

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

Thursday 10:30-12:30 WL257  
Off. Hours Tue.10:00-12:00

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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*, 3<sup>rd</sup> edition (New York, Oxford: Oxford University Press, 3<sup>rd</sup> 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. **Attendance to the presentations (Nov. 14 to Dec. 5) and participation in the discussions is mandatory.**

## COURSE EVALUATION:

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

- Fidel Castro, “History Will Absolve Me,” *Fidel Castro History Archive*  
[www.marxists.org/history/cuba/archive/castro/1953/10/16.htm](http://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 and 8.
- 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 Mariño, “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.
- 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.

## **November 7**

### **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.
- Recent article on Cuba (each student will contribute with a recent article on current events in Cuba).

**NOV. 7 HISTORIOGRAPHICAL PAPER DUE**

**NOV. 21. RESEARCH PAPER DUE**

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

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>).

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FACULTY OF SOCIAL SCIENCE  
PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. 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.

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Adopted by the Council of the Faculty of Social Science, October, 1970.

Revised after consultation with Department of History, August 13, 1991

### **General Information**

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be

granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

### **TERM TESTS and MID-TERM EXAMS**

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

### **FINAL EXAMINATIONS**

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

### **LATE ASSIGNMENTS**

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

### **SHORT ABSENCES**

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

## **EXTENDED ABSENCES**

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

## **DOCUMENTATION**

**Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.**

If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.

**In Case of Serious Illness of a Family Member: Obtain a medical certificate from the family member's physician.**

**In Case of a Death: Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.**

**For Other Extenuating Circumstances: If you are not sure what documentation to provide, ask an Academic Counsellor.**

**Note:** Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

## **ACADEMIC CONCERNS**

You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.

You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.

If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.

If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

## **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*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.*

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#### 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](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](mailto:rdashfo@uwo.ca)

