán, Alvaro. 2018. Columbus' footprint in Hispaniola: A paleoenvironmental record of indigenous and colonial impacts on the landscape of the central Cibao Valley, northern Dominican Republic.

Tues, 18 and Thurs, 20 – No Classes, Mid-Winter Recess

Tues, 25

Altman, Ida. 2007. The Revolt of Enriquillo and the Historiography of Early Spanish America.

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## **II. Enslavement and Rebellion**

Thurs, 27

Jennings, E. (2003). In the Eye of the Storm: The Spanish Colonial State and African Enslavement in Havana, 1763-90.

## **March**

Tues, 3

Landers, Jane. 2008. Slavery in the Spanish Caribbean and the Failure of Abolition.  
 Rec: Stone, Erin Woodruff. 2013. America's First Slave Revolt: Indians and African Slaves in Espanola, 1500-1534.

Thurs, 5

Fuertes, D. C. (2010). The Haitian revolution: legacy and actuality.

Rec Film: Egalite for All

Tues, 10

Berquist, Emily. 2010. Early Anti-Slavery Sentiment in the Spanish Atlantic World, 1765-1817.

Rec: Hontanilla, A. (2015). Sentiment and the Law: Inventing the Category of the Wretched Slave in the Real Audiencia of Santo Domingo, 1783-1812.

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## **III. Spanish Caribbean Circuits**

Thurs 12

Chambers GA. 2017. Color-Blind Nationalism, US Empire, and the Conundrum of Race in the Late Nineteenth-and Twentieth-Century Spanish Caribbean.

Tues, 17

Romeu, Jorge Luis. The Spanish Caribbean and its Influence on a Transition in Cuba.

## **Take Home Test One DUE**

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## **IV. Racialization, Blackness, Identity**

Thurs, 19

De La Torre, Miguel A. 2018. Castro's Negra/os, in Black Theology, v16.

Rec: Wirtz, K. 2017. Mobilizations of Race, Place, and History in Santiago de Cuba.

**Film Screening:** Cuba: The Next Revolution

Tues, 24

Romberg, Raquel. 2007. Today, Chango Is Chango: How Africanness Becomes a Ritual Commodity in Puerto Rico.

Rec: Llorens, Hilda and et al. 2017. Racismo en Puerto Rico: Surveying Perceptions of Racism

Thurs, 26

Ana-Maurine Lara. 2017. A Smarting Wound: Afro-Dominicanidad and the Fight against Ultranationalism in the Dominican Republic

Tues, 31

Maillo-Pozo, S. 2018. Reconstructing Dominican Latinidad: Intersections between Gender, Race, and Hip-Hop.

**Film Screening:** Haiti & the Dominican Republic: An Island Divided

**April**

Thurs, 2

Fiddian-Green A. 2017. Puerto Rican Latina Youth Coming Out to Talk About Sexuality and Identity.

Tues, 7

Quinn, R.A. 2018. Dominican Pride and Shame: Gender, Race, and LGBT Activism in Santo Domingo

Thurs, 9, Tues, 14, Thurs, 16 – Spring Recess

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**V. Diasporic formations**

Tues, 21

Grosfoguel, Ramón & Chloe S. Georas. 2000. Coloniality of power and racial dynamics: Notes toward a reinterpretation of Latino Caribbeans in New York City.

Thurs, 23

Regalado PA. 2019. The Washington Heights Uprising of 1992: Dominican Belonging and Urban Policing in New York City.

Tues, 28

Araujo Dawson B, Suárez ZE. 2018. How does transnationalism affect the perceptions of discrimination among Dominicans, Puerto Ricans and Cubans.

Rec: Araujo-Dawson, B. 2015. Understanding the Complexities of Skin Color, Perceptions of Race, and Discrimination Among Cubans, Dominicans, and Puerto Ricans.

Thurs, 30

Büdenbender, E.-M. S. (2017). "Es Que Hablan Cantaditos": Self-Reported Identification Strategies by Puerto Rican and Dominican Spanish

**May**

Tues, 5

Maldonado-Torres, S. E. (2011). Differences in Learning Styles of Dominican and Puerto Rican Students: We Are Latinos From the Caribbean.

**Take Home Test Two DUE**

Thurs, 7

Reyes-Santos, Alai, and A-M Lara. 2018. Mangú y Mofongo: Intergenerational Dominican-Puerto Rican Kinship, Intra-Latinx Subjectivities, and Latinidad.

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**VI. Foodscapes and Routes**

Tues, 12

Weisberg-Shapiro, Pamela. 2015. Because we missed the way that we eat at the middle of the day: Dietary acculturation and food routines among Dominican women.

Thurs, 14

Fuster M. 2017. "We like Fried Things": Negotiating Health and Taste among Hispanic Caribbean Communities in New York City.

Tues, 19

Fuster M. 2018. Food Security and Access to "Balanced Meals" among Dominicans and Puerto Ricans in the United States.

Thurs, 21

Final Exam

\*\*This syllabus is subject to changes at the instruction's discretion.