

Graduate Program in Translation
College of Humanities
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Río Piedras Campus

**The Imagination of Disaster: Nuclear Apprehensions,
Radioactive Ravings, and Civil Defense in Puerto Rico during
the Cold War 1960-1965**

(A translation of “Imaginar el desastre: aprensiones nucleares, desvaríos radioactivos y Defensa

Civil en Puerto Rico durante la Guerra Fría 1960-1965”

by Manuel R. Rodríguez Vázquez)

By:

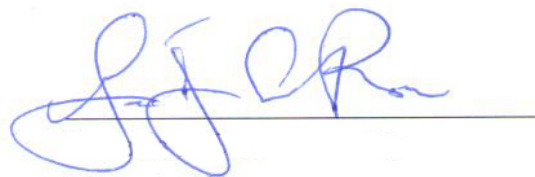
Génesis J. Cumba Ramos

Presented in partial fulfillment of the requirements of the
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Dr. M. Charlotte Ward

Advisor



Génesis J. Cumba Ramos

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The Imagination of Disaster: Nuclear Apprehensions,
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Génesis J. Cumba Ramos
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I

TRANSLATOR'S PREFACE

A. Introduction

The period between 1953 and 1959 was characterized by the activism of the governmental initiatives of Puerto Rico in the fields of national identity and cultural policies. These public policies must be contextualized as part of the historical conjuncture in which the Commonwealth of Puerto Rico (ELA) was removed from the list of territories subject to reports of the colonial powers before the United Nations (UN) and coincided with the secret efforts to “complete” the political relationship with the United States.

Jaime Rodríguez Cancel. *La Guerra Fría y el sexenio de la puertorriqueñidad*. 2007.

There is a need for a change of focus in the traditional methodology for the study of historical and cultural policies. According to Rodríguez Cancel (2007), this is due to the evident disinterest in revitalizing their offerings and the abandonment of support for the various sectors that are responsible for the material production of cultural works.¹ This has resulted in a lack of knowledge that integrates cultural policies into a relevant way to the limited but growing study of Puerto Rico’s culture.

It is important to emphasize the importance of translators’ prefaces due to the emerging interest in Culture Studies. The plurality of cultures has been felt throughout Latin America, especially in Puerto Rico. From the indigenous displacement from South America to the United States invasion, Puerto Rican identity has taken a few turns influenced by Postmodernity, Capitalism and Neoliberalism. Like many countries in the world, conflicts are created under these political and ideological movements. The effects in Puerto Rico can be identified with the second and highest Boricua migration rate to the United States, especially after hurricanes Irma and María hit the island in 2017.

¹ Jaime Rodríguez Cancel, *La Guerra Fría y el sexenio de la puertorriqueñidad: Afirmación nacional y políticas culturales* (San Juan: Ediciones Puerto, 2007), 18-19.

The Caribbean archipelago also suffers from an economic crisis due to a debt of over 70 billion dollars. Under Capitalist imperialism, this is reduced to reforms in labor, education, public health, environment, etc. Cultural studies help to understand the historical processes that have been created under the hegemonies of power such as Eurocentrism and Neoliberal Capitalism that rule the world. Evaluating these processes can offer new methods or ideas that, meeting the well-being of society, can be proposed. In this work the theoretical concepts will be applied within the Puerto Rican context.

i. Justification

Puerto Rico has gone through many cultural changes due to direct contact with other countries. One of the factors that I consider has disrupted Puerto Rican culture is the effect of migration to the United States. The emigration of Puerto Ricans to the United States reduced the population of the Island by 34% between 1950 and 1970.² This has meant a drastic change in what is known as Puerto Rican. The displacement of Puerto Ricans has created subcultures in the United States to such an extent that many born in the diaspora know very little or nothing about their history and culture. After the passage of hurricane María in September 2017, and since the beginning of the current economic crisis the island is facing, the emigration to the United States has increased significantly again. The effects of United States influence undoubtedly demonstrate the reflection of hybridism in our culture inside and outside the island.

Néstor García Canclini (1995) in *Hybrid Cultures: Strategies for Entering and Leaving Modernity* introduces the importance of the concept of “the hybrid” in the social sciences. The author leaves aside the scientific use of this concept and focuses on the use of it in other fields

² José L. Vázquez, *La emigración puertorriqueña*. (Enciclopedia de Puerto Rico. September 12, 2014), <https://enciclopediapr.org/encyclopedia/emigracion-puertorriquena-1945-1965/>

(p.14). García Canclini confirms that although there has been talk about hybridity in the past, it is not until the twentieth century that this concept began to be studied in other disciplines. While cultural displacements have occurred, the study of the hybrid in subjects related to social sciences such as identities, popular culture, urban displacement, debates about hegemony, domination and resistance has been greatly linked, which have been blurring, reformulating and reconfiguring due to globalization and Neoliberalism that affect today's societies so much.

In addition, García Canclini states that “the history of identitarian movements reveals a series of operations for the selection of elements from different historical periods, and their articulation by hegemonic groups in a story that gives them coherence, drama and eloquence” (28). Under the scene of globalization, understood as interdependence of different and unequal, identity is tied with Neoliberalism, whose economic and hegemonic policy has created social and cultural consequences, exclusion and restriction, access to educational goods, health, network communications, among other things. García Canclini appeals to the need to consider a landscape that has been modified with the decline of industrial production. This in turn has created what we know as resistances, which want to recover the well-being in health, refuse to privatize hospitals, defend the right of young people to have jobs, maintain a public university, among others. Through the study of the hybrid, these ruptures or discontents are articulated, and it is analyzed in how social subjects are able to become indignant, protest, and put together forms of transformation that can be more effective for the welfare and improvement of the quality of life for all citizens in a country.

This thesis project arises from the need to introduce new approaches to the study of Puerto Rican history and its important role in Translation Studies. Due to the ongoing economic

recession and the historical events that the island has gone through, it is necessary to recognize past events in order to understand our current situation, and thus offer new alternatives to benefit the economy. This preface aims to introduce the relevance of translating academic essays related to Puerto Rican culture and history. According to Ellen McRae, “the translator’s preface can increase the translator’s visibility, which in turn can increase positive relations between cultures.” (12)

As a justification for this project, it is my conviction that translations like this one can further expand a market for scholarly essays on Puerto Rican history in and outside the island. This can create a bridge for those who are not familiar with Puerto Rico’s history, especially those from the diaspora and non-Puerto Ricans in the United States. It can also serve as an introductory guide for graduate students interested in translations with historical context and for historians interested in doing research on Puerto Rican history translated in English. The study of the effects of the Cold War in Puerto Rico could be very important to an audience that can learn from a different perspective, be able to take a position, and expand their knowledge about what is not usually taught in schools on the island and in the United States, which could in turn promote Cultural Studies on the island. This work is also aimed for an audience living in the island that migrated to Puerto Rico from other countries and the United States, and do not speak Spanish.

Knowing the source language and being a Puerto Rican native contributed enormously to making translation decisions. Ellen McRae states in *The Role of Translators’ Prefaces to Contemporary Literary Translations into English* that:

The preponderance of information about the cultural and historical contexts of the stories is evidence that translators believe it important for the reader to increase their understanding of the source culture through information that would normally be common knowledge to a native of the

source culture. Not only does this help the reader understand the story better, it allows the translator to share his or her fascination with and affection for the source culture. (12)

This preface centers on the translation from Spanish into English of the scholarly essay “Imaginar el desastre: aprensiones nucleares, desvaríos radioactivos y Defensa Civil en Puerto Rico durante la Guerra Fría 1960-1965.” It is my belief that the proposed translation of the essay would add essential information to Puerto Rico’s historical context. The author, Manuel Rodríguez Vázquez, offers a reflection based on the imagination of disaster, introducing the Muñoz discourse experience, the role of Civil Defense, and the evident relationship with the United States during the creation of an emerging status that promised a new way of life and progress under the peril of war.³

In an interview with the author, he referred to this essay as a historical reflection about the shelters built to protect people against radioactive rain. Vázquez's work explains the role of the State in the defense of a society in times of war and thus helps understand the relationship between the United States and Puerto Rico. His references, found in the footnotes, were mostly from the National Archive Records Administration of Puerto Rico (ADNPR) and from the Luis Muñoz Marín Foundation (FLMM). The ADNPR is a private non-governmental initiative that seeks to provide access to information related to Puerto Rico located in public and private archives. The FLMM is the center for documentation, study, and dissemination of the values, philosophy, and thinking of Luis Muñoz Marín.

Manuel Rodríguez Vázquez looks forward to publishing the translation of this essay. This translation thesis would be added to my list of published material and experience in Translation

³ Susan Sontag. *Against Interpretation and Other Essays*. (New York: A Delta Book, 1964).

Studies and would also be of interest, presumably, to the University of Puerto Rico, Río Piedras Campus, specifically to the Department of History and any research related to the main topics of this work. The thesis project consisted in the translation of 16,517 words, including footnotes. The total word count, which exceeded the requirement established by the Graduate Program in Translation, is justified by maintaining an integral text that is also aimed at publication.

The person chosen to be my advisor during this process was Dr. M. Charlotte Ward, professor at the Graduate Translation Program at the University of Puerto Rico, Río Piedras Campus. Dr. Ward is a specialist in literary translation, theory of poetry and medieval philology with a Ph.D. in Medieval Studies from Harvard University (1981). Her experience in these studies contributed in the process of this translation thesis.

ii. About the Author

Manuel R. Rodríguez Vázquez is a professor in the Department of History at the University of Puerto Rico, Río Piedras Campus. He obtained his Doctorate Degree from Temple University in Philadelphia. He specializes in Contemporary History of the United States and Puerto Rico, International Relations, Cold War, and History of Warfare. He is the author of *A New Deal for the Tropics: Puerto Rico during the Depression Era* (Markus Wiener Publishers, 2010), *1932-1935* and *Tiempos binarios: la Guerra Fría desde Puerto Rico y el Caribe* (Ediciones Callejón, 2017).

B. Literature Review

The following theoretical guidelines were consulted in order to properly understand the issues presented in Rodríguez Vázquez's text as the basis for the research of this academic essay. The source text involved the research of bibliographic resources consulted at the Programa de Artes Plásticas ("Fine Arts Program") at the Institute of Puerto Rican Culture (ICP). I worked as an intern at the ICP as part of my thesis completion project in the Master of Cultural Administration and Management (MAGAC) which, in turn, helped me broaden my research for this project. In this program I covered studies in cultural theories and industries, social media, management, tourism, among other topics.

i. Fundamental Theories of the Source Text

Jaime Rodríguez Cancel in his book *La Guerra Fría y el sexenio de la puertorriqueñidad*, written in 2007, is one of the theorists that I found to have the most complete analysis of the Cold War in Puerto Rico in the 1960s. He explains how cultural nationalism was established as the center of Puerto Rico's cultural policies in the face of the referents of Americanization from the context of the Cold War and the repression of the nationalist and independence movements. The author responds from a broad perspective on the dominant geopolitics during the Cold War period. This text offered a broad range of theoretical resources because of the in-depth historical analysis provided by the author.

Negociaciones Culturales: Los intelectuales y el proyecto pedagógico del estado muñocista (2009), written by Catherine Marsh Kennerley, introduces how the pedagogical project of Luis Muñoz Marín laid the foundations of our current status with the United States.

This book allows for an analysis of the origins and beginnings of the institutionalization of Puerto Rican culture under the auspices of the “Muñoz State” period.

Puerto Rico: Cinco Siglos de Historia (1993), by Francisco A. Scarano, offers an objective interpretation of the most relevant historical events in Puerto Rico within an economic, political, geographic, and social context. Another book that I consider the most up-to-date is *Puerto Rico y su Gobierno: Estructura, Retos y Dinámicas* (2016), by Héctor Luis Acevedo. It offers a compilation of writings by various authors and public servants. It also includes interviews with three ex-governors of Puerto Rico, among other writers.

Due to the nature of the essay, the search for bibliographic references was expanded by the numerous citations of primary sources found in the source text. Susan Sontag in her book “*Against Interpretation*” and *Other Essays* offers an excellent analysis of the imagination of disaster through science fiction novels and films from the 1930s to the 1960s. *The Age of Extremes* by Eric Hobsbawm also introduces one of the most-encompassing historical analyses of the twentieth century. Hobsbawm divides this period into three phases: 1. The Age of the Catastrophe, 2. The Golden Age, and 3. The Landslide. In terms of my own research, Hobsbawm’s delineated Golden Age is the most relevant, since it covers the period extending from 1945 and ending between 1989 and 1991 with the fall of the Soviet Union. Raymond Williams (*The Sociology of Culture*), Víctor Vich (*Desculturalizar la cultura: retos actuales de las políticas culturales*), Néstor García Canclini (*Culturas híbridas: Estrategias Para Entrar y Salir De La Modernidad*), and Clifford Geertz (*La interpretación de las Culturas*) are some of the theorists who cover most of the relevant concepts of Cultural Studies. The bibliography of

this translation preface offers an extended list of fundamental theorists for further reading to provide more information related to the main topics of this project.

ii. Context of the Source Text

Susan Sontag's pioneering essay "The Imagination of Disaster," describes how science fiction films are not focused on science, but specifically on disaster:

Thus, the science fiction film (like that of a very different contemporary genre, the Happening) is concerned with the aesthetics of destruction, with the peculiar beauties to be founding wreaking havoc, making a mess. And it is in the imagery of destruction that the core of a good science fiction film lies.⁴

Just like an old science fiction film, Rodríguez Vázquez transports us to what Rodríguez Cancel refers as *del olvido a la memoria viva* ("from oblivion to living memory"), stating that the transition to the twentieth century was tempered by the insistent and painful presence of shortcomings concerning historical consciousness in Puerto Rico.⁵ That deliberate oblivion, as he calls it, presents itself as one of the main causes of the fragility of peace, based on the denial and distortion of one's own and others' histories.

The institutionalization of Puerto Rican culture began with the first elected governor of Puerto Rico, Luis Muñoz Marín, who introduced a new democratic experience, which promised industrialization, modernity, and new institutions.⁶ The State was in charge of creating primary experiences, from the hygienic to the cultural. Within this context, the founding of the contradictory Commonwealth also took place.⁷ According to Catherine Marsh Kennerley, the

⁴ Sontag 213.

⁵ Rodríguez Cancel 19-20.

⁶ Catherine Marsh Kennerley. *Negociaciones Culturales: Los intelectuales y el proyecto pedagógico del estado muñocista* (San Juan: Ediciones Callejón, 2009) 17-19.

⁷ Marsh Kennerley 17-19.

cultural politics of the new status promoted by the Popular Democratic Party under Luis Muñoz Marín's government was intended to create a basis for conceiving what it meant to be Puerto Rican detached from issues of geopolitical status. During this period, the Muñoz era was validated through educational projects sponsored to create new citizens.⁸ While this was happening, the danger of war was on the air as an external factor that affected the island both directly and indirectly.

The threat of the Cold War, ostensibly caused by the ideological conflicts between democracy and communism, set the foundations for a Commonwealth that emerged conveniently, and in a neutral manner, amid these opposing ideologies. After the creation of a State that neither promoted nationalism nor independence, the Muñoz discourse sought to build a new concept of what should be understood as “authentically Puerto Rican”⁹ under the occupation of the United States. With the United States under the threat of war, Puerto Rico began to assume, once again, even greater relevance in terms of its geographical location five decades after the end of the Spanish-American War in 1898. The historical events that developed in Puerto Rico between the 1950s and the 1960s led to a deliberate suppression of the collective memory with the ultimate aim of evading its consequences and responsibilities.¹⁰ The Golden Age, coined by Eric Hobsbawm, spanned five decades from 1945 to its end between 1989 and 1991 with the fall of the Union of the Soviet Socialist Republic (USSR).¹¹ As noted, this period was marked by heightened fears for security and safety.

⁸ Marsh Kennerley 17-19.

⁹ Marsh Kennerley 17-19.

¹⁰ Rodríguez Cancel 19-20.

¹¹ Eric J. Hobsbawm. *The Age of Extremes: a History of the World, 1914-1991* (New York: Vintage Books, 1996), 225-372.

iii. Description of the Source Text

Manuel R. Rodríguez Vázquez's essay, "The Imagination of Disaster: Nuclear Apprehensions, Radioactive Ravings, and Civil Defense in Puerto Rico during the Cold War 1960-1965," is a text that undoubtedly makes an important contribution to the historiography of Puerto Rico, especially within the framework of the United States' influence on the island. The main topic of this essay is the imagination of disaster related to the nuclear and radioactive measures implemented in Puerto Rico to organize and protect civilians in case of war. The Civil Defense Agency implemented defense measures such as the creation of shelters and evacuation drills to protect themselves against nuclear and radioactive fallout.

In the early 1960s, and under increasing tensions of the Cold War, the administration of President Kennedy ordered the Civil Defense —an agency conceived during the First World War, to organize and protect civil society in case of war— to identify public or private structures that could be used as shelters, in an attempt to protect the people from the effects of radioactive fallout.

The essay is divided into seven chapters, including an introduction that transports one right into the life of the 1960s in Puerto Rico. It starts with three quotations, two in Spanish and one in English. The first is a quotation by Governor Luis Muñoz Marín in 1962, the second is a bulletin warning announcement from the Civil Defense, and the third is a quotation from Susan Sontag, a theorist on the notion of the imagination of disaster. The author's tone in this text is rather impersonal, clear, and anecdotal. The combination of these features is fluidly maintained throughout the essay, captivating the reader for the main topic of the essay, "the imagination of disaster" in Puerto Rico.

The author introduces the reader to the announcement of a successful national drill to educate the people of Puerto Rico on how to protect themselves during the emergency of a

possible nuclear attack and the dangers of radioactive fallout. Rodríguez Vázquez then continues by inserting some of the alarming photographic images taken of the attacks in Hiroshima and Nagasaki, which were then contrasted with the images of thousands of Puerto Ricans hiding in shelters prepared by the government or individually devised. The next six parts of this essay address the following topics and chapter titles:

- “The Dilemmas of War: Total War and Civil Defense”
- “Puerto Rico: Combined Fears and Depiction of Disasters in Times of the Cold War”
- “The Vulnerability of Bodies”
- “The Landscape of Anxiety”
- “The Utopia of Security”
- “Epilogue: The Paradoxes of War”

C. Translation Process and Analysis of Source and Target Languages

Theoretical and practical resources were studied to carry out this translation project.

Jeremy Munday's latest version of the book *Introducing Translation Studies: Theories and Applications* is one of the most authoritative and updated guides to Translation Studies (TS), offering practical examples of how theories can be applied in the real world. I also used the *MLA Handbook 8th Edition* for the formatting and style of this translation thesis, consonant with the translated essay that is written in the same format, at times supplemented by the *Chicago Manual of Style* for note format when MLA did not address certain matters.

Another important resource was the *Routledge Encyclopedia of Translation Studies*, edited by Mona Baker in 2000, which contains a broader, more comprehensive breakdown and analysis of the target text. In this book, Christina Schäffner examines the *Skopos* theory, introduced by Hans Vermeer in 1978. Katharina Reiss and Vermeer later developed this Greek term in 1984-1991. It is based on a general shift from linguistic and rather formal theories to a more functional and sociocultural-oriented concept of translation. According to Schäffner, the *Skopos* theory is oriented towards the following function:

Skopos theory takes seriously factors which have always been stressed in action theory, and which were brought into sharp relief with the growing need in the latter half of the twentieth century for the translation of non-literary text types. In the translation of scientific and academic papers, instructions for use, tourist guides, contracts, etc., the **contextual factors surrounding the translation** cannot be ignored. These factors include the **culture** of the **intended readers** of the target text and of the client who has commissioned it, and, in particular, the function which the text is to **perform in that culture** for those readers.

The *Skopos* theory was applied to and adapted in the analysis of the source text in this Translator's Preface in terms of describing the audience of the Target Text, mentioned

previously in the justification of this project. The translation process was done through the three-stage methodology proposed by Katharina Reiss based on the *Skopos* theory: the establishment of the “text type”, the establishment of the “text variety,” and the “analysis of style.”

i. Establishment of the Text Type

The following three stages are used to analyze the text type of the source text.

1. The communication of content — informative type
2. The communication of artistically organized content — expressive type
3. The communication of content with a persuasive character — operative type

Reiss states that if we accept these three forms, it is possible to have another element as “mixed forms.” It is considered that these three types of forms for written communication are not only realized in their “pure” form, because they do not always appear in their “fully realized form,” and it should also be considered that, for a variety of reasons (change in the conventions of a text variety, or if we have to deal with plural intentions), the communicative intention and communicative form cannot be unambiguously adapted to each other.

The source text makes use of the first type with mixed-text variations of the second and third types. In terms of this academic essay, I was able to identify that it complies with the mixed form. The source text includes varied types of communication such as political speeches, news of the time, and cultural theories.

ii. Establishment of the Text Variety — Style of Writing

The classification of a given text was carried out according to structured socio-cultural patterns of communication belonging to specific language communities. Reiss defines it as super-individual acts of speech or writing, which are linked to recurrent actions of

communications and in which particular patterns of language and structure have developed because of their recurrence in similar communicative constellations. This helps with the identification of the author's style of writing in the process of translating during the analysis of the *text type*.

Vázquez's style of writing demonstrates ample ability in the use of language. Creating a historical essay that tells the story of Puerto Rican culture during the Cold War is not an easy task. With news of the time, political speeches, news bulletins, press releases, geopolitical theories, and anecdotes of international events, he shows how each historic event is tied to the present and how Puerto Rican identity began to be developed in the way of progress.

iii. Establishment of the Text Individual — Characterization of Style

According to Reiss, the third stage surfaces from the first two. The establishment of the “text individual” is carried out by defining the analysis of the style in the source text. This phase determines a detailed semantic, syntactic, and pragmatic analysis carried out in small stages, from the word, the syntagma, the phrase, the sentence, the paragraph, up to the entire text. In other words, the “text individual” is defined during the “text type” and “text variety” process, from the specific to the general context.

A general analysis of characterization in Rodríguez Vázquez's style of writing is how his Spanish is readily comprehensible for the average reader. Even though the author references certain relevant legal texts and important theorists such as Susan Sontag and Eric Hobsbawm, the text does not include any particularly *récherché* terms. His sentences are also not overly long, except in some cases, nor is any excessively colloquial, regional, or idiomatic phraseology

employed. Establishing Reiss' three-stage methodology provides a detailed analysis of the source and target language and helps achieve the most accurate translation of the translated essay.

Another important aspect during the translation process is the “Mode of Translation.” Reiss states that there are modes of translating, depending on the classification of the “text type” and the “text variety”:

1. According to the sense and meaning — to convey contents.
2. By identification — to convey artistic contents.
3. Adaptive translating — to convey persuasively structured content in order to trigger impulses of behavior.

D. Translation Challenges

This translation thesis seems to be fitting into “adaptive translating.” The use of language in the essay is clear, elegant, and logically straightforward, for the average reader. His study could be understood as accessible to all but focused more specifically for the academic reader. It has a certain kind of light fluidity that can make the reader imagine what was happening in Puerto Rico and the rest of the world during the Cold War. Although Rodríguez Vázquez’s writing seems that it does not pose too many inherent difficulties, I have encountered a few terms and passages that required important decisions during the translation process.

i. Terms

The first term that represented a difficulty was *tormenteras*. This word is only used in Puerto Rico because of its geographic location. The trade winds create the ideal route for storms, hurricanes, and any atmospheric event in the Caribbean all the way from West Africa. This special term is not even found in *La Real Academia Española*, the most well-known Spanish dictionary. In other words, this term is only understood in Puerto Rico. In this sense, if we consider Reiss’ methodology, this term represents an informative type of text with a socio-cultural pattern of communication that belongs to a specific language community, in this case, Puerto Rico. How it works within the context of the essay for its translation was taken into account. For this particular term, I only found one source that explained what a *tormentera* is, translated as “storm shutters,” a calque commonly used nowadays. Nevertheless, in Rodríguez Vázquez’s essay, he uses this term more specifically to refer to the “storm shelters” built in Puerto Rico in the 1960s. A simple solution, suggested to the author, is to leave the word in the

original language, include a description in parenthesis, and include a picture of a storm shelter built during the period to which this essay is oriented.

Another term that represented a difficulty is the use of the word *isla*, in its lower-case and upper-case sense. While everyone can agree this term is easily translated as the word “island,” I noticed an unusual use of the word in its upper-case sense in not only Rodríguez Vázquez’s essay, but in other Puerto Rican history books. The use of this word in the essay’s context is purely for the purpose of representing Puerto Rico as an Island, despite being an archipelago. Not only to save words and avoid repetition of the words “Puerto Rico,” the simple use of the upper-capped word “Island” represents something much more profound and political as a metaphor among Puerto Rican history scholars. Since this sense does not represent the same meaning to the target audience, or in terms of English language, the final decision was to keep the word “island” in its lower-case sense at all times in the translated version.

ii. Footnotes

The essay contains 97 footnotes. These varied from simple sources to author’s comments. Because most of the quotations are from articles in old newspapers, political speeches, communications and conferences from different agencies, and interviews from the 1960s, it was impossible to find any published translations into English. As the information in the footnotes has not been translated previously, I inserted my own translations in cases like the author’s comments, while retaining the original Spanish in cases like newsletter titles; these types of documents are easier to find if they are searched in their original title for future research and avoid misleading the academic reader or researcher. In the case of archival materials, I translated the footnotes according to *Chicago Manual of Style*. The archival material footnotes were

organized in the following format: Archival Record. Date. Identifier (Box number, Folder number). Collection name. Archives name, Institutional affiliation, Location. Some of these footnotes were in mixed forms like the footnote #22. I also added my own translations to describe the research material for the reason that they serve as a description of the archive, but I would have left the original version only for the same reasons I did not include a translation for news headlines. This was one of the toughest decisions I had to make because, as a translator, I could have translated all footnotes in English, but knowing my audience, if any reader is interested in any research, the best option to find the archive material is to find it in its original source.

Table 1. Footnote examples

Original	Translation
¹ “Defensa Civil dice que simulacro fue un éxito a pesar de transgresores”, <i>El Mundo</i> , 16 de mayo de 1961, 18.	¹ “Defensa Civil dice que simulacro fue un éxito a pesar de transgresores,” <i>El Mundo</i> , May 16, 1961, 18.
¹⁸ Archivo Fundación Luis Muñoz Marín (en adelante AFLMM). Sección IV, Presidente del Senado. Serie 10, Legislatura cartapacio 627, Documento 10, “Telegrama de Luis Muñoz Marín al Hon. Henry Stimson”, 19 de febrero de 1941.	¹⁸ “Telegrama de Luis Muñoz Marín,” (“Telegram from Luis Muñoz Marín to Henry Stimson”) February 19, 1941. Section IV, President of the Senate. Series 10, Legislature Folder 627, Document 10. Archive Fundación Luis Muñoz Marín (hereinafter AFLMM), San Juan, PR.
²⁰ AFLMM, Sección IV, Presidente del Senado. Serie 10, Legislatura cartapacio 627, Documento 10, “Telegrama de Luis Muñoz Marín al Hon. Henry Stimson”, 19 de febrero de 1941.	²⁰ “Telegrama de Luis Muñoz Marín al Hon. Henry Stimson” (“Telegram from Luis Muñoz Marín to Henry Stimson”) February 19, 1941. Section IV, President of the Senate, Series 10, Legislature Folder 627, Document 10. AFLMM, San Juan, PR.
²² AFLMM, Sección IX, Luis Muñoz Marín Presidente del Senado. Serie 2, Gobierno Insular, cartapacio 68, Documento 10. “Editorial boletín informativo de la Defensa Civil”, abril 1942. Para ver expresiones de Fernós Isern, consultar: “Defensa Civil”, 1 de marzo de 1942, <i>El Imparcial</i> , 5.	²² “Editorial boletín informativo de la Defensa Civil,” (“Civil Defense Newsletter”) April 1942. Section IX, Luis Muñoz Marín, President of the Senate, Series 2, Gobierno Insular, Folder 68, Document 10. For expressions by Fernós Isern, consult: “Defensa Civil,” March 1, 1942, <i>El Imparcial</i> , 5. AFLMM, San Juan, PR.

iii. Quotations

This essay has fourteen quotations, one in English and the rest in Spanish. I did my own translations of the quotations, as they had not been translated previously. The third quotation was the only one in English, but needed to be edited:

Table 2. Quotation Example

Original version	Translation version
The trauma suffered by everyone in the middle of Twentieth century when it became clear that from now to the end of human history, every person would spend his individual life under the threat not only of individual death, which is certain, but of something almost insupportable psychologically collective incineration and extinction which could come anytime, virtually without warning. Susan Sontag, The Imagination of Disaster	The trauma suffered by everyone in the middle of the twentieth century when it became clear that from now to the end of human history, every person would spend his individual life not only under the threat of individual death, which is certain, but of something almost insupportable psychologically —collective incineration and extinction which could come anytime, virtually without warning. Susan Sontag, The Imagination of Disaster

E. Conclusion

The study of cultural theories can nourish the artistic practice, cultural management and, above all, the field of translation. Through the analysis of culture, new methods can be offered for the production and consumption of cultural assets. Societies respond to their history, so that they produce different ways of expressing and consuming culture. Hybrid cultures have gone through historical changes, creating a wide range of expressions and cultural manifestations. García Canclini saw beyond the Capitalist and Neoliberalist thoughts and offers new ways of thinking for future generations to come. Manuel Rodríguez Vázquez presents, from the context of Puerto Rico, a new way of understanding our history. It is clear that the Imperialist system has reached a level that the masses and popular cultures cannot tolerate anymore. The society of today is heterogeneous in a time when social inequalities are lived with high intensity. In this way, it is necessary to search for new ways of relating and rethinking what is happening today. As translators, it is our duty to rethink, once again, the history of Puerto Rico in the relevant forums.

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