

ASHE 2021
BORIKEN SYLLABUS

“Our story remains unwritten. It rests within the culture, which is inseparable from the land. To know this is to know our history. To write this is to write of the land and the people who are born from her.”

Haunani-Kay Trask

LAND ACKNOWLEDGMENT

We gather together to engage in knowledge sharing, discourse, and disruption with the land currently known as Puerto Rico. The set of islands (an archipelago that includes what is currently known as Puerto Rico, Vieques, Culebra, and other uninhabited islands), was called Boriken, meaning “land of the great lords,” by its original caretakers, the Taíno people. Shortly after the arrival of the Spanish the population of Taínos dramatically decreased through disease and the violence of enslavement, although there are accounts that many fled to the mountainous interior of the island. In order to advance their colonial project, the Spanish brought the first enslaved African people to work the mines and later sugar cane fields. In addition to Europeans, the influence of both the Taíno and West African cultures can be seen in the food, language, and music in present-day Puerto Rico.

As scholars of higher education, we commit to robustly interrogating the history of this place. This requires us to reflect on the tenuous and contested relationship with the United States, rooted in colonialism and empire, and its role in higher education. Likewise, we recognize that as visitors we must always be mindful of our relationships, connection, and responsibility to place. This requires us to engage with its history, honor its people, and to be in right relation with land, water, and all creation. We embrace the opportunity and responsibilities of learning with and being in community with the people and land of Puerto Rico.

INVITATION TO THE ASHE COMMUNITY

As the ASHE community prepares to gather in San Juan, Puerto Rico, it is important to acknowledge the tenuous and contested relationship between Puerto Rico and the United States. We do this in the spirit of this year's theme, as we (re)consider borders—what they signify and who they are meant to include (or exclude).

Likewise, we recognize that as visitors we must always be mindful of our relationships, connection, and responsibility to place. This requires us to engage with its history, honor its people, and to be in right relation with land, water, and creation. We embrace the opportunity and responsibilities of learning with and being in community with the people of Boriken (Puerto Rico). The unincorporated territory currently known as Puerto Rico was originally known as Boriken by the Taíno people. As a demonstration of our commitment to honoring place and disrupting coloniality, we have titled this syllabus after the Taíno place name for what is now known as Puerto Rico.

The Boriken Syllabus was co-constructed in community with members of the ASHE 2021 Local & Community Engagement Committee (LCEC). As a part of our charge from ASHE President, Dr. D-L Stewart, the LCEC seeks to engage the ASHE membership and conference attendees in a form of place-based learning, offering an opportunity to consider and engage with the meaning and praxis of transformative change in our interwoven communities--geographical, institutional, virtual. As such, the Boriken Syllabus was developed as an invitation for participants to (re)consider our scholarly engagements through place-based sensibilities. The co-construction of this syllabus was guided by one critical question; what does it mean to be in relationship with place?

This syllabus is organized into four sections. We crafted these units with the hope that they both build upon and are in relationship to one another, rather than as hierarchical or stand-alone sections. Within each unit we provide a number of guiding questions to organize the scholarly engagements. We endeavored to provide a variety of formats that include: books, public scholarship, news articles, documentaries, and music. Rather than a set of texts to be read in its entirety, each section offers a number of topical areas and readings that can be engaged individually. This scholarly collection is not meant to serve as an exhaustive or authoritative list, but rather an entry point for us to engage in our understanding of place, offer some perspectives on responsible local engagement, and nuance our understanding of a currently contested space that is oft-conceived as a playground for visitors. In this spirit, we envision the syllabus as a scholarly space to be in community with ASHE members. We invite you as a community to think alongside us, engage in dialogue, critically reflect upon and (re)consider borders, and extend this work through your own contributions.

As you navigate the Boriken Syllabus, we invite you to continually reflect on your relationship with place and engage with the following questions:

1. How do we understand place? What does it mean to be in relationship with place?
2. How do we understand a place in order to be responsible visitors? How do we honor its history and come to understand its present?
3. How do we engage with place as visitors in responsible, respectful, and reciprocal ways?
4. How do we interrogate the intersections of our scholarly engagements and the local communities that we visit?

CONTRIBUTORS

Thank you to members of the ASHE Local & Community Engagement Committee and graduate students who engaged in the co-construction of this syllabus.

Dr. Awilda Rodriguez, Co-Chair LCEC

Dr. Heather Shotton, Co-Chair LCEC

Dr. Lucy Arellano, LCEC Member

Tabatha Cruz, LCEC Member

Dr. Enid Rosario-Ramos, LCEC Member

Dr. Mirelsie Velázquez, LCEC Member

Dr. Erin Kahunawaika'ala Wright, LCEC Member

Dr. Natalie Youngbull, LCEC Member

Tamah Minnis, Graduate Student

Cassandra Arroyo, Graduate Student

Manilyn Gumapas, Graduate Student



TABLE OF CONTENTS



HONORING PLACE:
UNDERSTANDING SPACE,
PLACE & DISPLACEMENT



COLONIALISM, SETTLER
COLONIALISM, AND
SOVEREIGNTY:
REFLECTING ON THEIR
ROLE IN HIGHER
EDUCATION



CONTESTED SPACE: THE
ENDURING LEGACY OF
COLONIALISM IN PUERTO
RICO



THE PUERTO RICAN
HIGHER EDUCATION
SYSTEM IN AN ERA OF
RESISTANCE/REFUSAL
AND TURMOIL

HONORING PLACE: UNDERSTANDING SPACE, PLACE, & DISPLACEMENT

Unit Description

In this unit we invite the ASHE community into a conversation that explores how we understand space, place, and displacement. The scholarly engagements in this unit will challenge our understandings and relationships to space as they relate to power, violence, and assumed right to access to these spaces.

Topics

- Place based epistemologies
- Indigenous knowledge systems
- Puerto Rico history & culture

Guiding Questions

- How do we understand place?
- What does it mean to be in relationship with place?
- How do we engage with place as visitors?
- How do we engage with place responsibly and respectfully?

Scholarly Engagements

Place-Based Epistemologies

Dias, V. (2016). In the wake of Matapang's canoe: The cultural and political possibilities of Indigenous discursive flourish. In A. M. Robinson (Ed.), *Critical Indigenous studies: Engagements in first world locations* (pp. 119-149). University of Arizona Press.

Goodison, L. (2010). *From Harvey River: A memoir of my mother and her island*. Atlantic Books Ltd.

Ingersoll, K. A. (2016). *Waves of knowing: A seascape epistemology*. Duke University Press.

Kanahele, P. (2005). I am this land, and this land is me. *Hūlili: Multidisciplinary Research on Hawaiian Well-Being*, 2(1), 21-34.

Kimmerer, R. W. (2013). *Braiding sweet grass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Milkweed Editions.

McCoy, K., Tuck, E., & McKenzie, M. (Eds.). (2017). *Land Education: Rethinking pedagogies of place from Indigenous, postcolonial, and decolonizing perspectives*. Routledge.

Negrón-Muntaner, F. (2006). Bridging islands: Gloria Anzaldúa and the Caribbean. *PMLA*, 121(1), 272-278.

Wildcat, M., McDonald, M., Irlbacher-Fox, S., & Coulthard, G. (2014). Learning from the land: Indigenous land based pedagogy and decolonization. *Decolonization: Indigeneity, education, society*, 3(3), 1-25.

HONORING PLACE: UNDERSTANDING SPACE, PLACE, AND DISPLACEMENT

Scholarly Engagements

Puerto Rico's Story

The Taina route and Indigenous culture in Puerto Rico. (n.d.).

<https://www.discoverpuertorico.com/article/taina-route-indigenous-culture-puerto-rico>

Temporal: Puerto Rican resistance education guide. (2019). Temporal Puerto Rican Resistance.

https://www.mocp.org/education/resources/temporal_education_guide_english-v9-readers-spreads.pdf

Puerto Rican Syllabus. (n.d.). *Critical thinking about the Puerto Rican debt crisis #prsyllabus*. <https://puertoricosyllabus.com/>

Faria, C. (2016, October 6). *Puerto Rico Dept Of Tourism 1950s*. [Video]. YouTube. <https://www.youtube.com/watch?v=50T80xf79Tc>

Discover Puerto Rico. (n.d.). *The heart & soul of the Caribbean*. <https://www.discoverpuertorico.com/>

Bonilla, Y. (n.d.) *Aftershocks of disaster film*. [Video] <https://vimeo.com/445580347>

The People of Boriken

African and Indigenous Connections

Sound Field. (2020, December 9). *Why Puerto Rican bomba music is resistance*. [Video]. <https://www.youtube.com/watch?v=3RGqiGHWDrQ>

KQED Arts. (2020, June 9). *Puerto Rico's bomba, a dance of the African diaspora / KQED arts*. [Video]. YouTube. <https://www.youtube.com/watch?v=z0vzkGKEWX4>

Alford, S. N., (2019, September 21). *A revolution for Puerto Rico's Afro-Latinos*. Pulitzer Center.

<https://pulitzercenter.org/projects/revolution-puerto-ricos-afro-latinos>

Pulitzer Center. (2020, October 13). *Racial identity and representation in Puerto Rico with Natasha S. Alford*. [Video].

YouTube. <https://www.youtube.com/watch?v=L5F1DZSowrg>

Pulitzer Center. (2020, June 1). *Meet the journalist: Natasha S. Alford on Afro-LatinX communities in Puerto Rico*. [Video].

YouTube. <https://www.youtube.com/watch?v=feoj9rvCAfk>

theGrio. (2020, December 26). *Afro-Latinx revolution: Puerto Rico (FULL DOCUMENTARY)*. [Video]. YouTube.

<https://www.youtube.com/watch?v=8uM83LNZmWs>

Afro-Puerto Ricans

Hinojosa, M. (2020, April). Reporter's notebook: Afro-Puerto ricans fighting to be visible on the census. [Audio Podcast Episode].

In *Latino USA*. Futuro Media Group. <https://open.spotify.com/episode/1Z7fYNnnpKx2KvSesUpkZ3>

Demby, G, & Meraji, S. M. (2020, April). Puerto Rico, island of racial harmony? [Audio Podcast Episode] In *Code Switch*. NPR.

<https://open.spotify.com/episode/4E3TVtZBLI7R2ovA1JFrRm>

HONORING PLACE: UNDERSTANDING SPACE, PLACE, AND DISPLACEMENT

Scholarly Engagements

The People of Boriken, Continued...

The Puerto Rican Flag

Agrelo, J. (n.d.). *The Puerto Rican flag's evolving colors say a lot about the island's relationship with its colonial rulers*. Mother Jones.

<https://www.motherjones.com/politics/2020/01/puerto-rico-flag-gag-law-resistance-flag-colonialism/>

StretchBobbitoVEVO. (2020, December 17). "*Que bonita bandera*" stretch & bobbito + the m19s band ft Eddie Palmieri, Jeimy Osorio... [Video].

YouTube. <https://www.youtube.com/watch?v=mVnXoWOMzCQ>

Albertini234. (2008, April 15). *Himno Verdadero de Puerto Rico*. [Video]. YouTube. <https://www.youtube.com/watch?v=kOKUUqE08cY>



COLONIALISM, SETTLER COLONIALISM, AND SOVEREIGNTY: REFLECTING ON THEIR ROLE IN HIGHER EDUCATION

Unit Description

In this unit we invite the community to engage with broader themes and understandings of colonialism and settler colonialism, and to consider their sources, purpose, functions, and manifestations. We also interrogate understandings of sovereignty and its connections to self-determination and liberation. The scholarly engagements in this unit serve as a guide to more deeply reflect on our relationship to colonization in the context of the U.S. and its systems of higher education.

Topics

- Functions and structures of colonialism
- Relationship with U.S. Empire
- Sovereignty 101

Guiding Questions

- How is the understanding of the ongoing structure of colonialism instrumental in reimaginings of space?
- How does higher education function as a structure and tool of colonization?
- What role can higher education play in dismantling the oppressive systems imposed by colonization?
- What does it mean to be sovereign?

Scholarly Engagements

Colonialism, Settler Colonialism, & Empire

Barnd, N. B. (2017). *Native space: Geographic strategies to unsettle settler colonialism*. Oregon State University Press.

Immerwahr, D. (2019). *How to hide an empire: A short history of the greater United States*. Random House.

Kauanui, J. K. & Wolfe, P. (2012). Settler colonialism then and now. *Politica & Societa*, 1(2), 235-258.

Trask, H. K. (1999). *From a native daughter: Colonialism and sovereignty in Hawaii (Revised edition)*. University of Hawaii Press.

Tuck, E. & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.

Juan Agustin Marquez. (2017, October 7). *The last colony - full film - Emmy winner Juan Agustin Marquez*. YouTube.

https://www.youtube.com/watch?v=NP5Jcvke_es

Sovereignty

Barker, J. (2005). For whom sovereignty matters. In J. Barker (Ed.), *Sovereignty matters: Locations of contestation and possibility in Indigenous struggles for self-determination* (pp. 1-31). University of Nebraska Press.

Brayboy, B. M. J., Faircloth, S. C., Lee, T. S., Maaka, M. J., & Richardson, T. A. (2015). Sovereignty and education: An overview of the unique nature of Indigenous education. *Journal of American Indian Education*, 54(1), 1-9.

Deloria Jr, V. (1969). Laws and Treaties. In *Custer Died for Your Sins; An Indian Manifesto* (pp. 28-53). Macmillan.

COLONIALISM, SETTLER COLONIALISM, AND SOVEREIGNTY: REFLECTING ON THEIR ROLE IN HIGHER EDUCATION

Scholarly Engagements

Higher Education

Del Moral, S. (2013). *Negotiating empire: The cultural politics of schools in Puerto Rico, 1898–1952*. University of Wisconsin Press.

Wheatle, K. I. (2019). Neither just nor equitable. *American Educational History Journal*, 46(2), 1-20.

Lee, R., Ahtone, T., Pearce, M., Goodluck, K., McGhee, G., Leff, C., Lampher, K., Salinas, T. (n.d.). Land-grab universities. <https://www.landgrabu.org>



CONTESTED SPACE: THE ENDURING LEGACY OF COLONIALISM IN PUERTO RICO

Unit Description

This section guides a conversation to understand the history and enduring legacies of colonialism in Puerto Rico, the oldest colony in the world. The consequences of policies such as the Jones Act of 1917, Balzac, and Operation Bootstrap are directly tied to contemporary conversations about the status of Puerto Rico. We consider the centrality of race and gender in conversations of how colonialism comes to impact and function in the daily lives of both islanders and the diaspora. The social, political, and economic challenges faced by the island today--from La Promesa, Hurricane Maria, and the mobilizing to oust the Governor in 2019--are deeply connected to this history.

Topics

- History of colonization
- Current debate on status
- National identity & race
- Diaspora by design



Guiding Questions

- How do we understand or read U.S. territories/Puerto Rico in relationship to power/colonialism?
- How was this relationship established? How has it evolved?

Scholarly Engagements

Contemporary Issues

Beginning Conversations

CNNpolitics. (2020, October 3). *Trump visiting Puerto Rico during Hurricane Maria relief efforts* [Video]. CNNpolitics. <https://www.cnn.com/videos/politics/2017/10/03/donald-trump-puerto-rico-supplies-von.cnn>

Perlmutter, L. (2020, December 8). *Deadly violence against women in Puerto Rico surging during lockdown*. VICE World News. <https://www.vice.com/en/article/qjppj5d/deadly-violence-against-women-in-puerto-rico-is-surg-ing-during-lockdown>

Antadze, N. (2018). The politics of apathy: Trumping the ethical imperative of climate change. *Ethics, Policy & Environment*, 21(1), 45-47.

Bonilla, Y. (2020). The coloniality of disaster: Race, empire, and the temporal logics of emergency in Puerto Rico, USA. *Political Geography*, 78, 102181.

Hurricane Maria

Bonilla, Y., Brusi, R., & Ora Bannan, N.L. (2018, March 21). *6 Months after Maria, Puerto Ricans face a new threat—education reform*. The Nation. <https://www.thenation.com/article/archive/colonialism-and-disaster-capitalism-are-dismantling-puerto-ricos-public-school-system/>

Yamaguchi, A. (Producer), & Herbert, T. S. (2018). *Puerto Rico: The exodus after Hurricane Maria* [Motion picture]. United States: CBS News. https://www.youtube.com/watch?v=0HD-p3K_X_M

Young, R. (Producer). (2018). *Blackout in Puerto Rico* [Motion picture]. United States: PBS. <https://www.youtube.com/watch?v=Km2m4H2TdoY>

CONTESTED SPACE: THE ENDURING LEGACY OF COLONIALISM IN PUERTO RICO

Scholarly Engagements

Contemporary Issues, Continued...

Hurricane Maria, Continued...

Klein, N. (2018, April 7). *The battle for paradise* [Video]. YouTube. <https://youtu.be/pTiZtYaB3Zo>

Hayes, C. (Host). (2018, July 19). *Tracing the origins of the Puerto Rico disaster with Naomi Klein*. Why is This Happening [Audio podcast]. <https://www.nbcnews.com/think/opinion/tracing-origins-puerto-rico-disaster-naomi-klein-podcast-transcript-ncna884436>

Contreras, F. (2019, July 17). *Residente, Bad Bunny And iLe share Puerto Rico protest song 'Afilando Los Cuchillos'*. NPR. <https://www.npr.org/sections/latino/2019/07/17/742679780/residente-bad-bunny-sound-off-on-puerto-rico-protests-with-afilando-los-cuchillo>

Gender

Bonilla, Y. (2019, August 2). *Meet the women who toppled Puerto Rico's governor*. MTV. <http://www.mtv.com/news/3133648/women-puerto-rico-governor-rossello/>

Koffler, P. (Producer), Vachon, C. (Producer), Santini, A. (Director), & Sickles, D. (Director). (2014). *Mala Mala* [Motion picture]. Puerto Rico: Strand Releasing.

Environmental Justice

Lloréns, H. (2020, February 25). *Puerto Rico's coal-ash material publics and the summer 2019 Boricua uprising*. Society and Space. <https://www.societyandspace.org/articles/puerto-ricos-coal-ash-material-publics-and-the-summer-2019-boricua-uprising>

García-López, G. (2020, February 25). *Environmental justice movements in Puerto Rico: Life-and-death struggles and decolonizing horizons*. Society and Space. <https://www.societyandspace.org/articles/environmental-justice-movements-in-puerto-rico-life-and-death-struggles-and-decolonizing-horizons>

Zambrana, R. (2020, February 25). *Black feminist tactics: On La Colectiva Feminista en Construcción's politics without guarantees*. Society and Space. <https://www.societyandspace.org/articles/black-feminist-tactics-on-la-colectiva-feminista-en-construccions-politics-without-guarantees>

Recent Statehood Efforts

Campbell, A. F. (2019, October 30). *Puerto Rico just introduced a statehood bill in Congress*. Vox. <https://www.vox.com/identities/2019/10/30/20939916/puerto-rico-statehood-bill-congress>

The Jones Act

Yglesias, M. (2017, October 9). *The Jones Act, the obscure 1920 shipping regulation strangling Puerto Rico, explained*. Vox. <https://www.vox.com/policy-and-politics/2017/9/27/16373484/jones-act-puerto-rico>

CONTESTED SPACE: THE ENDURING LEGACY OF COLONIALISM IN PUERTO RICO

Scholarly Engagements

Contemporary Issues, Continued...

National Identity, Race & Anti-Blackness

Alford, N. S. (2020, February 9). *Why some Black Puerto Ricans choose 'white' on the Census*. New York Times.

<https://www.nytimes.com/2020/02/09/us/puerto-rico-census-black-race.html>

Abadía-Rexach, B. I. (2020, February 25). *Summer 2019: The great racialized Puerto Rican family protesting in the street*

fearlessly. Society and Space. <https://www.societyandspace.org/articles/summer-2019-the-great-racialized-puerto-rican-family-protesting-in-the-street-fearlessly>

Abadía-Rexach, B. I. (2020, February 26). *Verano 2019: La gran familia puertorriqueña racializada protestando en la calle*

sin miedo. Society and Space. <https://www.societyandspace.org/articles/la-gran-familia-puertorriquena-racializada>

The Historical Roots of the Colonial Project

Immerwahr, D. (2019). *Fortress America*. In *How to hide an empire: A history of the greater United States* (pp. 154-214). Random House.

LeBrón, M. (2017). Puerto Rico and the colonial circuits of policing: How reconsidering the history of policing in Puerto

Rico complicates our understandings of the island's colonial relationship with the United States. *NACLA Report on the Americas*, 49(3), 328-334

Saoco, C. (2016, May 31). *La Operación/The Operation* [Video]. YouTube. <https://www.youtube.com/watch?v=e3RPScdod6E>

Saoco, C. (2016, May 31). *Operation Bootstrap/Operación Manos a la obra, 1983* [Video]. YouTube. <https://www.youtube.com/watch?v=HtDbwqW294c>

Ayala, C. J. (2001). From sugar plantations to military bases: the US navy's expropriations in vieques, Puerto Rico, 1940-45.

Centro Journal, 13(1), 23-43.

Deeper Dives

Klein, N. (2018). *The battle for paradise: Puerto Rico takes on the disaster capitalists*. Haymarket Books.

Morales, E. (2019). *Fantasy island: Colonialism, exploitation, and the betrayal of Puerto Rico*. Hachette UK.

Denis, N. (n.d.). *Historical overview*. War Against all Puerto Ricans. <https://waragainstopuertoricans.com/historical-overview/>

Aviles, G. (2018, May 30). *Reopening War against all Puerto Ricans' in the aftermath of Hurricane Maria*. Medill Reports Chicago.

<https://news.medill.northwestern.edu/chicago/reopening-war-against-all-puerto-ricans-in-the-aftermath-of-hurricane-maria/>

Negrón-Muntaner, F. (2007). *None of the above: Puerto Ricans in the global era*. Palgrave Macmillan.

Diaspora by Design

Center for Puerto Rican Studies-Centro. (2020, January 16). *Puerto Rico Puerto Ricans diaspora summit II: Models for diaspora* [Video]. YouTube.

https://www.youtube.com/watch?v=7NGq-LAt4-E&feature=emb_title

THE PUERTO RICAN HIGHER EDUCATION SYSTEM IN AN ERA OF RESISTANCE/REFUSAL AND TURMOIL

Unit Description

In this unit we invite the community to consider Puerto Rican higher education's unique position in the constellation of U.S. systems and how it embodies the description of "belonging to but not a part of." We interrogate the multiple ways that it is largely rendered invisible in conversations about higher education in the US--although the system serves more students than 12 states. Here, we offer the issues of postsecondary opportunities for students in Puerto Rico and in the diaspora and highlight the ways in which students have fought to gain and maintain access.

Topics

- Higher Education Landscape
- Student Activism
- Diaspora

Guiding Questions

- How do we understand or read higher education in U.S. territories/Puerto Rico in relationship to power & colonialism?
- What has higher education represented in Puerto Rico, historically?
- What are Puerto Ricans' relationships to U.S. institutions of higher learning?

Scholarly Engagements

Overview of Higher Education in Puerto Rico

Excelencia in Education (n.d.). *Higher education in Puerto Rico*. Washington, DC: Authors. <https://www.edexcelencia.org/media/955>

Excelencia in Education. (2019, May 9). *The importance of colleges and universities in Puerto Rico*. [Video]. YouTube. <https://www.youtube.com/watch?v=NudyfhRn4WY>

Student Activism

Brusi, R. (2011). A new, violent order at the University of Puerto Rico. *Graduate Journal of Social Science*, 8(1). <http://www.gjss.org/sites/default/files/issues/chapters/papers/Journal-08-01--04-Brusi.pdf>

Martinez, A. & Garcia, N. M. (2018). #HuelgaUPR: The kidnapping of the University of Puerto Rico, students activism, and the era of Trump. *Frontiers in Education*, 3(84).

Rosa, A. (2016). Student activists' affective strategies during the 2010-2011 siege of the University of Puerto Rico. *International Journal of Sociology and Social Policy*, 36(11-12), 824-842.

Atilos-Osoria, J. M. (2013) Neoliberalism, law, and strikes: law as an instrument of repression at the University of Puerto Rico, 2010–2011. *Latin American Perspectives*, 40(5), 105-117.

Montcourt, N. (2019, August 13). Memoria Viva: Una mirada a las luchas estudiantiles: Desde el año 1919 hasta los años 1980. <https://www.noticel.com/top-stories/memoria-viva/vida/20190828/memoria-viva-una-mirada-a-las-luchas-estudiantiles/>

UPR-Junta de Gobierno. (n.d.). *Junta de Gobierno*. <https://www.juntagobierno.upr.edu/junta-de-gobierno/>

THE PUERTO RICAN HIGHER EDUCATION SYSTEM IN AN ERA OF RESISTANCE/REFUSAL AND TURMOIL

Scholarly Engagements

Diaspora

- Rodríguez, A., Rosario-Ramos, E., Clasing Manquian, P., & Rosario Colón, A. (2020). College choice, interrupted: Understanding the choice processes of hurricane-affected Puerto Rican students in Florida. *Journal of Higher Education, 92*(2), 169-195.
- Velazquez, M. (2016). Looking forward, working for change: Puerto Rican women and the quest for educational justice in Chicago. *Centro Journal, 28*(1), 126-153.
- Haywood, J. M. (2017). 'Latino spaces have always been the most violent': Afro-Latino collegians' perceptions of colorism and Latino intragroup marginalization. *International Journal of Qualitative Studies in Education, 30*(8), 759-782.
- Third World Newsreel. (2020, December). *Making The impossible possible: The story of Puerto Rican studies in Brooklyn College - trailer*. [Video]. Vimeo. <https://vimeo.com/477387287/description>
- Irizarry, J. G., Rolón-Dow, R., & Godreau, I. P. (2018). Después del huracán: Using a diaspora framework to contextualize and problematize educational responses post-maría. *Centro Journal, 30*(3), 254-278.
- Rúa, M. M. (2010). *Latino urban ethnography and the work of Elena Padilla*. University of Illinois Press.

Language

- Bischoff, S. (2017). Is English a language barrier to public higher education in Puerto Rico?. *Multilingua, 36*(3), 281-311.
- Carroll, K. S., & Mazak, C. M. (2017). Language policy in Puerto Rico's higher education: Opening the door for translanguaging practices: Language policy in Puerto Rico's higher education. *Anthropology & Education Quarterly, 48*(1), 4-22.
- Martínez-Roldán, C. M. & Quiñones, S. (2016). Resisting erasure and developing networks of solidarity: Testimonios of two Puerto Rican scholars in the academy. *Journal of Language, Identity & Education, 15*(3), 151-164.





ASHE

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION