



A N H O N O R S U N I V E R S I T Y I N M A R Y L A N D

COURSE INFORMATION

Course Title: AMST 469 — The U.S.-Philippine War

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Course Description: This interdisciplinary course explores cultural, political, and social dimensions of the U.S.-Philippine War and the cultures of United States imperialism from approximately 1896 to 1904. The course will address several themes, including empire, gender, racialized violence, sovereignty, critiques of the media, and the use of expressive forms of culture. The questions this course will attempt to explore are the following:

- Why are the U.S.-Philippine & Spanish-American wars two of the least studied in American history?
- How was torture by U.S. soldiers debated?
- How and why did the mainstream media push for war?
- How did generational and gender politics influence the push for war?
- Who opposed and supported the wars and why?
- What lessons do these distant wars offer to our understanding of current military campaigns in Central Asia?

COURSE GOALS

By the end of the course, students should have achieved the following goals:

- Interpret, analyze, and evaluate statements assigned in academic essays on Asian Americans
- Decode common stereotyping of Asian Americans in various forms of media
- Comparative the merits of hypotheses published in contemporary scholarship on Asian Americans
- Collaborate with peers on a project that demonstrates the value of service, social justice, and community building

COURSE OUTLINE

Unit 1: You'll come to class to discuss reading that will be assigned (be sure to check often the detailed Course Schedule at the end of this document). In advance of our Monday and Wednesday seminars, I'll post prompts that will consist of questions to guide your reading and notetaking. Please be prepared to answer these questions. We'll also be screening documentaries and video clips. All of

the reading will be available as PDFs on Blackboard. At the end of this unit, you will take a mid-term exam based on this material.

Unit 2: The second section of this course involves reading [John Sayles'](#) novel, *A Moment in the Sun*. Sayles is perhaps America's most respected independent filmmaker, having directed 17 feature-length, critically acclaimed films. What most don't know about Sayles is that he also a highly regarded writer, with awards and nominations from the McArthur Foundation, the National Book Foundation, and the Writers Guild of America, among others. A note on not breaking your back or your wallet: One reviewer has called this book a "cat squasher."

To keep track of your reading, and to demonstrate that you are indeed doing the work, you'll be required to turn in **10 short papers (worth 10 points each)** which will consist of **Chapter Annotations**. For each chapter, take for example, "Gold Fever" (pages 5-15), you will provide a short synopsis that details the "who," "what," and "where" for that chapter: (1) Who are the main characters in this chapter?, (2) What are they doing? What is happening?, and (3) Where did these actions take place? Missing or incomplete Chapter Annotations will not be counted toward your grade. As a concession to the age of Twitter, let's restrict the "What" section to no more than 140 characters for each chapter.

During the dates listed on the syllabus, we will discuss how the multiple story lines and characters evolve; I'm also very interested in your specific reactions to the material as well. More importantly, we will be connecting these scenes and characters to the larger historical contexts of the time—actual persons, places, things, and events that our course will have addressed. In advance of our class sessions for the novel, I will provide a prompt of questions for you to consider as well as a selection of relevant web links.

Tips for reading the text: Since you'll be required to turn in Chapter Annotations at every stage in the text, it's crucial that you make a habit of taking notes or to open an electronic document with the following in mind:

Chapter Name	Pages	Where	Who	What
"Gold Fever"	5-15	Dyea, Alaska	Hod Brackenridge (white male) and Big Ten (native American)	Hod prospects in the 1897 gold rush. Making it up the snow-covered pass is dangerous. By the end of the chapter, he's been ripped off.

I urge you as well to refer to publisher's webpage for the book, where you'll find reviews of the book and a bio for Sayles: <http://www.mcsweeneys.net/books/amomentinthesun>. Also, make sure you access the bonus material page, where the author has gathered visual material—vintage photographs, political cartoons, stereograph slides, and so on—that accompanies nearly all of the chapters. It's a great way to help you visualize the world that Sayles has attempted to reconstruct. Here's the link: <http://www.mcsweeneys.net/books/amomentinthesun/bonus>. Finally, you should read the novel by keeping the following **themes** in mind (many of which mirror and amplify what has been presented in Unit 1):

- Justifications for **empire**; empire as a way of life; empire as a matter of governmental policy; the building of an empire as opposed to that of a republic

- How **sexuality and gender roles** are central to the experiences of many of the characters, especially, the way that masculinity is exemplified through labor and/or military service
- **Racial violence** - which is not exclusively about the threat or actual infliction of physical harm, but could also involve ideological and emotional dimensions
- **Sovereignty** - the quality and condition of ruling or governing (not merely a state)
- The critique of the **media** in its various forms, including political cartoons, stage productions, newspaper coverage, and editorials and columns
- The ways in which **contemporaneous expressive forms of culture**, namely, music, poetry, and the cinema, are used to convey the attitudes and mores of this time period

REQUIRED READING

- PDFs for Unit 1 reading is posted in the Course Documents section of Blackboard
- John Sayles, *A Moment in the Sun* (San Francisco: McSweeney's, 2011).

ASSIGNMENT SCHEDULE (see the end of the document for the full course schedule)

Assignments	Due Date	Points
Mid-term exam	Mar 14	30
Review essay (draft)	Apr 02	10
Review essay (final)	Apr 09	10
Chapter annotations 1-10	See Course Schedule	100
Final essay	May 16	30

UMBC STATEMENT OF VALUES FOR ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the [UMBC Student Handbook](#), or the [Office of Undergraduate Education](#).

INFORMATION FOR STUDENTS WITH DISABILITIES

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. [Student Support Services](#) (SSS) is the UMBC department designated to:

- receive and maintain confidential files of disability-related documentation
- certify eligibility for services
- determine reasonable accommodations
- develop with each student plans for the provision of such accommodations
- serve as a liaison between faculty members and students regarding disability-related issues

If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at (410) 455-2459. SSS will require you to provide appropriate documentation of

disability. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations.

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Sun	Mon	Tue	Wed
	1/30 Introduction		2/1 Screen: Crucible of Empire, Act One - The Only Recourse (40mins.)
	2/6 Apolinario Mabini, "A Filipino Appeal to the People of the United States" and José Martí, "Our America." Screen: Crucible of Empire, Act Two - They Are Our Redeemers (40mins.)		2/8 Teddy Roosevelt, "The Spanish American War." Screen: Crucible of Empire, Act Three - One Man and All Our Institutions (30mins.)
	2/13 Daniel Schirmer & Stephen Shalom, "Conquest."		2/15 Mark Twain, "The War Prayer." Screen: The War Prayer (10mins.)
	2/20 Willard Gatewood, "Smoked Yankees: Fighting in the Philippines"		2/22 Kristin Hoganson, "The Problem of Male Degeneracy and the Allure of the Philippines"
	2/27 Robert Rydell, "The Louisiana Purchase Exposition, Saint Louis, 1904"		2/29 Nick Deocampo, "Cinema and Colonization"; Overview of Edison Motion Pictures by Genre
	3/5 Henry Graff, "Counter-insurgency"		3/7 End with Delmendo on Balangiga Bells; hand out mid-term questions
	3/12 Office hours		3/14 Mid-term examination
	3/19 No class: Spring break		3/21 No class: Spring break
	3/26 TBD		3/28 Due: One page draft
	4/2 TBD		4/4 Due: Review essay

Sun	Mon	Tue	Wed
4/8 Due: Chapter annotations 1	4/9 Discuss: <i>Moment</i> , p. 3-86; Frontispiece to The Daily Outrage	4/10 Due: Chapter annotations 2	4/11 Discuss: <i>Moment</i> , p. 87-188; The March of the Flag (1) to Our "Boys" at Camp
4/15 Due: Chapter annotations 3	4/16 Discuss: <i>Moment</i> , p. 189-284	4/17 Due: Chapter annotations 4	4/18 Discuss: <i>Moment</i> , p. 285-386
4/22 Due: Chapter annotations 5	4/23 Discuss: <i>Moment</i> , p. 387-495;	4/24 Due: Chapter annotations 6	4/25 Discuss: <i>Moment</i> , p. 499-597; Current Events > The Will of the People
4/29 Due: Chapter annotations 7	4/30 Discuss: <i>Moment</i> , p. 599-691; Coney Island > A Death in Cabanatuan	5/1 Due: Chapter annotations 8	5/2 Discuss: <i>Moment</i> , p. 693-787; Water Cure > Correspondence
5/6 Due: Chapter annotations 9	5/7 Discuss: <i>Moment</i> , p. 789-887; Quandary > Ambush	5/8 Due: Chapter annotations 10	5/9 Discuss: <i>Moment</i> , p. 889-955; Variety Arts > Alternating Current
			5/16 Due: Final essay