Special Study Abroad Topic:
The Cuban Revolution: Social Justice, Sovereignty, and Emigration

Instructor:
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Catalog Course Description
This course will trace Cuban history, from the War of Independence of 1868, through the establishment of the Republic, up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course.

Special Study Abroad Course Description:
Through study, research, and firsthand experience, this course invites the student to critically evaluate the Cuban Revolution as a project for the attainment of two foundational tenets of the Cuban nation: social justice and sovereignty. The course surveys the historical forces that led to the “redemptive” Revolution of 1959, and the successes, failures, and costs of that revolution in fulfilling the aspirations for social and international justice. Emphasis is on the contemporary state of Cuban society and the antecedents and consequences of large-scale emigration since the Revolution.

Course Learning Outcomes
In this course, students will be able to

1. Describe the consequences of the political and economic institutions of the Spanish colonial regime for the development of structures of injustice and inequality in Cuban society and for deterring Cuban nationhood and sovereignty.

2. Explain how the writings of Jose Martí shaped the aspirations for social justice and sovereignty.

3. Identify the failures of the Cuban Republic in achieving social justice and sovereignty and the forces that led to the political triumph of the Cuban Revolution of 1959.

4. Critically examine the success, failures, and costs of the “redemptive revolution.”

5. Recognize how emigration has become a defining feature of contemporary Cuban society.

Required book:


Optional book for advanced reading:

Course requirements:

1. A pre-departure examination on essential facts about Cuba and its history (50 points)
   Students will prepare for this examination with a study guide prepared by the instructor

2. A daily journal of reflections and experiences in Cuba (100 points)
   Instructor may suggest some questions to reflect upon in anticipation of field trips

3. Group project (200 points)
   Each group will research a topic centering on an aspect of the contemporary Cuban reality
   Project proposal (50 points)
   Paper (100 points)
   Presentation (50 points)

4. Final Examination (100 points)
   Essay format, study guide will be provided

5. Extra credit points may be earned, at the discretion of the instructor through a combination of excellent attendance, class participation, and being a positive influence on the group during our stay in Cuba

Grading scale:
Maximum number of points: 450

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>395 (93%) and above</td>
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<tr>
<td>A-</td>
<td>382 (90%) to 394</td>
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<tr>
<td>B+</td>
<td>370 (87%) to 381</td>
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<tr>
<td>B</td>
<td>353 (83%) to 369</td>
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<tr>
<td>B-</td>
<td>340 (80%) to 352</td>
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<tr>
<td>C+</td>
<td>327 (77%) to 339</td>
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<tr>
<td>C</td>
<td>310 (73%) to 326</td>
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<tr>
<td>C-</td>
<td>298 (70%) to 309</td>
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<tr>
<td>D+</td>
<td>285 (67%) to 297</td>
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<tr>
<td>D</td>
<td>268 (63%) to 284</td>
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<tr>
<td>D-</td>
<td>255 (60%) to 267</td>
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<tr>
<td>F</td>
<td>254 and below</td>
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Attendance and Class Etiquette
Attendance will be taken at the beginning of every class. Poor attendance will play a role in the assignment of final grades in borderline cases and will affect the awarding of extra credit points. In class, you must follow the following rules:
- no conversations or other disruptive behavior
- no ringing electronic devices, please put away and silence your phones
- no chronic tardiness (if you come in after attendance is called, it is your responsibility to let me know, after class, that you are in attendance so that I may mark you present)
- laptop use is permitted in class for the purpose of taking notes, but is considered a privilege that may be withdrawn at the discretion of the instructor from any student who exhibits behavior that makes it apparent that he or she is using it during class for activities unrelated to the class

Plagiarism and Cheating
Plagiarism and cheating are violations of CUNY's policy on academic integrity (see: http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf ). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also p. 225 of the Undergraduate Bulletin for further explanation.

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as
one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php see Chapter IV Academic Standards)

Students with Disabilities
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66.01 NB (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

COURSE OUTLINE

Introduction
Readings: Pérez, chapter 1
- Course mechanics and themes
- Geography and the indigenous population

The Colonial Legacy
- the depopulation of the island, the rise of Havana, and the flota system  
  Pérez, chapter 2
- the British occupation of Havana and its consequences  
  Pérez, chapter 3
- the sugar revolution and the transformation of Cuban society  
  Pérez, chapter 4
- annexationism, reformism, and the War of 1868-1878  
  Pérez, chapter 5
- José Martí and the rise of popular nationalism in the émigré communities  
  Pérez, chapter 6
- the 1895 War, the PRC and the Crisis of 1898  
  Pérez, chapter 7
- U.S. intervention and the Platt Amendment  
  o Reading #1
- Summarizing the legacies of the colonial period and Martí

The Cuban Republic
- the structure of the Cuban Republic  
  Pérez, chapter 8
• the machadato
  Pérez, chapter 9
• the 1940 Constitution, the Auténticos, and Batista’s coup and regime
  Pérez, chapter 10

The Cuban Revolution

• the road to 1959 and the triumph of the rebellion
  Pérez, chapter 11
• the “radicalization” of the regime, internal and external conflicts and the consolidation of the Revolution, and distributive policies
  Pérez, chapter 12
• establishing a socialist society, Cuba’s role in the world, post- Cold War and the Special Period, a leadership transition, recent economic policies and the rise of entrepreneurship
  Pérez, chapter 13

The Cost of Revolution: Emigration

• post-revolutionary Cuban emigration
• Cubans as privileged U.S. immigrants
• the demographic, social, and economic impact of emigration on Cuba
• one nation: island-diaspora ties
  readings for this section will be circulated by instructor