

**Department of English
College of Humanities
Río Piedras Campus
University of Puerto Rico**

**INGL 4049 / Special Topics in Caribbean Literature & Culture
Guantánamo**

Professor: Don E. Walicek, Ph.D.

Semester: 2022-23, 2nd semester

Meeting time: Tues. & Thurs. 2:30-3:50 PM **Professor's email:** don.walicek@upr.edu

Modality: On campus (in person)

Office hours: Thurs. 1:00-2:00 PM

Office: LPM 242

& by appointment online

I. Course Description: This specialized topics course focuses on Caribbean society and literary expression, featuring analysis of literature and other areas such as film, history, music, politics, performance, religion, and /or popular culture. Topics vary per semester. Course can be taken up to three times when different main topics are covered. This semester the topic is Guantánamo. It will be examined as a space of possibility and tension that assists us in better understanding Caribbean literature and culture in national, regional, and global contexts.

II. Learning Objectives

By the end of the semester, students will be able to:

1. Identify ways in which the analysis of literature and culture can contribute to the well-being of contemporary societies in the Caribbean and beyond
2. Describe the main goals and analytical methods of cultural studies and literary studies
3. Demonstrate critical thinking in written and oral reactions to texts related to the course topic, Guantánamo
4. Analyze various types of texts (poetry, fiction, memoir, human rights reports, the academic essay) and artistic works (film, visual art, music,) in relation to Caribbean culture and society
5. Articulate well-defined arguments that are supported by the juxtaposition of evidence from a variety of textual sources
6. Use conceptual tools from literary and cultural analysis to discuss, from divergent perspectives, problems and debates associated with the course's topic
7. Use elements of creative writing to support the research and writing process
8. Conduct research aligned with contemporary scholarship and creative work in Caribbean Studies and the Humanities

III. Outline and Schedule

Your professor will make minor adjustments to this schedule in order to better meet the learning objectives of the course. If an interruption arises during the semester, the course

will continue using the modality of online/distance learning in order to comply with the learning objectives listed on this syllabus.

Readings and Related Adventures	
Week 1 Jan. 26th	Introductions Introduction to cultural studies
Week 2 Jan. 30th Feb. 2nd	-Stuart Hall “Cultural Studies: Two Paradigms” - Video about cultural studies
Week 3 Feb. 7th Feb. 9th	-Stuart Hall “Stuart Hall and Cultural Studies: Decoding Cultural Oppression” (2006) -Timeline for Guantánamo from Walicek & Adams (2018)
Week 4 Feb. 14th Feb 16th	-Edwidge Danticat “Create Dangerously: The Immigrant Artist at Work” (essay, 2010) -Writing workshop on Caribbean culture(s)
Week 5 Feb. 21st Feb 23rd	-Guantánamo Public Memory Project -Roswell Randall Hoes (1898) “God’s Hand at Santiago” (a sermon) -Allan R. Millet (1998) “The Invasion of Puerto Rico” (excerpt from historical essay)
Week 6 Feb. 28th March 2nd (holiday)	-Nikòl Payen “Something in the Water” (short story, 2001) *additional short stories as optional readings
Week 7 March 7th March 9th	-Paul Farmer “On Guantánamo” (essay, 2006) -Archives of the Caribbean Sea Migrant Collection (Duke University) -Presentation of archives on Puerto Rico’s Camp Allen
Week 8 March 14th March 16th	-Ana Luz García Calzada “Kites” and “Breathing Room” (short stories and an introduction by the author, English-language translation by Don E. Walicek and Jessica Adams, 2018) -Felicia Guerra <i>Oral History of the Cuban Exodus of 94’</i> (excerpts, 1997) -Poetry by José Ramón Sánchez Leyva (2018)
Week 9 March 21st March 23rd	-Amy Kaplan “Violent Belongings” (academic essay, 2003) -Guardian Animations’ video “Guantánamo Bay: The Hunger Strikes ...” (short YouTube video)
Week 10 March 28th March 30th	-Marc Falkoff “Conspiracy to Commit Poetry: Empathetic Lawyering at Guantánamo Bay” (essay) -Marc Falkoff (editor) Selections from <i>Poems from Guantánamo, The Detainees Speak</i> (introduction by Flagg Miller and poetry, 2007)
Week 11 April 4th April 6th (holiday)	-Podcast or essay by Mansoor Adayfi -Guest speaker (name to be announced)
Week 12	Special writing project and class exhibit

April 11th April 13th	
Week 13 April 18th April 20th	-Selections from Mohamedou Ould Slahi <i>Guantánamo Diary</i> (memoir, restored edition 2017) -Discussion of thesis statement, idea map, and databases
Week 14 April 25th April 27th	-Writing and research workshop: the abstract, the introduction, in-text citation, and the bibliography -A list: New insights about the concept of culture, cultural artifacts, and culture in Caribbean contexts
Week 15 May 2nd May 4th	Student PK presentations
Week 16 May 9th May 11th	Student PK presentations & wrapping up
May 19-25	Period for final exams

IV. Grading and Evaluation

A= 100-90 B= 89-80 C=79-70 D= 69-60 F=59-0

Active and informed participation and discussion*	20%
Thought pieces / short essays (3)	20%
Presentations (2: 1 reading and final project abstract and idea map)**	20%
Group project (10%) and in-class exercises (10%)	20%
Final project (idea map, thesis statement, abstract, essay, bibliography)	<u>20%</u>
	100%

*In accordance with institutional policy, more than 3 absences in the course will negatively affect the final grade.

** Presentations will be in Pecha Kucha (PK) format; these are 6 minutes and 40 seconds in length. Some might be done on video and made available for viewing via Moodle.

V. Readings

All readings, which will come from books, articles, and reference materials, will be made available online via Moodle. If you are interested in purchasing materials for your final paper, consult your professor for recommendations.

VI. Writing Guidelines

1. Prepare your assignments in a Word document.
2. Use size 12 Times New Roman font.
3. Double-space your written work. Use standard margins.
4. Following the guidelines of formal academic style.

5. For academic essays and thought pieces, be sure that paragraphs include a topic sentence. Make sure you know what assignments need a thesis statement. This will be specified in guidelines for specific assignments.
6. Use passages, information, quotations, and examples as evidence, to support claims, to enrich discussion, and to develop an argument.
7. Use new terminology and ideas learned in this course, showing that you understand the meaning of key concepts and terms.
8. Consistently engage assigned readings in your written work; in addition, make comparisons, describe patterns,
9. Follow MLA formatting, style, and citation guidelines given that these are frequently used in cultural studies and the humanities. For tips, see [Purdue's OWL online writing center](#).
10. Be aware of specific guidelines your professor provides for the evaluation of your written work (and other assignments).
11. If you need help writing, contact your professor. You can also make use the resources of the Center for the Development of Linguistic Competencies where tutors are available to help you.

VII. Reasonable Accommodation (Law 51 - Law 238)

According to the Law of Integral Educational Services for People with Disabilities, any student who requires reasonable accommodation must notify his or her professor on the first day of class. Students who receive Vocational Rehabilitation services should contact their professor at the beginning of the semester to plan reasonable accommodations and necessary auxiliary equipment in line with recommendations from the Office of Services for Students with Disabilities (OSEI) of the Dean's of Students Office. Further, students with special needs for assistance or accommodation should contact the professor. If a student has a documented disability (be it physical, psychological, learning-based, or any other type, that affects their academic performance) and would like to request special academic arrangements, they should contact the Office of Services for Students with Disabilities (OSEI, in Spanish) of the Office of the Dean of Students, in order to set up an appointment to begin receiving the needed services.

VIII. Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the General Regulations for Students of UPR (Certification No. 13, 2009-2010, from the Board of Trustees) establishes that "academic dishonesty includes, but is not limited to: fraudulent actions, obtaining grades or academic degrees using false or fraudulent means, copying all or part of someone else's academic work, plagiarizing all or part of someone else's work, copying all or part of someone else's answers to questions on an exam, getting someone else to take any oral or written test or exam on the student's behalf, as well as the help or facilitation of another person to engage in said conduct." Any of these actions will be subject to disciplinary sanctions in accordance with the procedure for discipline established in the current General Regulations for Students of UPR. To ensure the integrity and security of user data, all hybrid and online courses must be offered through the institutional learning management platform, which uses secure connections and authentication protocols. The system

authenticates the identity of the user using the username and password assigned to their institutional account. The user is responsible for keeping safe, protecting, and not sharing his or her with other people.

IX. What Exactly is Plagiarism?

Plagiarism is using someone else's ideas and/or words as if they were one's own. Doing this will result in a zero. You are responsible for using proper citation when consulting and incorporating information from other sources into any assignment. Plagiarism offenses include using material downloaded from the Internet (e.g., Wikipedia's resources, study guides); copying from printed work; borrowing an idea or sentence without citing the name of the person who originated it; and using writing, concepts, or ideas formulated by another person. Plagiarizing cheats us out of the intellectual growth and self-esteem necessary to be better learners and efficient and effective writers. Avoiding plagiarism makes us become aware, honest, and responsible learners, researchers, and writers. Citing work correctly can make your work stronger as well as more interesting and relevant than it would be otherwise.

A first offense will count as a "0" [zero] for the assignment; a second offense will result in an "F" for the course. Continued reports of plagiarism may result in action taken by the Dean of Academic Affairs and suspension or dismissal from the University of Puerto Rico. The Undergraduate Student Manual lists the possible ramifications of plagiarism:

Reglamento General de Estudiantes: Penalidades (Artículo 15):

- *Amonestación*
- *Probatoria por tiempo definido durante el cual otra violación de cualquier norma tendrá consecuencia de suspensión o separación.*
- *Suspensión de la Universidad por un tiempo definido.*
- *Separación definitiva de la Universidad.*

X. Policy Against Sexual Harrassment and Discrimination on the Basis of Sex, Sexual Orientation, and Gender Identity

The University of Puerto Rico prohibits discrimination on the basis of sex, sexual orientation, and gender identity in any of its forms, including that of sexual harrassment. According to the Institutional Policy Against Sexual Harrassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 of the Board of Governors, any student subjected to acts constituting sexual harrassment, must contact the Office of the Ombudsman, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

XI. Contingency Plan in Case of Emergency

If an emergency or an interruption of courses occurs, course offerings will take place with the support of distance learning modalities, as established in the official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.

XI. Bibliography and Online Resources

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Salinave, Rachelle. “In Search of La Belle Vie: A Filmmaker’s Take on the Guantánamo Bay Experience,” Web. <https://ncph.org/history-at-work/guantanamo-and-the-haitian-experience/>

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