

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

Tu. 4:30 – 6:30
SSC3024
Off. Hours Th. 2:30-4:00

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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 and results of the Cuban Revolution. Second, to analyze the 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 the context of the Cold War and concentrate on its international consequences 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, *Chés 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 book review of Michael Casey, *Che's Afterlife: The Legacy of an Image* (New York: Vintage Books, 2009). Reviews will be discussed in class.

Historiographical Paper

Each student will write a historiographical ten-page paper based on a minimum of six class readings of his/her choosing. This assignment aims to help students develop the skills needed to understand and evaluate specific historical interpretations, as well as the trends that exist in the study of history.

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 13. 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. 15 to Dec. 6) and participation in the discussions is mandatory.**

COURSE EVALUATION:

Book Review (Due Oct. 11)	20%
Tentative topic and outline (Due Oct. 18)	5%
Historiographical essay (Due Nov. 1)	25%
Research paper (Due Nov. 29)	20%
Presentation	10%
Attendance and participation	<u>20%</u>
	100%

The Dean has exempted this course from the Senate Regulation (2016 04) which reads: "At least one week to the withdrawal from a course without academic penalty students will receive assessment of work accounting for at least 15% of their final grade. For -3000 or -4000 level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted in the corresponding course syllabus."

Please, note that NO LATE ASSIGNMENTS WILL BE ACCEPTED.

ADDITIONAL STATEMENTS

The Dean has exempted this course from Senate regulation (2016 04) which reads: "At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus." See the full text at:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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.

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

SCHEDULE

September 13, 2016.

Introduction. Colonial Past: General Background (lecture).

September 20, 2016.

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), 9-44.
- Luis E. Aguilar, “Cuba, c. 1860-1934, *The Cambridge History of Latin America* (Cambridge: Cambridge University Press, 1985), Vol. 5, 229-264.

September 27, 2016.

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.
- Frank Andre Guridi, “War on the Negro: Race and the Revolution of 1933,” *Cuban Studies* vol. 40 (2009), 49-73.
- Robert b. Hoernel, “Sugar and Social Change in Oriente, Cuba, 1898-1946,” *Journal of Latin American Studies*, Vol. 8, No. 2 (Nov. 1976), 215-249.

October 4, 2016.

The triumph of the Revolution.

- Pérez-Stable, *The Cuban Revolution*, Chapter 4.
- Marc McLeod, “Razing Cane: Making Sense of Arson in the Sugar Fields or Republican Cuba” *Agricultural History*, vol. 89: 4 (2015), 513-535.
- Fidel Castro, “History Will Absolve Me,” *Fidel Castro History Archive* www.marxists.org/history/cuba/archive/castro/1953/10/16.htm

BOOK REVIEW DUE October 11

October 11, 2016.

The first twenty years: Gains and Cost

- Pérez-Stable, *The Cuban Revolution*, Chapters 5 and 6.
- Discussion Michael Casey, *Ché's Afterlife: The Legacy of an Image*.

BOOK TOPIC AND BIBLIOGRAPHY DUE October 18.

October 18, 2016.

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), 7-27.
- Hans-Jurgen Burchardt, "Contours of the Future: The New Social Dynamics in Cuba," *Latin American Perspectives* Vol. 29, No. 3 (May 2002), 57-74.
- Javier Corrales, "The Gatekeeper State: Limited Economic Reform and Regime Survival in Cuba 1989-2002," *Latin American Research Review* 39:2 (2004), 35-65.

October 25, 2016.

Cuba and the U.S.

- Pérez-Stable, *The Cuban Revolution*, Chapter 8.
- Anita Casavantes Bradford, "Remembering Pedro Pan: Childhood and Collective Memory in Havana and Miami," *Cuban Studies* vol. 44 (2016), 283-308.
- Soraya M. Castro Mari o, "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.
- 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), 227-254.

HISTORIOGRAPHICAL ESSAY DUE NOV. 1

November 1st, 2016

Cuba and Latin America

- Thomas Wright, *Latin America in the Era of the Cuban Revolution*, revised edition (Wesport: Connecticut: Praeger, 1991), Chapter 3, 39-56.
- Jorge I. Domínguez, *To Make a World Safe for Revolution: Cuba's Foreign Policy* (Cambridge, Mass, Harvard University Press, 1989), 237-247.
- Thomas Wright, "Fifty Years of Cuba's Medical Diplomacy: From Idealism to Pragmatism," *Cuban Studies* vol. 41 (2010), 85-104.
- Emily J. Kirk, John Kirk, "Cuban Medical Cooperation in Haiti: One of the World's Best-Kept Secrets," *Cuban Studies* vol. 41 (2010), 166-172.

November 8, 2016.

Cuba's Present Challenges

- Recent article on Cuba (each student will contribute with a recent article on current events in Cuba). In class, students will place the articles in historical perspective and discuss them.

PRESENTATIONS will take place on November 8 (if necessary), 15, 22, 29, and December 6. ATTENDANCE IS MANDATORY.