

College of Charleston
CofC Semester Abroad in Cuba: Spring 2017

Rosa Lopez-Oceguera, PhD
Consultant Professor-Researcher

rlopezo@cehseu.uh.cu

POLI 245.001: The Cuban Revolution: Historical antecedents, social achievements and present challenges.

Duration of the Program: Nine Weeks. Classes will be at the Centro de Estudios Martianos, Calle Calzada no. 807 between 2 and 4. Vedado, Classroom 1 or 2. Every week there will be two classes of two hours each on Mondays and Wednesdays from 9:00 am to 11:00 am.

Objectives:

- 1) To introduces students to the historical social, political and economic forces that gave rise to the Cuban Revolution.
- 2) To analyze the Revolution social achievements and the economic and political challenges it faces.

Learning Outcomes:

- 1) Students should be able to identify, describe, analyze and evaluate the major events of the Cuban Revolution.
- 2) Students should be able to discuss and interpret the main texts and proclamations mostly from the early years of the revolutionary process.
- 3) Students should be able to relate and reflect upon their personal impact of visiting important Cuban revolutionary sites.

Evaluation:

Journal 40%. - Each student will keep a daily journal with critical observations and analysis of lectures, field trips, assigned readings and other events as social phenomena observed in daily life.

Student Presentation20%. - Each student will make a 10 minutes in class presentation about one aspect of the Cuban Revolution that he/she finds particularly significant. Presentation will start the second week of the term.

Final Test 30%.-A take home test (24 hours) will be apply at the end of the program and must be handed before leaving Cuba.

Attendance and Participation in class 10%. – Attendance and active participation in class is required.

Grading System:

93-100%	= A
90-92	= A-
87-90	=B+
83-86	= B
80-82	= B-
77-79	= C+
73-76	= C
70-72	= C-
68-69	= D+
66-67	= D
65	= D-
0-64	= F

Academic Integrity:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Accommodations for Students with Disabilities

If there is a student in this class who has a documented disability and has approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss with me during my office hours.

Office Hours - Please feel free to see me any time.

1st. Week. – February, Monday 20 and Wednesday 22

❖ Introduction

Summary:

- 1.-Cuba as a Spanish Colony (16th to 19th Centuries)
2. - The pseudo Republic or the Neo-Colonial period (1898/1959)

Required Readings:

C. Stanley Urban, “The Africanization of Cuba Scare”

Ayala, Cesar J. “Social and Economic Aspects of Sugar Production in Cuba, 1880-1930”, Latin American Research Review, Austin, 1995, Vol. 30, Issue 1, p.95

C.A.M. Hennessy, “The Roots of Cuban Nationalism”, International Affairs (Royal Institute of International Affairs) Vol. 39, No. 3 (July 1963) pp.345-359

Thomas G. Paterson, U.S. Intervention in Cuba 1898: Interpreting the Spanish-American-Cuban-Filipino War

2nd Week. – February, Monday 27 and Wednesday March 1st (9:00 am-11:00 am)

❖ From the Moncada Barracks Attack to the Bay of Pigs Invasion

Summary:

- 1- Batista Coup d’ etat and Armed Struggle
- 2- The Bay of Pigs Invasion and the Cuban Missile Crisis

Required Readings:

Robin Blackburn, "Prologue to Revolution"

Piero Gleijeses, "Ships in the Night: The CIA, the White House and the Bay of Pigs," *Journal of Latin American Studies*, Vol.27, No.1, February 1995, pp.1-42

Philip Brenner, Cuba and the Missile Crisis, *Journal of Latin American Studies*, Vol. 22, No. 1, February 1990, pp.115-142

3er Week. – Monday, March 6 and Wednesday 8

❖ Building a Revolutionary Society: Cuba from the 1960s to the 1970s

Summary:

1- Social and Economic Policies: Literacy Campaign, Urban and Agrarian Reforms, Free Education and Health as Human Rights

2-Institutionalization and Political Participation: The Constitution of 1976 and the creation of the Organs of the People's Powers

Required Readings:

First Declaration of Havana

Second Declaration of Havana

Alan Dye, 'U.S.-Cuban Trade Cooperation and Its Unraveling'

Max Azicri, "The Institutionalization of the Cuban State: A political Perspective", *Journal of Inter-American Studies and World Affairs*, Vol. 22, No. 3, (August 1980) pp.215-344

Ricardo Alarcon, "Let's talk about Cuban Democracy", interview published by *Bohemia Magazine*, March 2005

4th Week.- Monday, March 13 and Wednesday 15

❖ Cuba in the 1980. Internal and External Challenges

Summary:

1-The Mariel Boat Crisis

2-The Reagan Administration. The reversal of the political advances during the Carter years

3-The rectification Campaign
4-Cuba's Military Intervention in Angola. The battle of Cuito Cuanavale. The Tripartite Agreement on South West Africa

Required Readings:

Gordon Adams, "Cuba and Africa: The International Politics of Liberation Struggle: A Documentary Essay", *Latin American Perspectives*, Vol.8, No.1 The Caribbean and Africa. (Winter 1981) pp.108-125

4th Week. – Monday, March 20 and Wednesday 22

❖ The End of the Cold War and the Special Period

Summary:

1-The Disintegration of the Eastern European Socialist Block and the Disappearance of the Soviet Union. Impact on Cuba

2-Internal Debate in the U.S. over what Policy to implement with Cuba. The Two-Track Torricelli Act of 1992.

3-The rafter's crisis of 1994 and the Emigration Agreements with the U.S.

4-The downing of the planes of Brothers to the Rescue and the Helms- Burton Act of 1996.

Required Readings

William LeoGrande, "Enemies Evermore: U.S. Policy towards Cuba after Helms-Burton

5th Week. – Monday, March 27 and Wednesday 29

❖ The U.S.-Cuban Relations Alter September 11th, 2001

Summary:

1-U.S.-Cuban Relations Reach the Lowest Point in History

2- Cuba as part of the Axis of Evil

3- The Bush Plan for "Regime Change" in Cuba

4-The Cuban Position in the International System

Required Readings:

Anya K. Landau & Wayne S. Smith, "Cuba in the Terrorist List: In defense of the nation or domestic political calculation", *International Policy Report*, November 2002

Secretary Condoleezza Rice, Announcement of Cuba Transition Coordinator Caleb McCarry, Treaty Room, Washington, DC, July 28, 2005.

6th Week. – Monday, April 3 and Wednesday 5

❖ Cuba and the Obama Administration

Summary:

- 1-Continuity and Changes of the U.S. Policy towards Cuba
- 2-Latin American and Caribbean pressures in favor of ending the isolation policy toward Cuba
- 3-UN position against the U.S. Blockade

7th Week. – Monday, April 10 and Wednesday 12

❖ Changes in Cuban Economy and Society

Summary:

- 1-The Cuban State Updating of the economic Model
- 2-The self-employment sector: Cooperatives and small and medium enterprises
- 3-The State focus in the main macroeconomic activities

8th Week. –Monday, April 17 and Wednesday 19

❖ The Normalization of Relations Process between Cuba and the United States.

Summary:

- 1-The contradictions and ambiguities of the normalization process
- 2-The many questions about the future of the Cuban/U.S. rapprochement with a new President in the White House

9th Week. - Monday, April 24 and Wednesday 26

❖ Review and grading of Journals and Final Test

Core Readings before arriving in Cuba. As a preparation for the program in Cuba any of the following book are recommended:

- 1) Lars Shoultz, The United States and Cuban Revolution, UNC Press, 2009.
- 2) Louis Pérez, Cuba in the American Imagination, UNC Press 2010

3) Max Azicri, Cuba Today and Tomorrow, University of Florida Press

Required Reading for each week will be provided digitally in PDF format

In-Cuba lectures, meeting/discussions and visits to important sites associated with the Revolution

Lectures:

Ministry of Foreign Relations. - Terrorism and the blockade

Identity in Cuba

Federation of Cuban Women. - Emancipation of Women in Cuba

Jose Marti Center. - Jose Marti Works

Meeting/Discussion:

Institute of Philosophy. - Research group on Cuba

Pedagogical Association

Visits:

Jose Mart Memorial, Plaza de la Revolution

Museum of the Revolution

Ministry of Higher Education

Martin Luther King Jr. Memorial Center

Casa de Las Americas.- Latin American Cultural Institution

National Assembly of the People's Power

Community Project (Alamar)

Committee for the Defense of the Revolution

Bay of Pigs and Bay of Pigs Museum

Che Guevara Memorial in Santa Clara

Battle of Santa Clara sites