

NEH Institute Course Project
Melissa Garr

LAS/SPA 3308 Independence, Victory, Disaster?: Literary Perspectives on the Cuban-Spanish-American War

Course Description:

Four hours. Prerequisite: SPA 2203 proficiency or permission of the instructor.

In 1895, the final war for Cuban independence from Spain began. Three years later, the United States became involved in the war, Spain was forced to release its last colonial territories, and Cuba became an independent nation. The nations involved, however, have very different perspectives on this war and its outcomes, and the effects of the Cuban-Spanish-American War can be seen throughout the 20th century and into the 21st.

In this course, we will examine the transatlantic perspectives of the stakeholders of this war—the U.S., Cuba, and Spain—through literature and realia of the period. Our investigation will be guided by three Big Questions: How did each nation view the war and its importance to nation building and national identity? What consequences of the war had a significant impact on each nation's idea of itself and its relationship with other nations? How is Cuban autonomy, immigration, and cultural identity seen today in each of these nations? We will investigate these questions through literature, art, correspondence and periodicals relating to the war and its consequent explorations of national identity and national development in Cuba, Spain, and the United States.

Readings in this course will be in Spanish and English.

Student learning outcomes:

Students who successfully complete this course will be able to

- Identify the stakeholders of the Cuban-Spanish-American War and analyze their perspectives through a variety of primary sources in Spanish and English;
- Trace the effects of the Cuban-Spanish-American War through the 20th century for each stakeholder;
- Evaluate the historical narratives propagated through literary, artistic, periodistic, and other primary sources;
- Construct a bilingual digital archive representing the stakeholders of the War, their perspectives and the effects of the War in each nation;
- Apply visual literacy skills to compare representations of the War's major players through visual art; and
- Demonstrate linguistic proficiency in reading, writing, listening and speaking through assessment, discussion and engagement with primary and secondary cultural and scholarly products.

General Education Student Learning Outcomes [Note: Florida Southern requires these outcomes for the SPA/LAS 3308 course]:

Successful completion of this course fulfills the requirements for the Social World.

Students who complete this course will be able to:

- Demonstrate knowledge of the social, political, economic, personal, or cultural systems or historical development of their world;

- Demonstrate the ability to use discipline-specific empirical methodologies, quantitative or qualitative, or both, to interpret information and articulate knowledge about the social, political, economic, personal, or cultural systems or historical development of their world; and
- Demonstrate mastery of discipline-specific, empirical methodologies, quantitative or qualitative, or both, to investigate specific issues about the social, political, economic, personal, or cultural systems or historical development of their world.

Statement of Engaged Learning Activities:

This course will use a discussion format as well as critiques of secondary texts, given evidence from primary texts, for historical and cultural information. Through the analysis of a variety of nonfiction and fiction texts, films and works of art, students will thoroughly explore concepts related to the Cuban-Spanish-American War from a variety of perspectives. Class discussions will involve many active speaking activities such as silent discussions, fishbowl activities, think/pair/share, etc. Students will engage in critiques of all primary and secondary texts. They will also engage in asynchronous communication to wrestle with big questions on these topics each week. Students will also become proficient in research methods in Spanish.

Grading Criteria:

90-100	A
80-89	B
70-79	C
60-69	D
↓ 60	F

Assignments:

1)	Homework & Active Participation (as defined below)	20%
2)	Enrichment projects: growth chart and memes	10%
3)	War diaries	15%
4)	Jose Martí discussion forum	15%
5)	Digital exhibit/collection	20%
6)	Exams (2)	20%

Homework & Active Participation. Class participation is 20% of your final grade. You are expected to carefully prepare assigned readings and homework, and contribute regularly to class discussions. All students are expected to engage in all individual and group activities. You will receive a grade each day for participation; it will reflect your preparedness for class discussion, your commitment to the expectations of the course, and active and VOLUNTARY participation during class time. Since if you are absent you cannot be participating, all absences will affect this grade. The expectation is that you will attend each class. The three lowest daily participation grades will be dropped at the end of the semester. Homework will include short responses to readings, questions about the texts, and reading journal entries.

Participation will be assigned daily based on the following criteria:

- 5 points: punctual; active, voluntary participation in the discussion; coming to class prepared (having read the assignment BEFORE class and completed all homework); comments on the topic two or more times; actively and constructively participates in group activities
- 4 points: punctual; voluntary participation in the discussion; comes to class prepared (having read the assignment BEFORE class and completed all homework); comments on the topic one time; actively participates in group activities
- 3 points: comes to class prepared (having read the assignment BEFORE class); does not comment on the topic or only participates if called on; during group work, lets others speak primarily
- 2 points: Tardy to class or speaks English during class.
- 0 points: absent or total lack of participation

Enrichment projects: Students will at several points in the semester do in-class graded projects to enrich their learning experience. These include the creation of memes based on readings and a growth chart tracking the developments in Cuba, Spain and the United States in the century following the War. Students will be assigned to one of three groups to complete their growth chart and it may be created digitally or physically. The growth chart should consider how the developments they include can be traced back to the Cuban-Spanish-American War and include justification for these connections.

War diaries: Students will take the perspective of soldiers from the country to which they have been assigned and write a diary of the experience of this soldier in the conflict. Students may also choose a non-military role, such as a journalist or a politician who was heavily involved in the War. This will involve a minimum of ten journal entries, in Spanish for SPA students and in English for LAS students.

José Martí Discussion Forum: Students will choose a series of letters from the Collected or Selected Works of José Martí's correspondence volumes on a topic of their choice. They will post about the topic and what the letters say on the topic in the discussion forum on Portal. Students will consider the person to whom Martí is writing the letter, and how that affects the way he addresses the topic, and describe how the letters reveal a facet of Martí himself. Students will also be required to read and respond to the posts of four other students.

Digital Exhibit: Using OMEKA tools, students will create a collaborative digital exhibit about the Cuban-Spanish-American War. At minimum this will include an interactive timeline and the collection of materials on each group's assigned country. The materials will include content created by the class, content provided by the instructor, and archival material.

Exams: There will be two exams, a midterm and a final. No makeup exams will be given except in the case of a school-sponsored event at which attendance is mandatory, or medical emergency with approved documentation. In either case, advance notice and arrangements are required. **Note to instructors only: The midterm exam consists of a single essay question: "Who should have won the War and why?" The final exam also contains a single essay question: "Why was the question on the midterm misguided?"**

ATTENDANCE:

The Academic Handbook states that "students are expected to attend all class and laboratory sessions on time and may be absent only for unavoidable documented reasons." Since active participation in is an essential component of this course, consistent with the expectations set forth in your Academic Handbook, **there will be no excused absences** for participation or assignments. Students are expected to be at each class. Your professor understands, however, that occasionally you may miss a class for reasons beyond your control. For this reason your lowest three daily participation grades will be dropped. **Any absence after three will be subject to a 5% overall grade penalty. Absences beyond six WILL result in an automatic failing grade for the course.** Excessive tardiness may be counted as absence. Please note that in the event that you will miss class, you are responsible for getting notes from your peers or making an appointment to meet with your professor to find out what you missed. **You are also responsible for turning in assignments the day they are due regardless of class attendance.** Absolutely NO late assignments will be accepted. In the event that you have a university-sponsored activity at which attendance is mandatory that might conflict with a test date, you must provide documentation IN ADVANCE and make an appointment for the make-up exam BEFORE the exam date.

COMMUNICATION WITH PROFESSOR:

Students are required to check the FSC portal and email regularly for announcements and homework updates. **Please make sure the email address registered on the portal/ FSC network is the one you use.** Not reading email is no excuse for missing homework or other important information. If you need to contact the professor, see information on the first page of this syllabus. I will respond to emails within 48 hours, so if you need a faster response time during the class week, I encourage you to take advantage of my office hours for assistance.

HONOR CODE AND ACADEMIC HONESTY:

"As an academic community, Florida Southern College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity. In doing so through this Honor Code, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft. Further information on the Honor Code is available in the current catalog." As a student at FSC you pledge to "practice personal academic and personal integrity and excellence of character," and you can expect the same from others.

Please be aware that the first incidence of plagiarism or cheating will receive a grade of zero. The second offense will constitute an "F" in the course. **Academic dishonesty includes the use of Internet translators**, which will result in the aforementioned consequences. If you need a dictionary, please use wordreference.com.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Insert most updated policy provided by the college for the current academic year.

COURSE CALENDAR (instructor reserves the right to modify as needed)

Note to instructors:

This course at my institution is very modular, as the content may be determined by how many students are taking the course for Spanish credit vs. Latin American Studies, which requires English-language readings and discussions. Therefore, I outline here a general course structure and a list of suggested readings below it, and encourage instructors to select and categorize the readings to accommodate the needs of their particular students and course.

Weeks 1-2: José Martí

Weeks 3-4: The Cuban-Spanish-American War

The Aftermath

- Weeks 5-7: Cuba: Independence, Occupation, Revolution
- Weeks 8-10: Spain: Desastre, Civil War, Dictatorship
- Weeks 11-13: USA: Empire, Immigration, Globalization

Weeks 14-15: Today's Fusions (includes Puerto Rico and literature by Cuban immigrants to the US)

SUGGESTED TEXTS:

- Emilia Pardo Bazán, *La tribuna*
- Jose Yglesias, *The Goodbye Land* and other selections
- José Martí, "With All and For the Good of All," "Our America," "Impressions of America by a Very Fresh Spaniard," "Montecristi Manifesto," a selection of correspondence (chosen by students)
- A variety of newspaper items and political cartoons collected by students about the War
- Damián Isern, *Del desastre nacional y sus causas*
- Ramiro de Maeztú, *Hacia otra España*
- Lola Rodríguez de Tió, "Mi libro de Cuba"
- Camilo José Cela, *La colmena*
- Miguel de Unamuno, selected essays
- Ernest Howard Crosby, *Captain Jinks: Hero*
- Sutton E. Griggs, *Imperium in Imperio*
- Stephen Crane, selections
- Mark Twain, selected articles
- Ana Lydia Vega, "Encancarablado"
- Catherine Davies, *A Place in the Sun? Women Writers in Twentieth-Century Cuba* and selected works
- Nicolás Guillén, selected poems
- Esmeralda Santiago, *When I Was Puerto Rican*

- Iraida H. López, *Impossible Returns: Narratives of the Cuban Diaspora*
- Gabriel Cartaya, *Domingos de tanta luz*

DIGITAL COLLECTIONS TOOLS:

Tools:

- <http://timemapper.okfnlabs.org/>
- <https://voyant-tools.org/>
- <http://worldmap.harvard.edu/>

Resources:

- <http://www.albavolunteer.org/?s=SCW&submit=search>
- <https://library.ucsd.edu/research-and-collections/collections/special-collections-and-archives/collections/southworth.html>
- <https://digitalcommons.asphs.net/cgi/viewcontent.cgi?article=1290&context=bsphs>
- <https://digitalcommons.asphs.net/bsphs/vol43/iss1/8/>
- <http://scalar.usc.edu/works/spanish-civil-war-memory-project-audiovisual-archive-of-the-francoist-repression/index>
- **OMEKA**