



PG 399A: Cuba: From Revolution to Evolution
Fall 2015



 **John Lear, History**
Don Share, Politics and Government
Tuesday, 3:30-6:30, Wyatt 203

I. Course Learning Objectives

Cuba presents a fascinating case study for students of comparative politics, history, and Latin American Studies. It experienced the Western Hemisphere's only successful socialist revolution and established the only Marxist-Leninist regime in the region. As a result, its political institutions, political culture, and economic model diverged significantly from the rest of Latin America and divided the governments and peoples of the region over its socialist policies and defiance of the regional hegemon. The tense relationship between Cuba and the US, a central cause and dynamic of the revolution, has endured long since the end of the Cold War. With the collapse of Cuba's patron, the Soviet Union, and in the face of a tightened US embargo, Cuba has struggled to sustain key aspects of its revolution while initiating a process of an economic reform whose end point is uncertain; and it has yet to begin political reform. Meanwhile, Cuba citizens have reacted, adapted and often initiated change on their own. This course seeks to provide students with a comprehensive overview of Cuban history, politics, culture and international relations, and to give students a deeper understanding of the challenges, dilemmas, and prospects surrounding Cuba's continued adaptation to its post-Cold War global environment.

II. Course Overview

The course will meet during the fall 2015 semester, and include travel to Cuba in January, 2016. Students must complete both components of the course to earn

academic credit. While on campus, class sessions will be used to discuss course readings, view relevant films, and engage guest speakers. As a small, upper-division seminar, students will be expected to come prepared and take the lead during class discussions, present their work to the class, and interact with each other and guests. The trip to Cuba will include meetings with Cubans from a wide spectrum of organizations, and representing a variety of perspectives. In Cuba, students should be fully prepared and engaged, willing to interact with peers and the Cubans, and always be sensitive to challenges of encountering a very different culture and society than their own.

III. Contact Information

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Office Hours	Monday, Wednesday, 12:00-1:00/Friday, 9:30-10:30 or by appointment	Tuesday, 9:00-11:00 a.m. Thursday, 9:00-11:00 a.m., 2-3 p.m., or by appointment
Web Page	http://www.pugetsound.edu/faculty-pages/lear	http://projects.pugetsound.edu/share/

IV. Course Requirements

There are six main course requirements for PG 399:

1. Reading Assignments. Students will complete 14 written assignments based on each week's course readings (three of the assignments will be due during the summer of 2015). The goal of these briefs is to make sure that students come to class having completed the readings and ready for discussion, and to help process and retain information, authors' arguments and student insights. They are also great writing practice. The ground rules are simple:

- a) We will normally post the assignments on Moodle at least a week before the class for which they are due.
- b) Students will respond to the questions within the Word documents that we have posted, and will re-post them in Word format on Moodle **by 9:30 a.m.** on the day of class in which the readings are discussed and the assignment is due.
- c) The assignments will be graded on a 10-point scale for content and quality of writing.
- d) Late assignments will be penalized as follows: assignments posted between 9:30 and 3:30 on the day of class will lose one point, those submitted after 3:30 on the day of class will lose two points; those posted up to a week late lose 4 points, and assignments posted after 1 week (up until Tuesday, December 1, 3:30 p.m.) lose 6 points.

2. Take-Home Essays and Book Presentations. A 5-8 page double-spaced essay, requiring students to read a book beyond those required on the, summarize its argument, and relate the book to course content (see the guidelines on pages 7-8 of this syllabus). The essay is due at 2 p.m. on November 3, 2015. Students will give presentations on the books in class between November 10 and December 1.

3. Pre-departure Exercise. All students will participate in a pre-departure exercise designed to demonstrate mastery of course material. The exercise will take place on December 8, 2015

4. Daily Writing Journal: While in Cuba students will be expected to write daily, hand-written journal entries based on experiences there. On our return, journals will be typed, edited, and enhanced by final reflections. Journals must be submitted by February 10, 2016 before you will receive a final grade.

5. Attendance, Participation, Lead Group, Instructor Discretion. During the semester, students are expected to attend every class, to work cooperatively within groups, and to make regular contributions to class discussion. During travel portions of the course students are expected to participate in all activities, ask good questions to speakers, participate in group discussions, and be good citizens of the travel seminar. In addition, each student will participate as part of a three-person "Lead Group" for designated readings and classes. Lead Groups will also be responsible for updating the group on relevant current events relating to Cuba, and (in consultation with the instructors) preparing and leading portions of the discussion in class (and during the trip to Cuba).

V. Grading

We will not use any curves, as we expect students to work cooperatively in this class.

Course Component	% of Final Grade
14 Reading Assignments	30
Book Review Essay	20
Book Review Presentation	10
Pre-departure Exercise	5
Journal	15
Participation, Attendance, Lead Group Participation, and Instructor Discretion	20
TOTAL	100

We will use the following grade scale when determining your final course grade:

%	LETTER GRADE	EXPLANATION
98-100	A+	Reserved for the most exceptional and outstanding work.
93-97	A	Excellent work of an unusually strong quality.
90-92	A-	Excellent work
88-89	B+	Excellent performance.
83-87	B	Very good work
80-82	B-	Good work
78-79	C+	Slightly better than average work. Commendable
73-77	C	Average work
70-72	C-	Worse than average
68-69	D+	Poor work
63-67	D	Very poor work
60-62	D-	Very close to failing
59 or below	F	Failing

VI. Course Readings

The reading load for PG/LAS 399 is very heavy. You should expect to read and take notes on as much as 300 pages per week during the semester, and you will be reading two additional books as part of your essay assignments.

There are six required texts (the largest of which you have already read!):

- Bardach**, Ann Louise. *Cuba Confidential: Love and Vengeance in Miami and Havana*. New York: Vintage, 2002. ISBN: 0-385-72052-1
- Brenner**, Phillip, Marguerite Rose Jiménez, John Kirk, and William LeoGrande (eds.), *A Contemporary Cuba Reader*. New York: Rowman & Littlefield, Second Edition, 2015. ISBN: 978-1-4422-3099-6
- Farber**, Samuel. *Cuba Since the Revolution of 1959: A Critical Assessment*. Chicago, Haymarket Books, 2011. ISBN: 978-1-60846-139-4
- Jamail**, Milton, *Full Count: Inside Cuban Baseball*. Carbondale, ILL: Southern Illinois University Press, 2002. ISBN: 978-0809324729
- Padura**, Leonardo, *The Man Who Loved Dogs*, New York: Farrar, Straus, and Giroux, 2013. ISBN: 978-0374-201746
- Sánchez**, Yoani, *Havana Real*. New York: Melville House, 2009. ISBN: 978-1-935554-25-7

In addition, there will be a number of Moodle readings (wherever you see: 📄) that will be posted to in PDF format. Those readings can be ordered as a packet and purchased at the bookstore. We reserve the right to add or change readings as the occasion or opportunity arises, and will notify you in advance of such changes (please check your e-mail daily during the semester to check for such notices).

MARK YOUR CALENDARS!

October 6	Deadline for approval of book to review
Nov. 3	Book Review Essay Due
December 1	Last day to receive partial credit for late Reading Assignments
December 8	Pre-Departure Exercise
January 2016	Travel to Cuba (final dates to be announced)
February 10, 2016, 2 p.m.	Deadline for submitting travel journal

VII. Policies, Course Etiquette, and Fair Warnings**General Conventions:**

1. Both of us prefer to be called by our first names. Try not to mix us up—Don is the one with the beard.
2. We each hold regular office hours. Please come by those hours first, and if those hours are not possible for you, we will arrange a different meeting time.
3. Given we meet only once a week, we expect perfect attendance. If you miss class (which should only be in cases of illness or other emergencies), send both instructors an e-mail before class explaining your absence.

During Class:

1. Come to class on time. Arriving late is rude and disruptive.
2. Turn off your cell phone.
3. Do not get up and leave during class. For classes that last the entire 3 hours we will schedule a break.
4. Except for designated times, please do not use computers, tablets, or smartphones.
5. Be respectful of and try to learn from your classmates (and guests) who might have different perspectives from your own.

Fair Warnings:

1. The work load for this course is very heavy. You will be expected to read between 100 and 300 pages per. You will write a great deal during the semester.
2. You will be held responsible for learning a lot of factual information, in addition to key concepts. Learning factual information often requires memorization.

3. Plagiarism or any form of academic dishonesty will result in a grade of "F" for the course. All typed course work uploaded to Moodle will be scanned by turnitin.com
4. Both during the semester and in Cuba, you should expect the syllabus and itinerary to change. You will need to be flexible.

VIII. Book Review Essay and Presentation Guidelines

1. Essay assignment

- You will submit a 5-8 page essay on one book related to Cuba. You may select the book as follows:

A. From a list of approved/suggested books that we will give you. A sample of those books appears below (and we may add to this list).

Examples of books of a general, journalistic, historical, or biographical nature:

- Alma Guillermoprieto, *Dancing With Cuba*
- Wendy Gimbel, *Havana Dreams*
- Jorge Castañeda, *Compañero*
- Marc Frank, *Cuban Revelations*
- Julia Sweig, *Inside the Cuban Revolution: Fidel Castro and the Urban Underground.*
- Reinaldo Arenas, *Before Night Falls*
- Julia Cooke, *The Other Side of Paradise: Life in the New Cuba*
- Anthony De Palma, *The Man who Invented Fidel*
- Piero Gleijeses, *Conflicting Missions: Havana, Washington and Africa, 1959-1976*
- Linda Whiteford and Laurence G. Branch, *Primary Health Care in Cuba: The Other Revolution.*

Examples of monographs with a specific focus that may allow you to pursue your own interests:

- Ben Corbett, *This is Cuba: An Outlaw Culture Survives.*
- Martin Carnov, *Cuba's Academic Advantage: Why Students in Cuba do Better in School.*
- Adriana premat, *Sowing Change: The Making of Havan's Urban Agriculture*
- May Ling Chang and Eduardo Francisco Frevre Roach, *Unfinished Puzzle: Cuban Agriculture: The Challenges, Lessons and Opportunities.*
- Illia Luciak, *Gender and Democracy in Cuba*
- Carrie Hamilton, *Sexual Revolutions in Cuba: Passion, Politics, and Memory.*
- Kristina Wirtz, *Performing Afro-Cuba: Image, Voice, Spectacle in the Making of Race and History.*
- Suiatha Fernandez, *Cuba Represent!: Cuban Arts, State Power, and the Making of New Revolutionary Cultures.*
- Rachel Weiss, *To and From Utopia in the New Cuban Art.*
- Luis Caminitzer, *New Art of Cuba*

- Thomas Carter, *The Quality of Home Runs: The Passion, Politics and Language of Cuban Baseball*. (Duke University Press, 2008)
- B. You may propose to read any other book on Cuba as long as we approve it. The books must be substantial (i.e. 200 pages or more), and clearly related to Cuba.
- You must select a book from our suggested/approved list, or receive our approval for a book of your choice by 2 pm on **OCTOBER 6, 2015**. Students who do not select their book or get the book of their choice approved by this date will be penalized one grade on the assignment. Students selecting a book from our suggested list can upload their choice to Moodle. Students wanting to read a book that is not on our list should submit the title of the book in writing, upload it to Moodle, and show us the book so we can determine whether it is appropriate.
 - **No more than three students can read the same book.** We will review book proposals in the order that they are posted, and once a book has been approved by three students, we will notify the class that the book is no longer available.
 - The essays should summarize the main argument or takeaway points from the book, relate the book's content to course material, and discuss what the book suggests about Cuba in the past, present, or future.
 - Essays are due and must be uploaded to Moodle by 2 pm on **November 3, 2015**. Late essays will be penalized one full grade per day late.

2. Book Review Presentations:

- Individual students, or groups of up to three students who have read the same book, will present short summaries of their reading in class between November 10, 2015 and December 1. Students must rehearse their presentations and make sure they adhere to the time limits (7 minutes for an individual presentation, 5 minutes times the number of people for group presentations, for a maximum of 15 minutes). Presentations that go over the time limit will be graded down. Ideally, we can group student presentations together according to topic. Shortly after books have been selected/approved, we will work out a schedule of presentations.

IX. Messages from the University:

Office of Student Accessibility and Accommodation: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodation, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Classroom Emergency Response Guidance: Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.











Student Bereavement Policy

Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students'. For more information, please see the *Academic Handbook*.




COURSE OUTLINE AND READING SCHEDULE

📄: On the PG/LAS 399 Moodle Site
(moodle.pugetsound.edu)

DATE	CLASS ACTIVITY	ASSIGNMENT FOR CLASS
Sept. 1	Course Introductions and Overview Sign up for Lead Groups Discussion of Padura's <i>The Man Who Loved Dogs</i> Film: "Dulce Amargo" from "7 days in Havana"	
Sept. 8	Key Moments in Cuba's Pre-Revolutionary History Film: "Fidel Castro" (Portions)	<p>All students should read:</p> <ul style="list-style-type: none"> ◆ Brenner, Jimenez, Kirk, and LeoGrande "History as Prologue: Cuba before 2006," (Brenner, Introduction, pp. 1-31). ◆ Skidmore, Smith and Green, "Cuba: Key Colony, Socialist State," in <i>Modern Latin America</i>. 📄 ◆ Louis Pérez, Jr., Intro, <i>The Structure of Cuban History</i>. 📄 <p>In addition: each lead group should read:</p> <ul style="list-style-type: none"> ◆ Ada Ferrer, <i>Insurgent Cuba: Race, Nation and Revolution</i>, 170-202. (Group 1) ◆ Alejandro de la Fuente, <i>A Nation for All: Race, Inequality and Politics</i>, Chapters 1 (group 2), 2 (Group 3), 5 (Group 4), and 6 (Group 5). 📄 ◆ Smith and Padula, <i>Sex and Revolution: Women in Socialist Cuba</i>, 3-33. (Group 6) 📄 <p>◆ Reading Assignment 4 due</p>

Sept. 15	<p>The Politics and Economics of the Cuban Revolution</p> <p>Film: "Fidel Castro" (Portions)</p> <p>Current Events: Lead Group 1</p>	<ul style="list-style-type: none"> ◆ Farber, Introduction and Chapters 1, 2, and 4 ◆ O'Neil, <i>Essentials of Comparative Politics</i>, Chapter 9, "Communism"  ◆ Reading Assignment 5 due
Sept. 22	<p>Art and Revolution</p> <p>Guest Speaker: Julia Portela, Professor of Visual Artes in Latin America, Instituto Superior de las Artes, Havana, Cuba</p> <p>Current Events: Lead Group 2</p>	<ul style="list-style-type: none"> ◆ John Loomis, "Architecture or Revolution? The Cuban Experiment."  ◆ View Film: "Unfinished Spaces"  ◆ Holland Carter, "Havana's Biennial was trumped by a stifled voice. New York Times"  ◆ Reading TBA  ◆ Reading Assignment 6 due
Sept. 29	<p>Cuban Film and the Politics of Culture</p> <p>Short film: <i>PM</i> (1961)</p> <p>Current Events: Lead Group 3</p>	<ul style="list-style-type: none"> ◆ Guillermo Cabrera Infante, selection from "Mea Cuba."  ◆ Fidel Castro, selections from 1961 speech, "Words to Intellectuals."  ◆ Julio García Espinosa, "For an Imperfect Cinema"  ◆ John Mraz, "Memories of Underdevelopment: Bourgeois Consciousness/Revolutionary Content,"  ◆ View film: <i>Memories of Underdevelopment</i> (1968)  ◆ Reading Assignment 7 due

<p>Oct. 6</p>	<p>Best of Enemies: US-Cuban Relations, then and now</p> <p>Current Events: Lead Group 4</p>	<ul style="list-style-type: none"> ◆ Farber, pp. 105-130 of ch. 3 ◆ Erisman, “Raúlista Foreign Policy: A Macroperspective” (Brenner #18, pp. 221-229). ◆ Dominguez, “Dialogues within and between Cuba and Its Diaspora.” (Brenner, #26, pp. 299-305). ◆ Kirk, “Cuban Medical Internationalism Under Raúl Castro” (Brenner, #21, pp. 251-260). ◆ Hearn, “China and the Future of Cuba” (Brenner, #19, pp. 231-239). ◆ Bardach: <ul style="list-style-type: none"> • All: Preface, Chapter 1 • LG1: Chapters 2 and 3 • LG2: Chapters 4 and 5 • LG 3: Chapters 6 and 7 • LG 4: Chapter 8 • LG 5: Chapters 9 and 10 • LG 6: Chapters 11 and 12 ◆ Reading Assignment 8 due ◆ Deadline for approval of book to Review
<p>Oct. 13</p>	<p>The Emergence of Political Opposition during and After the Special Period</p> <p>Possible Guest Speaker: Dimas Cecilio</p> <p>Current Events: Lead Group 5</p>	<ul style="list-style-type: none"> ◆ Farber, Chapter 7 ◆ Crahan, “Religion and Civil Society in Cuba, 1959-2013” (Brenner #6, pp. 89-98) ◆ Henken and Van de Voort, “From Cyberspace to Public Space: The Emergent Blogosphere and Cuban Civil Society.” (Brenner #7, pp. 99-110) ◆ LeoGrande, “After Fidel: The Communist Party of Cuba on the Brink of Generational Change” (Brenner #3, pp. 59-69). ◆ Klepak, “The Revolutionary Armed Forces: Loyalty and Efficiency in the Face of Old and New Challenges” (Brenner #4, pp. 73-82). ◆ Reading Assignment 9 due
<p>Oct. 20</p>	<p>Fall Break</p>	

Oct. 27	<p>Crisis, Survival, and the Beginning of Economic Reform during The Special Period</p> <p>Film: <i>The Sugar Curtain</i></p> <p>Current Events: Lead Group 6</p>	<ul style="list-style-type: none"> ◆ Sánchez, <i>Havana Real</i> (entire) ◆ Sánchez Egozcue, “Challenges of Economic Restructuring in Cuba.” (Brenner #9, pp. 125-127) ◆ Pérez Villanueva, “Updating Cuba’s Economic Model.” (Brenner #10, pp. 139-144) ◆ Peters, “Cuba’s Entrepreneurs. (Brenner #11, pp. 145-152) ◆ Nova González, “Cuban Agriculture and the Process of Economic Transformation.” (Brenner #12, pp. 153-157) ◆ Ritter, “Economic Illegalities and the Underground Economy in Cuba.” (Brenner #17, pp. 203-213) <p>◆ Reading Assignment 10 due</p>
Nov. 3	Catch-up day.	<p>◆ Book Review Essay Due (upload to Moodle by 2 p.m.)</p>
Nov. 10	<p>Sports in the Golden Era and the Special Period (and contemporary film).</p> <p>Book review presentations (4)</p>	<ul style="list-style-type: none"> ◆ Jamail, Full Count (entire) ◆ Huish and Darnell, “Cuban Sport Development: Building Capacity from el Parque to the Podium” (Brenner 36, pp. 367-372). ◆ Anderson, “Baseball’s Last Cuban Escapees.”  <p>◆ Reading Assignment 11 due</p>
Nov. 17	<p>Race, Ethnicity, and Gender in Revolutionary Cuba</p> <p>Guest: Marisela Fleites-Lear, University of Havana and Green River College</p> <p>Book Review presentations (4)</p>	<ul style="list-style-type: none"> ◆ Farber, Chapters 5 and 6 ◆ Marisela Fleites-Lear, “Women, Family and the Cuban Revolution.”  ◆ “Kirk, “The Changing Dyanmics of Sexuality: CENESEX and the Revolution” (Brenner #44, pp. 433-440). ◆ Jiménez, “The Political Economy of Leisure” (Brenner #14, pp. 173-182). ◆ View Film: “Hasta Cierta Punto”  <p>◆ Reading Assignment 12 due</p>

Nov. 24	<p>Music: Transnational Crossings</p> <p>Book Review Presentations (6)</p>	<ul style="list-style-type: none"> ◆ Robin Moore, “Afrocubanismo and Son.” ◆ Robin Moore, “Transformations in Cuban Nueva trova, 1965-95.” ◆ Robin Moore, “Salsa and Socialism: Dance Music in Cuba, 1959-99” ◆ Sujatha Fernandes, “Fear of a Black Nation: Local Rappers, Transnational Crossings, and State Power.” <p>◆ Reading Assignment 13 due</p>
Dec. 1	<p>Cuba: Present and Future Challenges</p> <p>Guest visit by Karl Fields, Professor of Politics and Government</p> <p>Book Review Presentations (4)</p>	<ul style="list-style-type: none"> ◆ Farber, Conclusion and Epilogue ◆ Piñero Harnecker, “Cuba’s New Socialism: Different Visions Shaping Current Changes” (Brenner #2, pp. 49-58). ◆ Rafael Hernandez, “The Collapse of Socialism is beyond the Present Horizon” (Brenner #5, pp. 83-88). ◆ Anderson, “Opening for Business.” ◆ Feinberg, “The New Cuban Economy: What Role for Foreign Investment?” (Brenner #13, pp. 159-171) ◆ Wilkinson, “Neither Beijing Nor Hanoi But a Cuban Market Socialism?” ◆ Economist, “Reforming Cuba: Be More Libre.” <p>◆ Reading Assignment 14 due</p>
Dec. 8	<p>Pre-Departure Exercise, Final Preparations For Travel, and End of Semester Dinner</p>	