



**History 169 & Chc/Lat 169: Cuba and Its Diaspora
Spring 2015
University of California Irvine**

Professor: Anita Casavantes Bradford

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SST 367

Office Hours: Tues/Thursday 2:30-4:00 p.m. in SST 367

Lectures: Tues/Thurs, 9:30-10:50 a.m., HH 105

Course website: <https://eee.uci.edu/15s/26730>

Cuba linda, de mi vida...Cuba linda, siempre te recordaré.

-Virgilio Martí

Course Overview

This course will introduce students to the history of Cuba since the nation's independence following the 1898 Spanish-Cuban-American War. Major themes will include Cuba's struggle for autonomy, first from Spain and then, during the republican era, from the United States; the struggle for national determination, racial equality and social justice that culminated in the 1959 Revolution; and the processes of disenchantment and dissent that sparked the creation of a Cuban exile community in southern Florida. Students will also analyze the political, economic and cultural transformations produced by the establishment of a socialist regime on the island after 1961, as well as the emergence of an economically and politically powerful diasporic Cuban community in Miami since the 1970s, with particular attention paid to questions of culture, identity, and relations with other Latina/o and racial and ethnic minority communities in the United States. Finally, students will also examine the transitions in Cuba since the fall of the Soviet Union in 1991 and the changing demographics of the Cuban American community during the last two decades, as well as their implications for processes of political change on the island and future relations between the U.S. and Cuba.

Student Learning Objectives

1. Students will gain understanding of how Cubans' frustrated aspirations toward national autonomy and social equality have shaped the nation's history.
2. Students will demonstrate their understanding of the origins of the Cuban Revolution and its radicalization, and analyze the achievements and failures of the Revolution since 1959.
3. Students will explore the relationship between politics and culture in Cuban society.
4. Students will analyze the origins of the U.S. resident exile community and understand the relationship between the community's Cold War political origins and the evolution of Cuban American culture and identity.
5. Students will understand the changes in Cuba and Miami after the end of the Cold War and analyze the prospects for improved US-Cuba relations in the future.
6. Students will demonstrate their understanding of the concepts of race, class, gender, sexuality, and age/generation, by using them to analyze major events and issues in the History of Cuba and its diaspora.
7. Students will read secondary historical sources and work individually and in groups to summarize their key arguments in writing.
8. Students will read a range of primary historical documents, working individually and in groups to identify their context, purpose, intended audience and biases, in order to evaluate their appropriate use as historical evidence.
9. Students will participate actively in discussions, including discussions of controversial and value-laden topics, demonstrating their ability to agree and disagree respectfully with others, to support their opinions with historical evidence, and to ask and answer questions in ways that invite further reflection and analysis.
10. Students will write an academic essay, organized around a thesis and in clear and correct English, using a range of secondary and primary sources to support a historical argument.

Required Texts:

-Louis A. Pérez, *Cuba: Between Reform and Revolution*, 5th edition. (LP)

-Aviva Chomsky, ed., *The Cuba Reader: History, Culture, Politics* (AC)

-Maria Cristina García, *Havana USA: Cuban Exiles and Cuban Americans in South Florida, 1959-1994* (MCG)

-Other assigned readings available from the instructor or online through the course website.

**Please note: we will make regular use of the readings during in-class discussions and activities. Please bring the texts assigned each week to lectures!*

Lecture Schedule

Week One: Introduction to Cuban History

Readings:

-LP Ch. 5, Ch. 6 (pp. 111-121)

-AC: “Biography of a Runaway Slave;” “The Trade in Chinese Laborers;” “The Color Line”

Tuesday 3/31

Introducing Cuba

-Set up Study Groups

Thursday 4/2

Colonial Cuba

-Short in-class Study Group meeting

Week Two: Independence and the First Cuban Republic

Readings:

-LP Ch. 7, 8

-AC: “José Martí’s ‘Our America;’” “U.S. Cartoonists Portray Cuba;” “Spain in Cuba,” “Afrocubanismo and Son,” “The First Wave of Cuban Feminism,” “Life at the Mill”

Tuesday 4/7

Study Group Meeting (in HH 105)

Thursday 4/9

Independence and the First Cuban Republic

Week Three: Dictatorship, Revolution and Radicalization

Readings:

-LP: 9, 10

-AC: "The Invasion of the Tourists," "Where is Cuba Headed?" "The Political Gangster," "History Will Absolve Me," "The Cuban Story in the New York Times," "Castro Announces the Revolution,"

Tuesday 4/14

The Second Republic and the anti-Batista Insurgence

Thursday 4/16

The Triumph of the Revolution?

-Memorias del Subdesarrollo: Introduction to the Film

Week Four: Socialist Cuba

Readings:

-LP 11, 12

-AC: "Man and Socialism," "The 'Rehabilitation' of Prostitutes," "The Original Sin," "Silence on Black Cuba," "Dance and Social Change," "Revolutionary Sport," "In Hard Times," "The Virgin of Charity of Cobre, Cuba's Patron Saint"

-Fidel Castro, "Words to the Intellectuals" (excerpt)

Tuesday 4/21

Socialist Cuba, 1960s-1980

Thursday 4/23

Film: Memorias del Subdesarrollo

-Please arrive ten minutes early; we need to start the film five minutes early to finish on time!

Week Five: "The Revolution is for the Children:" Childhood and the Cuban Revolution

Readings:

-AC, "1961: Year of Education," "The Literacy Campaign"

-Anita Casavantes Bradford, "Children, Radicalization and the Cuban Counterrevolution;"

-Anita Casavantes Bradford, "Little Refugees from International Communism: The Cold War Politics of Childhood in Cuban Miami, 1959-1961"

Tuesday 4/28

The Politics of Childhood in Havana and Miami

Thursday 4/30

Quiz #1

Presentation: Operation Pedro Pan

Week Six: Two Cubas? Introducing the Cuban Diaspora

Readings:

- MCG, Ch. 1, Ch. 3 (pp. 83-115)
- Mette Louise Berg, "Memory, Politics and Diaspora: Cuban in Spain"
- Emily Lo, "A Cuban-Chinese *Familia*"

Tuesday 5/5
Creating Exile Miami

Thursday 5/7
The Other Diaspora: Cubans in Unexpected Places

Week Seven: Cuban Miami in the 1980s

Readings:

- MCG, Ch. 2, Ch. 3 (pp. 115-119)
- AC, "City on the Edge"

Tuesday 5/12
The Mariel Boatlift

Thursday 5/14
Backlash: Anti-Cuban and Anti-Immigrant Politics in Miami

***Extra credit: Organize with your study group to watch Oliver Stone's movie *Scarface* (1983) and write a one page critical review of the film responding to the prompt: In what ways does *Scarface* accurately reflect the intertwined histories of the Cuban Revolution, US-Cuba relations, and the evolution of the Cuban American community after 1960? In what ways does it distort those histories?

Week Eight: "The Two Cubas" after the Cold War

Readings:

- LP Ch. 13 (303-338)
- Lillian Guerra, "Elián González and the 'Real Cuba' of Miami: Visions of Identity, Exceptionality and Divinity"
- AC: "The Revolution Turns Forty," "Emigration in the Special Period," "The Old Man and the Boy" "A Dissident Speaks Out"

Tuesday 5/19
The 1990s: A "Special Period" in Havana and Miami

Thursday 5/21
The Politics of Cuban Childhood after the Cold War: Debating Elián González

***Take home Final Essay prompts distributed at the end of Week 8 Thursday class

Week Nine: Cuban American Exceptionalism?

Readings:

-Anita Casavantes Bradford, "Cuban Americans and their Folklore"

Tuesday 5/26

Film: *Cubamerican Part One*; meet with Study Groups in class to complete Google Doc task

Thursday 5/28

Film: *Cubamerican Part Two*; meet with Study Groups in class to complete Google Doc task

Week Ten: Cuba in the New Millenium

Readings:

-LP, Ch. 13 (pp. 338-355)

-FIU Cuba Poll 2014

-William LeoGrande, "The Breakthrough With Cuba: How it Happened and What Happens Next," and "Five Things Cuba Can Do to Speed the Normalization of Relations with the United States"

-Greg Gandin, "What's the Difference Between Cubans and Haitians? Ask Marco Rubio"

Tuesday 6/2

Quiz #2

Thursday 6/4

The Changing Politics of US-Cuban Relations

*Take home final essays due at the beginning of class

How to Earn your 'A' in This Course:

1. Study group Google Doc: 40%

Students will work collaboratively with their assigned study groups to create a Google Doc—updated by Tuesday of each week—that will include several short note taking tasks to identify key events, individuals, terms and concepts from the readings. During class time, students will also work together with their study group to summarize the “Big Ideas” of the readings and to develop questions for clarification and/or discussion.

*A template for the content/format of weekly Google Doc entries will be provided.

*Students may collaborate with their group to complete the weekly Google Doc via email, however, you are strongly encouraged to meet in person with your study group to complete this task together. Extra credit will be awarded to study groups that commit to weekly face to face work sessions.

2. Quizzes (2X 20% each): 40%

Two in-class quizzes will assess your knowledge of the bread-and-butter stuff (the “facts” of history, i.e, dates, places, names, events, etc.) covered in the course readings and lectures. They may include multiple choice, short answer questions, or short definitions of key concepts and terms. The dates of these quizzes are noted on the syllabus. Quizzes will be peer graded immediately after completion, where they will also provide the basis for a discussion—this is a good opportunity to ‘check in’ with each other and with your professor, ask questions, or clarify any confusions you have about the material covered so far.

3. Take Home Final Essay: 20%

Students will write a 4-6 page essay, based on assigned course readings, in response to one of three prompts that will be distributed during Week Eight. It will be due at the beginning of the last class meeting.

GOOD LUCK—AND ENJOY THE CLASS!!!

Statement of Academic Honesty:

Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but for the entire community. If evidence of student academic dishonesty is discovered, I will take one of the following actions authorized by the UCI Academic Senate Policies on Academic Honesty:

1. Require repetition of the questionable work or examination with a letter of explanation (noting the evidence of academic dishonesty) to the student's permanent academic file.
2. Reduce the grade to an 'F' or zero, if appropriate, on the questionable work or examination with written notification to the student and a letter of explanation to the student's permanent academic file.
3. Assign the student a failing grade in the course or otherwise lower the grade in the course with a letter of explanation to the student's permanent academic file. The failure will also be recorded by the Registrar on the student's permanent academic record (transcript).

Since I maintain a 'zero tolerance' policy on this issue, I urge you not to take chances with your work. Go to www.senate.uci.edu/senateweb/default2.asp?active_page_id=754 to educate yourself further about UCI policies on academic dishonesty.