



KIIS Cuba, Summer 2019

HIST 200 Latin America, Past & Present (3 hours)



Professor: Marc Eagle

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Syllabus subject to change (updated May 7, 2019)

COURSE DESCRIPTION:

This course integrates History and Art History to engage and explore the complexity of Cuban culture, art, and history. Cuba is a vibrant and engaging country in the midst of transformation due to socio-political forces beyond its borders. As a society, art, music, dance are celebrated as cultural vehicles sharing history, independence, and expression. While balancing the varied culture and history - from Spanish colonial rule, African slave trade, dependence and resistance to the United States, past connections to the Soviet Union, active participation in Latin American independence - Cuba has taken a distinct path. This course creates a symbiotic and integrated approach to understanding this path.

Please note: This is an interdisciplinary course in History and Art History and is taught in English. No Spanish language is required. All course credit will be issued by Western Kentucky University. The WKU Registrar will transfer your grades to your home institution approximately 6-8 weeks after the completion of the program. We encourage all students - long before KIIS program departure - to contact their Academic Advisor, Department Head, and/or the Study Abroad Office to determine the credit equivalencies at their home institution (that is, confirm ahead of time with your college or university how your desired KIIS courses will count towards your major and/or overall degree requirements). Course offerings are subject to change according to enrollment.

PRE-REQUISITES

No prior coursework is necessary.

Approved Course Competencis and Outcomes:

Upon completion of this course, each student will be able to:

- Understand the development of Cuban history and art in the latter half of the Twentieth Century;
- Examine social and cultural structures over time and space that have shaped contemporary societies in Latin America, with comparisons to other social groups within the region and beyond;

- Demonstrate an understanding of how Latin American societies have evolved in diverse ways over time and space, with a specific focus on those cultural values that shape contemporary political, economic, and environmental actions in Cuba;
- Examine and evaluate existing and future challenges to socio-economic development in Cuba and Latin America, including poverty, political instability, population growth, migration, resource insecurity, climate change, globalization, and other forces that are shaping the societies and cultures of the region in profound ways;
- Understand the key temporal and spatial properties, including a more nuanced understanding of Latin America's map, that shape modern cultures and societies in the region;
- Understand artistic sources and place them into their social, political, and intellectual contexts in Cuba;
- Advance their visual literacy and vocabulary and use these skills in written and oral formats.

REQUIRED TEXTS (PDFs will be provided for all required reading)

- David Craven, Ch. 2: The Cuban Revolution (1959-1989), In *Art and Revolution in Latin America 1910-1990*, Yale University Press, 2002, pp. 75-116
- Julia Sweig, *Cuba: What Everyone Needs to Know*, Oxford University Press, 3rd Edition, 2016 (Note that this will primarily be used as a reference work, but all students will be expected to demonstrate that they are consulting it, especially in the final research projects.)
- Daily reading selections (pdf versions provided)

RECOMMENDED TEXTS

- Jamaica Kincaid, *A Small Place*, New American Library, 1988 (pdf will be provided)
- Julia Cooke, *The Other Side of Paradise: Life in the New Cuba*, Seal Press, 2014

NOTE: Students not bringing laptops should plan on printing out PDF readings ahead of time and purchasing a copy of the books (especially Sweig) to bring with you.

ATTENDANCE POLICY

There is a strict attendance policy. You absolutely cannot miss any classes.

GRADE DISTRIBUTION

REFLECTIVE JOURNAL	30%
READING REFLECTIONS	10%
ANALYSIS OF PROGRAM EXCURSIONS	20%
RESEARCH PROJECT	30%
PARTICIPATION	10%

COURSEWORK

All coursework is to be turned in by the due dates listed on the schedule below, either on a USB drive or (for students not bringing computers) handwritten on paper. The instructions for each of our assignments are below.

REFLECTIVE JOURNAL: Each day you will make a journal entry reflecting on your experiences in Cuba. You should demonstrate that you are actively thinking about what you are seeing and doing, about how it relates to (for example) your own preconceptions and to the course material we are covering, and how it affects your perspectives on Cuban history, culture, society, or politics. You are not expected to reveal your private, innermost thoughts to your professors, so writing about your feelings about, say, your classmates is not appropriate, but giving your opinions about things like Cuban food (and even better, how it relates to economic conditions on the island) would be perfectly fine. You will turn in your journal entries on Monday mornings, on May 20 and May 27.

READING REFLECTIONS: For each of the seven days that reading is due, students need to turn in a 1-3 page (that is, a minimum of one full page and a maximum of three pages; for handwritten papers a page is considered to be roughly 300 words) written reflection covering **all** of the reading selections for that day, in which you briefly summarize the main points of each selection and discuss their importance as a group. I will drop the lowest grade, so you may choose to skip one of the seven possible reflections, though you will still be held responsible for reading and discussing that day's selections.

ANALYSIS OF PROGRAM EXCURSIONS: For our excursions out of Havana – to Cienfuegos, Trinidad, Regla (even though it is a shorter excursion), and Viñales, students need to write a thoughtful, 3-4 page analysis paper in which you discuss what you learned on the trip, and examine in what ways each place reflects a distinct version of Cuban history and culture, in comparison to the central part of Havana. These will generally be due two days after our return from these excursions.

RESEARCH PROJECT: For your final research project, you will choose one scholarly article (from the set of articles I provide), read it carefully, and write a paper based on it that is a minimum of 6 pages long, in addition to making a presentation on this paper to the other students on the program. For this paper, you will briefly analyze the main arguments in the article and then evaluate it in the light of your experiences during your time in Cuba, our course readings, and the information in the Sweig book. This paper needs to include references to all written sources, though you only need the author's name (include a short title **only** if there is more than one reading selection with the same author, such as for Castro or Chasteen but not for Perrottet) and a page number in parentheses at the end of the sentence where you refer to this source, like this (Eagle, 463).

Since all students will work on different articles, you should pick your article as early as you can (I recommend having at least one alternate article in case another student has already taken your first choice), and then consult with me in order to plan out how you will actually use it to produce a research project; this must be done no later than Thursday, May 23, or I will simply assign you an article at random. Articles will be assigned on a first-come, first-served basis; if two students ask for the same article on the same day, I will flip a coin to decide who gets it. The paper is due on Wednesday, May 29, the same day that you will make your presentations.

PARTICIPATION: Your participation grade includes regular and active discussion of the reading selections, as well as other group activities during the course of the program.

COURSE READING AND ASSIGNMENT SCHEDULE

NOTE: All readings need to be completed by the day they are listed under for discussion that day; written reflections on them are also due that same day. Due dates for coursework are marked by asterisks.

Wednesday, May 15-Thursday, May 16

(arriving, getting settled in; start reading ahead and taking notes now)

Friday, May 17: Reading selection 1

- Perrottet, "The Man Who Saved Havana" (11 pages)
- Fuentes, "Beyond History: The Aesthetics of Authenticity and the Politics of Heritage in Havana, Cuba" (15 pages)
- Henken, "Vale Todo: In Cuba's *Paladares*, Everything is Prohibited but Anything Goes" (11 pages)

* Reading reflection 1 due

Monday, May 20: Reading selection 2

- Chasteen, Introduction (9 pages)
- Chasteen, Ch. 2: "Colonial Crucible" (31 pages)
- Ferrer, "A Raceless Nation" (4 pages)

* Turn in reflective journal

* Reading reflection 2 due

Tuesday, May 21: Reading selection 3

- Chasteen, Ch. 8: "Revolution" (26 pages)
- Castro, "History Will Absolve Me" (6 pages)
- Guevara, "Two, Three, Many Vietnams" (2 pages)
- Guevara, "Essence of Guerrilla Warfare" (4 pages)
- Kozol, "Cuba's Revolutionary Literacy Campaign" (4 pages)
- Lamrani, "Women in Cuba: The Emancipatory Revolution" (8 pages)

* Reading reflection 3 due

Wednesday, May 22: Reading selection 4

- Miller, "A Revolutionary Modernity: The Cultural Policy of the Cuban Revolution" (22 pages)
- Two Revolutionary Poems: Nicolás Guillén and Leonel Rugama (3 pages)
- Morejón and Kirk, "A Black Woman from Cuba, That's All: An Interview with Nancy Morejón" (4 pages)

* Cienfuegos excursion analysis due

* Reading reflection 4 due

Thursday, May 23: Reading selection 5

- Binns, "Cuba: Race Matters" (13 pages)
- Olavarria, "Rap and Revolution: Hip-Hop Comes to Cuba" (4 pages)

* Trinidad excursion analysis due

* Reading reflection 5 due

* Articles for research projects must be selected and discussed with Dr. Eagle by today

Friday, May 24: Reading selection 6

- McKinley, "The Decision to Act Against Spain" (2 pages)
- U.S. Congress, "The Platt Amendment" (2 pages)
- Matthews, "With Castro in the Sierra Maestra" (3 pages)
- Nixon & Kennedy, "Debating Cuba and Castro" (3 pages)
- Kennedy, "Lessons of the Bay of Pigs" (3 pages)
- Arévalo, "The Shark and the Sardines" (3 pages)
- Castro, "The Second Declaration of Havana" (4 pages)
- Lazo, Dagger in the Heart, Ch. 22 (21 pages)
- Cuba Policies of Obama and Trump (11 pages)

* Reading reflection 6 due

Saturday, May 25

* Regla excursion analysis due

Monday, May 27: Reading selection 7

- Rafael Hernández, "On Cuban Democracy: Cuba and the Democratic Culture" (5 pages)
- Payá & Havel, "The Czech Past and the Cuban Future" (10 pages)
- Wilkinson, "Cuba's Tourism 'Boom': A Curse or a Blessing?" (15 pages)
- Bain & Fernández Mollinedo, "Cuba: Trapped by history – Still?" (17 pages)

*Viñales excursion analysis due

* Turn in reflective journal

* Reading reflection 7 due

Tuesday, May 28

(work on final projects)

Wednesday, May 29

* Final papers due; final presentations

Detailed Itinerary and Class Schedule (subject to change)

May 15: Departure from U.S. and arrival in Havana. Walking tour of Centro surroundings, Capital, China Town, Paseo del Prado and the Malecón

May 16: City Tour including Plaza de la Revolución, Panoramic Tour and Old Havana including Casa de las Embarazadas & Casa de Africa. Independent project

May 17: Class in the morning in Centro
Museo de la Revolución. U.S. Embassy (pending)
Paseo walk.

May 18: Depart for Cienfuegos. Playa Girón & museum. Beach & snorkeling with lunch. Continue to Cienfuegos and stay the night

May 19: Visit Cienfuegos including Teatro Terry, walking tour and visit Art Collective. Stay a 2nd night in Cienfuegos.

May 20: Leave for Trinidad, walking tour, Hacienda Manaca Iznaga, salsa class and lunch included. Time to explore the market. Night in Trinidad. Dinner @ Casa Mimi included.

May 21: Return to Havana via Santa Clara. Che Mausoleum and Museum.

May 22: National Museum of Fine Arts (class and independent work on site).
Independent work in the afternoon.

May 23: Take Ferry to Regla. Visit Nuestra Señora de Regla church, Museum, Santero & Grupo Obsesion.

May 24: University of Havana (tour and talk on US/Cuban relations).

May 25: Day trip to Viñales, Tobacco farm, views, and lunch included at organic lunch spot

May 26: Independent morning. Callejón de Hamel @ noon. Dinner at Paladar Atelier, conversation with owner on tourism.

May 27: Class. Visit Instituto Superior de Arte & Kcho El Romerillo, Lunch at El Aljibe restaurant.

May 28: Student presentations at National Museum of Fine Arts (return). Havana Compás Dance visit.

May 29: Final presentations. Free afternoon. Final dinner with group.

May 30: Departure to the US. Transfer to Havana's airport.

Attendance Policy

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

Disability Accommodation

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus

Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Rebekah Golla, rebekah.golla@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

Title IX / Discrimination & Harassment

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Rebekah Golla (+1-270-779-8091) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / andrea.anderson@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/titleixbrochure2018.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.