



Department of History  
UNIVERSITY OF WISCONSIN-MADISON



## *The Afterlives of the War of 1898 in the Caribbean*

HIST 201  
3 Credits

**Instructor:** Profe Meléndez-Badillo

**Email:** [melendezbadi@wisc.edu](mailto:melendezbadi@wisc.edu)

**Instructional Modality:** In person

**Classroom:** 5245 Mosse Building

**Day/Time:** Mondays, 8:50am – 10:45am

**Office:** 4113 Mosse Building

**Office Hours:** Fridays, 10:00am-11:00am or by appointment

## Course Description

The War of 1898 reshaped the international geopolitical order. It was a global phenomenon that allowed the nascent United States Empire to stretch its arms around the world and take Spain's former position as the "empire where the sun never sets." While this seminar uses a transnational lens, it focuses on the origins, developments, and aftermath of the war from the perspectives of Caribbean peoples. It explores the ways that Cuba and Puerto Rico went from being Spain's last two colonial possessions in Latin America to attaining independence after three decades of war, in the case of Cuba, while Puerto Rico is still the world's oldest colony.

As a history seminar, this course will encourage and help you develop critical thinking skills. The historical trade is not based on accessing the past through documents, but on using our imaginations to craft narratives while using a wide range of sources to sustain our arguments. We

will discuss and think about strategies to write our ideas in an accessible way for our readers. To do so, students will experiment with different methods from the historians' intellectual tool kit: scrutinizing primary sources, analyzing content, and crafting narratives.

As a seminar, the course will be interactive, and student-scholars are expected to actively participate in the collective production of knowledge. In every class, there will be time allocated to discuss that day's topic and the assigned readings, as well as the research process. That is, Prof. Meléndez-Badillo expects that student-scholars will interrogate how the sources were written, their intended audiences, and how they can critically engage with them to formulate their own arguments.

## **HIST 201 Expectations**

Conduct original historical research and convey the results to others. Through engagement with archival materials, become historical detectives; practice defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing discussions. Confer individually with and receive feedback from instructors to improve skills of historical analysis and communication in both written and spoken formats. May not be repeated for credit.

## **Course Designations and Attributes:**

- Gen Ed - Communication Part B
- Breadth – Humanities
- Level – Intermediate
- L&S Credit - Counts as Liberal Arts and Science credit in L&S

## **Course Purpose**

The second Communication course is intended to enable learners to communicate clearly within the context of an academic discipline. Each Communication Part B course will be a low-enrollment course involving substantial instruction in writing and at least one other form of communication, either in the conventions of specific fields or in more advanced courses in communication.

## **Course Objectives (as a History class)**

In this seminar, student-scholars will learn to:

- Express an understanding of the production of history and historiography;
- Engage with scholarly arguments, debates, and conversations in different fields of history and across disciplines;

- Collectively create historical knowledge through classroom discussions and collaboration with peers and the professor;
- Compare and contrast how scholars have interpreted the war of 1898 from different disciplines, perspectives, and intellectual traditions;
- Critically analyze primary sources and interdisciplinary scholarship about the origins, development, and aftermath of the war in the Caribbean, Latin America, and the United States;
- Produce historical writing by analyzing primary and secondary sources related to the war of 1898;
- Participate in peer-review processes by meeting in small groups with the professor;
- Understand the different methods and writing strategies employed by historians;
- Productively use of core library resources specific to the discipline;
- Communicate findings to diverse audiences in ways attentive to differences in backgrounds, values, viewpoints, and experiences.

## **Course Outcomes (as a Comm B course)**

In this course, student-scholars will learn to:

- Perform close and critical readings;
- Cultivate the ability to evaluate, credit, and synthesize sources;
- Construct a paper consistent with expectations of the discipline, including an appropriate organization, style, voice, and tone;
- Perform critical readings of their own writing and the writing of others
- Collaborate with others as they work on intellectual projects;
- Identify and make skillful use of relevant, reliable, and high-quality research sources appropriate to the course subject and discipline;
- Make productive use of the writing process, including brainstorming, outlining, drafting, incorporating feedback, and revising, to develop a fledgling idea into a formal paper, presentation, and/or project;
- Make use of expressive conventions and protocols (e.g., organization, content, presentation, formatting) consistent with genres of communication relevant to the course subject or discipline;
- Share research, course content, or creative activity in writing and at least one other mode of communication relevant to the discipline. Other modes of communication might include presentations using one or more media, debate, discussion, poster presentations, and other forms of expression that convey course content.

## **Requisites:**

- Satisfied Communications A requirement

## Required Books:

- No required books. All readings will be uploaded to Canvas.

## Credit Hours and Student Workload:

This three-credit class carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, among others) for about 3 hours out of the classroom for every class period (6 hours total). Below you will find more information about expectations for undergraduate and graduate student work.

## Grading and Dates:

Assignment	Dates	Points
Active Participation		10 pts
Leading Discussion		10 pts
Brainstorm	Oct. 10	5 pts
Primary Source Exercise	Oct. 30	5 pts
Annotated Bibliography	Nov. 9	10 pts.
Paper's Rough Draft	Nov. 22	10 pts
Class Presentation	Dec. 5	10 pts
Peer Review Exercise	Dec. 12	10 pts
Final Research Paper	T.b.a.	30 pts
		<b>100 pts</b>

Grades on assignments and exams are recorded as numerical scores out of a total of 100 points (these scores are later weighted to arrive at a final composite course grade). The table for converting your final composite (weighted) numerical grade into final letter grades is as follows:

Points	<60	60-68.9	69-74.9	75-80.9	81-86.9	87-92.9	93 and above
Grade	F	D	C	BC	B	AB	A

- Students must submit all assignments and complete all essays in order to pass this course.
- Students may **not** elect to opt out of an assignment and receive an F on it.
- Any non-emergency extensions must be requested prior to the due date.

## Details About Assignments

## **Active Participation**

As a seminar, you are expected to actively participate in class discussion. If, for some reason, you are unable to attend class, you're expected to complete the readings on your own. You can use my office hours or schedule a meeting to discuss what you missed.

## **Leading Discussion**

Each week, two students will lead discussion. One student will focus on secondary sources and the other will focus on primary sources.

This will be a two-part assignment. You are expected to lead the class discussion. The format is entirely up to you, as long as you engage the class with at least 25 minutes of class discussion. You are expected to facilitate and ensure the class understands and engages with the larger questions and themes of the readings.

Teaching something to someone else is one of the best ways to test your knowledge on a subject. Thus, the point of this assignment is to ensure you thoroughly understand the reading material and can facilitate class discussion so that the entire class also understands the material. You must send your class discussion outline/plan two days *before* your scheduled.

Some questions to keep in mind when preparing your discussion are:

- How does this source fit into the broader class topic?
- Who wrote it?
- If the source has an introduction, what is the author saying?
- How is the source structured?
- Who is the audience?
- What are the silences in the text?
- What can this reading tell us about imperialism, class, and gender?
- What can this reading tell you about the history of the Caribbean or the specific country covered?
- What are your thoughts and opinions about the source?

## **Brainstorm for Final Paper**

*October 10, 2022*

You will brainstorm two different potential ideas for your final research paper. You will write a paragraph for each idea, explaining what the idea is, what kinds of primary sources you might potentially use to write about them (you will need at least 4 for the final paper), and what advantages and disadvantages there may be to pursuing this project. To get an A on this assignment, you must show me that you have thought carefully about the feasibility and the source base of your potential projects.

### **Primary Source Exercise**

*October 30, 2022*

Identify a primary source that you intend to use in your research paper. You are expected to critically engage with the source using similar questions to those that you will use to lead discussion. The source should be formatted in Chicago Style. Length limit: no less than 500 words but not more 900 words.

### **Annotated Bibliography**

*November 9, 2022*

You are expected to identify two primary and two secondary sources that you will be using in your research paper. They should be formatted in Chicago Style. Please provide a paragraph for each explaining the source's content, an explanation into its arguments, and how it will help you write your paper.

### **Paper's Initial Draft**

*November 22, 2022*

Please provide Profe Meléndez-Badillo with a draft of your final paper. The draft should include your title, introduction, and an outline of the body of the paper. It should also include all of the sources you intend to use in the paper.

### **Class Presentation**

*December 5, 2022*

You are expected share your findings with your peers. This presentation should be a space to collectively brainstorm your final paper's topic. You are expected to present for about five minutes, leaving time for question and answer.

### **Peer Review Exercise**

*December 9, 2022*

After incorporating the feedback provided in your class presentation, you are expected to send your draft using Google Docs to two (2) peers and Profe Meléndez-Badillo by December 9, 2022. They are expected to read your paper and provide feedback on our December 12 class meeting.

### **Final Paper – Initial Draft**

*Date: T.b.a.*

The final paper should be a seven-to-ten-page, double-spaced paper about the afterlives of the war of 1898 in the Caribbean. Your paper should reflect the process of careful revision that we have been pursuing all semester; you must consider the feedback from me and from your peer editor. You should use at least four primary and five secondary sources (if in doubt about which

sources count as primary or secondary, ask me). The paper should prove a valid historical argument. It should have an introduction, a historiography section, primary source analyses, a conclusion, and a bibliography. It should be formatted in Chicago Style.

## Course Website and Digital Instructional Tools

This course will use Canvas. You can find all of the readings that are not part of the required books in the Canvas page.

## General Information About the Course

1. Use office hours if you have any questions, comments, or doubts about the readings, lectures, assignments, or discussions. If you cannot attend office hours, you can contact me to schedule an appointment.
2. If you have any other question that can be answered with a few sentences and that is not answered in this syllabus, feel free to email me. If I have not replied within two (2) weekdays, please follow up with me.
3. Students are expected to read all of the assigned material. Regular attendance to class and active, engaging participation is also expected from every student.
4. If, for some reason, you cannot meet a major assignment deadline, please contact me **before the assignment is due**. If you have not contacted me and you have to miss a deadline, you have **one** opportunity to hand it in **the NEXT DAY** (not the next class). There will be a 10% tardiness reduction to your grade for each day that goes by (with the exception of a medical excuse). The second time you cannot submit your assignment late except with a valid medical excuse.
5. Check your email and Canvas periodically to check for any announcement, posting, changes in the readings, or any other information pertaining the class.

## Course Policies:

## Teaching and Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).

## Privacy of Student Records and the Use of Audio Recorded Lectures Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney disability resource center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UW's chapters 14 and 17, governing student academic and non-academic misconduct. View [more information about ferpa](#).

## Campus Resources for Academic Success

- [University Health Services](#)
- [Undergraduate Academic Advising And Career Services](#)
- [Office Of The Registrar](#)
- [Office Of Student Financial Aid](#)
- [Dean Of Students Office](#)
- [Graduate Student Services](#)

## Course Evaluations

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

## Digital Course Evaluation

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their netid. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

# Students' Rules, Rights & Responsibilities

## [Rights & Responsibilities](#)

### **Diversity & inclusion statement**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve wisconsin and the world.

### **Academic integrity statement**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### **Accommodations for students with disabilities**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin state statute (36.12), and UW-Madison policy ([uw-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the mcburney center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (see: [mcburney disability resource center](#))

### **Academic calendar & religious observances**

## [Academic Calendar & Religious Observances](#)

# Course Calendar

\*The readings and dates are subject to change\*

## Week 1 – Introductions

1. Monday, September 12

*What is history? How can we think critically about “the Splendid Little War”?*

Optional Reading:

- Michel-Rolph Trouillot, “The Power in the Story,” in *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), 1-30.

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## Week 2 – The War in the Caribbean

2. Monday, September 19, 2022

Skill: *Why context matters*

Readings:

- Ada Ferrer, “Rethinking 1898: Race, Nation, and Empire,” *Radical History Review* 73 (1999): 22-46. (Canvas)
- Olga Jiménez de Wagenheim, “From the Lares Uprising to Autonomy, 1868-1897,” Ch8 in *Puerto Rico: An Interpretive History from Pre-Columbian Times to 1900* (Princeton: Marcus Wiener Publishers, 2006): 163-194. (Canvas)

Primary Sources:

- “The Ostend Manifesto,” 15 October 1854.
  - José Martí, “Our America,” *La revista ilustrada*, 1 January 1891.
  - “You Shall be Free,” and “The Troubles at Puerto Rico,” in *The Puerto Ricans: A Documentary History*, edited by Kal Waggenheim and Olga Jiménez de Waggenheim (Maplewood: Waterfront Press, 1988), 60-61, 71-73.
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## Week 3 – The War of 1898

3. Monday, September 26, 2022

Skill: *What is the difference between primary and secondary sources?*

Readings:

- Greg Grandin, “The Pact of 1898,” in *The End of Myth: From the Frontier to the Border Wall in the Mind of America* (New York: Metropolitan Books, 2019), 132-147.
- Shelley Streeby, “Empire,” *Keywords for American Cultural Studies*.
- Jorell Meléndez-Badillo, “Chronicle of a War Foretold,” in *Puerto Rico: A National History* (Princeton: Princeton University Press, forthcoming).

Primary Sources:

- The Treaty of Paris, December 10, 1898.
- “Our Flag is Raised in Puerto Rico,” *The New York Times*, 27 July 1898, 1.
- Nelson A. Miles, “To the Inhabitants of Porto Rico,” in *The Puerto Ricans: A Documentary History*, edited by Kal Waggenheim and Olga Jiménez de Waggenheim (Maplewood: Waterfront Press, 1988), 95.
- “The De Lôme Letter,” *New York Journal*, February 1898.
- President Theodore Roosevelt, “The Platt Amendment,” in *The Cuba Reader: History, Culture, Politics*, edited by Aviva Chomsky, Barry Carr, and Pamela Maria Smorkaloff (Durham: Duke University Press, 2003), 147-149.

## Week 4 – Multiple Perspectives of the War

4. Monday, October 3, 2022  
Skill: *How do we navigate multiple perspectives?*

Readings:

- Gervasio L. García, “I am the Other: Puerto Rico in the Eyes of North Americans, 1898,” *The Journal of American History* 87, no. 1 (June 2000): 39-64.
- Amy Kaplan, “Black and Blue in San Juan Hill,” *Cultures of United States Imperialism*, edited by Amy Kaplan and Donald E. Pease (Durham: Duke University Press, 1994), 219-236.

In-Class Documentary:

- Francisco Serrano, Director, *Seva Vive* (2011): Excerpts.

Primary Sources:

- “Colonel Roosevelt’s Report to the Secretary of War of September 10<sup>th</sup>” and “The ‘Round Robin’ Letter,” Appendixes B and C in *The Rough Riders* by Theodore Roosevelt (New York: Charles Scribner’s Sons, 1899), 270-283.

- “Soldier,” in *The Puerto Ricans: A Documentary History*, edited by Kal Wagenheim and Olga Jiménez de Wagenheim (Maplewood: Waterfront Press, 1988), 96-99.
  - Renée Méndez Capote, “A Child of the Platt Amendment,” in *The Cuba Reader: History, Culture, Politics*, edited by Aviva Chomsky, Barry Carr, and Pamela Maria Smorkaloff (Durham: Duke University Press, 2003), 154-156.
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## Week 5 – The War’s Aftermath

5. Monday, October 10, 2022,  
Skill: *How can we read against the grain?*

### Class trip:

- The class will visit the library

### Readings:

- Lanny Thompson, “Strategies for Americanization,” in *Imperial Archipelago: Representation and Rule in the Insular Territories under U.S. Dominion after 1898* (Honolulu: University of Hawai’i Press, 2010), 141-182.
- Fernando Picó, “Activities of the Armed Bands from July to October, 1898” Ch 3 in *Puerto Rico 1898: The War after the War* (Princeton: Markus Wiener Publishers, 2004): 43-62.

### Further Reading:

- Louis A. Pérez, Jr. “The Aftermath of the War,” Ch 3 in *Lords of the Mountain: Social Banditry and Peasant Protest in Cuba, 1878-1918* (Pittsburgh: University of Pittsburgh Press, 1989), 58-74.

### Primary Sources:

- Amos S. Hershey, “Intervention and the Recognition of Cuban Independence,” *The Annals of the American Academy of Political and Social Science* vol. 11 (May, 1898): 53-80.
  - Henry K. Carroll, *Report on the Industrial and Commercial Condition of Porto Rico, 1899* (San Juan: Fundación Puertorriqueña de las Humanidades, 2005): 10-11, 35-37, 53-65.
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## Week 6 – Depicting the War

6. Monday, October 17, 2022  
Skill: *How can we use images as primary sources?*

### Readings:

- Hilda Llorens, “Imaging Puerto Rican Natives, 1890-1920,” *Imaging the Great Puerto Rican Family: Framing Nation, Race, and Gender during the American Century* (Lanham: Lexington Books, 2014), 1-30.
- Paul B. Niell, “Architecture, Domestic Space, and the Imperial Gaze in the Puerto Rico Chapters of *Our Islands and Their People*,” *Imperial Islands: Art, Architecture, and Visual Experience in the US Insular Empire after 1898*, edited by Joseph R. Hartman (Honolulu: University of Hawai’i Press, 2022), 103-121.

Primary Sources:

- Multiple Cartoons and Photographs (See Canvas)

## Week 7 – Remembering and Teaching the War

7. Monday, October 24, 2022

Skill: *How can we use secondary sources to build an argument?*

Readings:

- Marial Iglesias Utset, “Attempts at Linguistic Colonization and the Struggle to Preserve Spanish: Anglicized Words and Expressions and Their Tropes,” in *A Cultural History of Cuba During the U.S. Occupation, 1898-1902* (Chapel Hill: University of North Carolina Press, 2011): 65-86. (Canvas)
- Solsirée del Moral, “Negotiating Colonialism: ‘Race,’ Class, and Education in Early-Twentieth-Century Puerto Rico,” in *Colonial Crucible: Empire in the Making of the Modern American State*, edited by Alfred W. McCoy and Francisco A. Scarano (Madison: University of Wisconsin Press, 2009), 135-144.

Further Reading:

- Marcial Iglesias Utset, “A Suken Ship, a Bronze Eagle, and the Politics of Memory: The ‘Social Life’ of the USS *Maine* in Cuba, 1898-1961,” in *State of Ambiguity: Civic Life and Culture in Cuba’s First Republic*, edited by Steven Palmer, José Antonio Piqueras, and Amparo Sánchez Cobos (Durham: Duke University Press, 2014): 22-53.

Primary Sources:

- Prescott Holmes, *Young People’s History of the War with Spain* (Philadelphia: Henry Altemus Company, 1900): Excerpts.
- James Otis, *The Boys of ’98* (Boston: Dana Estes & Company Publishers, 1898): Excerpts.

- Tom Hall, "Preface" in *The Fun and Fighting of the Rough Riders* (New York: Frederick A. Stockes Company Publishers, 1899), iii-viii.
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## Week 8 – US Intervention in the region

8. Monday, October 30, 2022

Skill: *How do we identify primary sources?*

Due: Student-Scholars Will Bring Primary Sources to Class

Readings:

- Louis A. Pérez, Jr. "Intervention, Hegemony, and Dependency: The United States in the Circum-Caribbean, 1898-1980," *Pacific Historical Review* 51, no. 2 (May, 1982): 165-194.
- Setphen J. Randall and Graeme S. Mount, "Hegemony in transition: The emergence of the United States, 1890-1917," in *The Caribbean Basin: An International History* (London: Routledge, 1998) 31-52.

Further Reading:

- Courtney Johnson, "Understanding the American Empire: Colonialism, Latin Americanism, and Professional Social Science, 1898-1920," in *Colonial Crucible: Empire in the Making of the Modern American State*, edited by Alfred W. McCoy and Francisco A. Scarano (Madison: University of Wisconsin Press, 2009), 175-192.

Primary Source Exercise:

- Each student will identify *at least* one appropriate primary source and bring it to class for discussion
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## Week 9 – US Intervention in the region: Puerto Rico and Cuba

9. Monday, November 7, 2022

Skill: *How do we read academic books to find the argument?*

Readings:

- Daniel A. Rodríguez, "A Blessed Formula for Progress: Medical Nationalism, U.S. Empire, and the Development of Public Health, 1899-1909," in *The Right to Live in Health: Medical Politics in Postindependence Havana* (Chapel Hill: University of North Carolina Press, 2020), 48-85.
- José Amador, "The Pursuit of Health: Colonialism and Hookworm Eradication in Puerto Rico," *Southern Spaces*, March 30, 2017:  
<https://southernspaces.org/2017/pursuit-health-colonialism-and-hookworm-eradication-puerto-rico/>

Further Reading:

- Jorell Meléndez-Badillo, “Foundations of US Colonialism in Puerto Rico,” in *Puerto Rico: A National History* (Princeton: Princeton University Press, Forthcoming).

Primary Sources:

- *Porto Rico Workingmen’s Journal*, February 1905, 1-10.
- Howard A. Kelley, “Work in Yellow Fever (Continued),” Chapter VII in *Walter Reed and Yellow Fever* (New York: McClue, Phillips & Co, 1906), 154-173.

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## Week 10 – The Dominican Republic and Haiti

10. Monday, November 14, 2022

Readings:

- Marvin Chochotte, “The Twilight of Popular Revolutions: The Suppression of Peasant Armed Struggles and Freedom in Rural Haiti during the US Occupation, 1915-1934,” *The Journal of African American History* 103, no. 3 (Summer 2018): 277-308.
- Micah Wright, “An Epidemic of Negrophobia: Blackness and the Legacy of the US Occupation of the Dominican Republic,” *The Black Scholar* vol. 45, no. 2 (2015): 21-33.

Further Reading:

- Suzy Castor and Lynn Garafola, “The American Occupation of Haiti (1915-34) and the Dominican Republic (1916-24),” *The Massachusetts Review* vol. 15, no. 1-2 (Winter-Spring, 1974): 253-275.

Primary Sources:

- “The ‘Water Torture’ and Other Abuses: US Senate, Hearings before a Select Committee on Haiti and Santo Domingo,” in *The Dominican Republic Reader: History, Culture, Politics*, edited by Eric Paul Roorda, Lauren Derby, and Raymundo González (Durham: Duke University Press, 2014), 252-259.
- US Marines Proclamation in *The Dominican People: A Documentary History*, edited by Ernesto Sagas and Orlando Inoa (Princeton: Markus Wiener Publishers, 2016), 130-132.
- “1915 Treaty between the United States and Haiti” and “The Patriotic Union of Haiti Protests the U.S. Occupation,” in *The Haiti Reader: History, Culture, Politics*, edited by Chantalle F. Verna, Kaiama L. Glover, Laurent Dubois, Millery Polyné, and Nadéve Ménard (Durham: Duke University Press, 2020).

## **Week 11 – Cuba (1961) and Grenada (1983)**

11. Monday, November 21, 2022

Skill: *Using Military Documents as Primary Sources*

### Readings:

- Ada Ferrer, “Battle” and “Brink,” chapters 27 and 28 in *Cuba: An American History* (New York: Scribner, 2021), 353-384.
- Richard C. Thornton, “Grenada: Preemptive Strike,” *Journal of Military and Strategic Studies* vol. 11, no. 1-2 (Fall/Winter 2008/9): 1-42.

### Primary Sources:

- CIA, “Meeting with the Attorney General of the United States Concerning Cuba,” secret minutes, 19 January 1962, The National Security Archive, The George Washington University (Canvas).
- DOD, “Cover and Deception Plans for Caribbean Survey Group,” 19 February 1962), Top Secret memorandum, The National Security Archive, The George Washington University (Canvas).
- Dillon Group, “Scenario for Airstrike Against Offensive Missile Bases and Bombers in Cuba,” discussion paper, 25 October 1962, The National Security Archive, The George Washington University (Canvas).
- Prime Minister Fidel Castro’s letter to Premier Khrushchev, 26 October 1962, The National Security Archive, The George Washington University (Canvas).

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## **Week 12 – Work on your papers**

12. Monday, November 28, 2022

- *No class meeting:* Each student will meet individually with Profe Meléndez-Badillo

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## **Week 13 – Course Presentations**

13. Monday, December 5, 2022

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## **Week 14 – Peer Review**

14. Monday, December 12, 2022