

**THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
HISTORY 3513F
THE CUBAN REVOLUTION: ORIGINS AND LEGACY**

Wednesday 10:30-12:30
Off. Hours Th. 10 AM - 12 AM or by appointment

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The Cuban Revolution was a seminal event in the history of the modern world. Fidel Castro's movement changed Cuba and became a determinant factor in the relations between Latin America and the United States during the second half of the twentieth century. The Cuban Revolution continues to be a controversial topic, eulogized by its admirers and vilified by its critics.

The aims of this course are threefold. First, to introduce students to the ongoing debate on the merits of the Revolution. Second, to analyze the Cuban Revolution and its legacy from Cuba's perspective. Third, to introduce students to primary and secondary Latin American sources. In order to achieve these goals, the course content is divided into three parts. The first will explore the social, political and economic forces that gave rise to the Cuban revolution. The second part will analyze the Revolution's social achievements and the economic and political challenges it faces. The final weeks of the course will place the Revolution in its Cold War context and concentrate on the international consequences of the Revolution by examining Cuba's foreign relations with Latin America and the United States.

As a third-year seminar course, *The Cuban Revolution* is designed to help students develop their research and analytic skills as well as their writing and public speaking abilities.

Outcomes:

Students will be able to:

- Acquire a general knowledge on the main figures, historical events and theoretical concepts of revolution.
- Analyze historical events and their consequences in a theoretical framework
- Identify key figures, events and historiographical trends of the Cuban Revolution and their significance for the history of Cuba and the Americas.
- Analyze the social, economic and political changes resulting from the Revolution.
- Analyze and assess primary and secondary texts and utilize them in a written essay.
- Improve oral and written communication skills

Textbooks:

Marifeli Pérez-Stable, *The Cuban Revolution. Origins, Course and Legacy*, 3rd edition (New York, Oxford: Oxford University Press, 3rd edition, 2012).

Michael Casey, *Che's Afterlife: The Legacy of an Image* (New York: Vintage Books, 2009).

COURSE ORGANIZATION

Class discussion

This course has an important discussion component. Each week one student will lead the class discussion in which all students are expected to participate. **Reading of the assigned articles and participation in their analysis and discussion is mandatory.** The quality of issues discussed as well as individual participation will have an essential role in determining the final mark.

Book review

Each student will write a five to seven page review of Michael Casey, *Che's Afterlife: The Legacy of an Image* (New York: Vintage Books, 2009).

Historiographical Paper

Each student will write a historiographical ten-page paper based on a minimum of seven class readings.

Research Paper

Each student will write a fifteen-page paper based on a minimum of seven secondary (a maximum of two titles from the general readings may be included) and two primary sources on any of the given topics. A tentative topic and bibliography will be handed no later than October 17. Topic and sources must be approved before students begin their research. Each student will present his/her paper to the class.

COURSE EVALUATION:

Book Review	15%
Historiographical paper	30%
Research paper and presentation	30%
Attendance and participation	25%

	100%

Please, note that NO LATE ASSIGNMENTS WILL BE ACCEPTED.

SCHEDULE

September 12. Introduction. Division of work Colonial Past: General Background.

September 19

General Overview: From Colony to Protectorate (1860`s to 1920`s)

- Marifeli Pérez-Stable, *The Cuban Revolution. Origins, Course and Legacy* (Oxford: Oxford University Press, 1999), Preface xiii-xxiii, Chapter 1 -2.
- Carmelo Mesa-Lago, “Three Decades of Studies on the Cuban Revolution: Progress, Problems, and the Future,” in Damián J. Fernández, ed., *Cuban Studies Since the Revolution* (Gainesville: University Press of Florida, 1992), pp. 9-44.
- Luis E. Aguilar, “Cuba, c. 1860-1934,” *The Cambridge History of Latin America* (Cambridge: Cambridge University Press, 1985), Vol. 5, pp. 229-264.

September 26

1920`s to 1958: the Machado period; the revolution of 1933; the rise of gangster politics, Castro`s revolution.

- Pérez-Stable, *The Cuban Revolution*, Chapter 3, pp. 41-66.
- Ruiz, Ramón E., *Cuba, the Making of a Revolution*, pp. 18-57.
- Robert b. Hoernel, “Sugar and Social Change in Oriente, Cuba, 1898-1946,” *Journal of Latin American Studies*, Vol. 8, No. 2 (Nov. 1976), pp. 215-249.

October 3 BOOK REVIEW DUE

October 3

The triumph of the Revolution.

- Hugh Thomas, *Cuba or the Pursuit of Freedom* (N.Y., Da Capo Press, 1998), 1065-1090.
- Fidel Castro, “History Will Absolve Me,” *Fidel Castro History Archive*
www.marxists.org/history/cuba/archive/castro/1953/10/16.htm
- Discussion Michael Casey, *Che`s Afterlife: The Legacy of an Image*.

October 10

The first twenty years: Gains and Cost

- Pérez-Stable, *The Cuban Revolution*, Chapters 4, 5 and 6.
- Marjorie King, “Cuba`s attack on Women`s Second Shift, 1974-76,” *Latin American Perspectives* Vol. 4, No. 4, (1977), pp. 106-119.

- Erich H. Jacoby, “The Winner: Cuba’s Agricultural Worker,” Gerald H. Read, “The Revolutionary Offensive in Education,” in James Nelson Goodsell, ed., *Fidel Castro’s Personal Revolution in Cuba: 1959-1973* (Alfred A. Knopf: New York, 1975), pp. 189-197 and 209-219.
- Muriel Nazzari, “The ‘Woman Question’ in Cuba: An Analysis of Material Constraints on Its Solution”, *Signs* (Winter 1983), 246-63.

October 17

The Special Period and the Rectification Campaign, 1986-1998

- Pérez-Stable, *The Cuban Revolution*, Chapter 7.
- Peter Roman, “Representative Government in Socialist Cuba,” *Latin American Perspectives* Vol. 20, No. 1 (Winter 1993), pp. 7-27.
- Hans-Jurgen Burchardt, “Contours of the Future: The New Social Dynamics in Cuba,” *Latin American Perspectives* Vol. 29, No. 3 (May 2002), pp. 57-74.
- Peter Roman, “Workers Parliaments in Cuba,” *Latin American Perspectives* Vol. 22, No. 4, (Autumn 1995), pp. 43-58.

October 24

Cuba and the U.S.

- Thomas Wright, *Latin America in the Era of the Cuban Revolution*, revised edition (Wesport, Connecticut: Praeger, 1991), Chapter 4, pp. 57-72.
- Jules, R. Benjamin, “Interpreting the U.S. Reaction to the Cuban Revolution, 1959-1960,” Carmelo Mesa-Lago, ed., *Cuban Studies* (University of Pittsburgh, 1989), 145-166.
- Soraya M. Castro Marizo, “U.S.- Cuban Relations During the Clinton Administration,” *Latin American Perspectives* Vol. 29, No. 4 (July 2002), pp. 47-76.
- Jorge I. Domínguez, “U.S. Cuban Relations from the Cold War to the Colder War,” *Journal of Interamerican Studies and World Affairs*, vol 39, No. 3 (Autumn 1997), 49-75.
- Pamela S. Falk, “The U.S. Cuba Agenda Opportunity or Stalemate,” *Journal of Interamerican Studies and World Affairs*, vol. 39 (Spring 1997), 156-162.

October 31

Cuba and Latin America

- Thomas Wright, *Latin America in the Era of the Cuban Revolution*, revised edition (Wesport: Connecticut: Praeger, 1991), Chapter 3, pp. 39-56.
- Julio Carranza Valdés and Lucia Rayas, “New Challenges for Cuban Policy toward Central America,” *Latin American Perspectives* Vol. 20, No. 1 (Winter 1993), pp. 58-63.
- Boris Goldenberg, “Castro and the Americas,” and Fidel Castro, “Second Declaration of Havana,” in Goodsell, ed., *Fidel Castro’s Personal Revolution in Cuba*, pp. 257-268.
- James Petras, “Che Guevara and Contemporary Revolutionary Movements,” *Latin American Perspectives*, Vol. 25, No. 4. (July 1998), pp. 9-18.
- Jorge I. Domínguez, *To Make a World Safe for Revolution: Cuba’s Foreign Policy* (Cambridge, Mass, Harvard University Press, 1989), 237-247.

NOV. 7 HISTORIOGRAPHICAL PAPER DUE

November 7

The Myth of the Revolution: Accomplishments, Heroes and Villains

- Pérez-Stable, *The Cuban Revolution*, Chapter 8.
- Bjorn Kumm, “Guevara is Dead. Long Live Guevara,” *Transition* No. 35 (February - March 1968), The pp.19-23.
- Henry Butterfield Ryan, *The Fall of Che Guevara: A Story of Soldiers, Spies and Diplomats* (New York: Oxford University Press, 1998), Chapters 6 and 7, pp. 126-166 (Weldon e-book).
- Saúl Landau, “The Day the Counter revolutionaries had Waited For Arrived, y en eso llegó Fidel,” *Latin American Perspectives* Vol. 29, No. 4 (July 2002), pp. 77-79.
- Louis A. Pérez Jr., “Fear and Loathing of Fidel Castro: Sources of U.S. Policy Toward Cuba,” *Journal of Latin American Studies*, Vol. 34, No. 2 (May 2002), pp. 227-254.
- “Special Report: Cuba,” *The Economist* March 22nd, 2012 (online).

NOV. 21. RESEARCH PAPER DUE

PRESENTATIONS will take place on November 14, 21, 28 and December 5. ATTENDANCE IS MANDATORY.

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca