

CPO 3990 Cuba, Castro & the USA
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A country whose history overlaps with that of the United States, as in America's Revolutionary War of Independence, the Spanish-American War, and the October Missile Crisis, to mention only the most dramatic, Cuba is about to conclude its fifth decade under the rule of the Castros—Fidel and Raul. Now over 80 years old and ill, Fidel Castro is hidden from public view but, presumably, still influences the decisions of his brother, in favor of whom he stepped down as “president,” although he retains the post of head of the Communist Party. When he or his brother (who is also an old man) dies, the United States will once again have the opportunity to influence the future of the Island.

The objectives of this course are to foster understanding of pre-Castro Cuba, the nature of the Castro regime, how it got there, its doings over half a century, how the Cuban people have fared under its rule, as well as to consider the prospects for the establishment of a stable democracy, the revival of the economy, and the renewal of USA-Cuba relations in mutually beneficial ways. The format of the course is a mixture of lectures and discussion, with an emphasis on the latter. There will be no exams: a combination of contributions to class discussion, three essays, and an oral presentation will constitute the basis for the grade in the course.

You are expected to come to class having read the assignment and prepared to discuss it. How much you contribute to the discussion during the week, in class and on the e-learning forums available for the purpose, will determine your grade in “Preparation and Contribution” (P&C). On days when oral presentations are scheduled the P&C will count as much as a regular week. There will be three written assignments, the functional equivalent of exams: two “review of reviews” (R&R) essays and a “synthetic” essay. The R&R essays will run no more than seven pages of text (double-spaced, excluding title page, table, references, illustrations, etc.), and the synthetic essay no more than ten pages of text. Each of the R&R essays will compare and evaluate reviews of one of the books assigned for reading. I will post the reviews in due course. As its name implies, the synthetic essay will integrate some of the assigned readings, plus several others selected in consultation with the instructor, pursuant to covering some aspect of Cuban politics or USA-Cuba relations, past, present, or future, from a list provided by the instructor. Finally, all students will make a ten to twelve minute oral presentation on their synthetic essays. Formats for the essays and the oral presentation will be posted in due course.

The final grade will be broken down as follows: P&C and the R&R essays, 20% each; the synthetic essay, 35%; the oral presentation, 5%.

The following texts are required reading and available in the bookstore:

Jaime Suchlicki	<i>Cuba: From Columbus to Castro and Beyond</i> , Fifth Edition Rev. (Paperback)	278 pages	Potomac Books Inc.; 5th edition, 2002
Luis M. Garcia	<i>Child of the Revolution: Growing up in Castro's Cuba</i> (Paperback)	248 pages	Allen & Unwin, 2007
Anthony DePalma	<i>The Man Who Invented Fidel: Castro, Cuba, and Herbert L. Matthews of The New York Times</i>	320 pages	Public Affairs, 2006
Samuel Farber	<i>The Origins of the Cuban Revolution Reconsidered (Envisioning Cuba)</i> (Paperback)	232 pages	The University of North Carolina Press, 2006
Various articles and monographs, most of which are available at the Association for the Study of the Cuban Economy (ASCE), at http://lanic.utexas.edu/project/asce/publications/proceedings/			

We will begin with an overview of Cuba before Castro. Then we will examine in detail the origins, doings, and impact of the Castro regime, beginning with DePalma's journalistic account, followed by Farber's sociological analysis, a memoir of the first decade of the Castro regime written from the perspective of a child, and articles from *Cuba in Transition*, including several penned by the instructor. Finally, we will try to look to a Cuba after the Castros, thinking about possible bases on which a stable democracy and good relations with USA may be established.

Full disclosure. It is not without interest that your instructor was born in Cuba and with his family left the Island in April 1961, a week before the Bay of Pigs fiasco. The reason for emigrating was political: like hundreds of thousands of Cubans, we did not want to live under a communist regime. We left Havana for Mexico by ship and in September of that year we entered the U.S.A. with residence visas. I grew up in Miami, where I graduated from high school and earned a B.A. in Government and Economics at the University of Miami. Although I have been a U.S. citizen for almost 40 years and consider myself an American, I am not indifferent to conditions in Cuba. Needless to say, I have strong opinions about Fidel Castro. Thus, I have a personal as well as a professional interest in the affairs of the Island. Nevertheless, as a political scientist I strive to study public affairs objectively, that is, guided by reason and abiding by the weight of the evidence. Interpretations about Cuba other than mine are welcome, although, of course, you need to be prepared to defend it, as I do with mine. Feel free to speak your mind and offer alternative hypotheses and conjectures about Cuban politics and USA-Cuba relations. It is through discussion and mutual criticism that we sort out fact from fiction, accumulate knowledge, correct errors, and acquire confidence in the soundness of our judgments about the world.

Writing

No one should graduate from UWF (or from any College, for that matter) who does not write well. That's one of the skills you come here to acquire or perfect, and it is part of my job to require that you work toward that goal. Accordingly, if you know that your writing is not up to par, well before they are due you need to take drafts of your essays to the Writing Lab. An adequate rule of thumb for judging the quality of your writing is the grades you earned in Comp I and II. If it was less than a solid B in either course, you probably need help to improve it. To make sure that you do, if I encounter a badly written essay I will assign a provisional grade of 0 and set a deadline by which you need to return it, along with an improved draft, after receiving assistance from the Writing Lab. Moreover, I will check your Comp I and II grades, and if you earned less than a B in either of them, I will take 10 points off what you actually earn in the second draft for not having taking the original to the Writing Lab in the first place. Needless to say, you need to start scheduling your appointments with the Writing Lab *right now*, and you need to start working on your essays at least a week in advance. If you wait until the last day, you probably won't be able to get an appointment and you will suffer the consequences.

Integrity

It goes without saying, but it bears repeating anyway, that anyone enrolled in this course makes a commitment to act with integrity. As the home page of the Department of Government puts it, this means "conducting ourselves honorably, conspicuously refraining from lying or cheating about our work. There can be no phony excuses for failing to complete an assignment, no turning in another's work as one's own, no plagiarism." Anyone found to have plagiarized is subject to being assessed a penalty up to and including being assigned an F in the course and reported to university authorities for additional sanctions.

Regarding the last-named offense, here is UWF's plagiarism policy: "The UWF Student Handbook, Code of Student Conduct, Academic Misconduct, states: 'Plagiarism. The act of representing the ideas, words, creations or work of another as one's own.' Plagiarism combines theft with fraud, and the penalty is correspondingly severe: failure for the assignment and, in some cases, for the entire course. At the instructor's discretion, she/he may recommend that the student be suspended from the university. Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas." (For additional information on plagiarism, go the UWF's home page, click on keyword search, and enter "plagiarism policy" (in quotation marks), which allows you to download a word document several pages long.)

Just to be sure there remains to doubt in anyone's mind what plagiarism is, I require *everyone*, undergraduate and graduate students alike, to take the Library's Tutorial on Plagiarism *and* to pass a test on the same, missing no more than 1 question. You will need to e-mail me the results no later than Wednesday, August 27, at 2:00 p.m.

The module and test are available at the following url address:

http://library.uwf.edu/eli2/new_tutorials/module_plagiarism/outcomes.shtml

Student Conduct

It is the students' responsibility to read the Student Code of Conduct, available at <http://www.uwf.edu/judicialaffairs>. Please know that anyone violating its provisions may be penalized by expulsion from a course or the university.

Disability Services

Students with special needs who require specific examination-related or other course-related accommodations should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide the student with a letter for the instructor that will specify any recommended accommodations.

Schedule of Readings

Date	Assignment
Monday, August 25	Introduction to the course Cuba before Castro
Wednesday, August 27	Suchlicki, "The Colonial Years," Chs. 1-5 Results of plagiarism test due by e-mail no later than 2:00 p.m.
Monday, September 1	NO CLASS. Labor Day
Wednesday, September 3	Suchlicki, "Independence," Chs. 6 and 7
Monday, September 8	Suchlicki, "The Seeds of Revolution," Chs. 8, 9, 10
Wednesday, September 10	Suchlicki, Chs. "The Seeds of Revolution," Ch. 11 Farber, Ch. 2, "Fidel Castro and the Cuban Populist Tradition"
Monday, September 15	Farber, Ch. 1, "The Prerevolutionary Economy: Progress of Stagnation?" Smith and Llorens, "Renaissance and Decay: A Comparison of Socioeconomic Indicators in Pre-Castro and Current-Day Cuba," <i>Cuba in Transition</i> , Vol. 8, pp. 247-259. http://lanic.utexas.edu/la/cb/cuba/asce/cuba8/30smith.pdf Eric N. Baklanoff, "Cuba on the Eve of the Socialist Transition: A Reassessment of the Backwardness-Stagnation Thesis," <i>Cuba in Transition</i> , Vol. 8, pp. 260-272. http://lanic.utexas.edu/la/cb/cuba/asce/cuba8/31baklanoff.pdf Fidel Castro and the Revolution He Wrought
Wednesday, September 17	Suchlicki, Ch. 12. Cuzán, "Fidel Castro: A Machiavellian Prince?," <i>Cuba in Transition</i> , Vol. 9, pp. 178-191. http://lanic.utexas.edu/la/cb/cuba/asce/cuba9/cuzan.pdf
Monday, September 22	DePalma, Chs. 1-3

Wednesday, September 24 DePalma, Chs. 4-6

Monday, September 29 DePalma, Chs. 7-9

Wednesday, October 1 DePalma, Chs. 10-11

Monday, October 6 DePalma, Chs. 11-13

Wednesday, October 8 DePalma, Chs. 14-15 and Epilogue

Monday, October 13 NO CLASS. Work on R&R Essay I

Wednesday, October 15 NO CLASS. **R&R Essay I due in drop-box at 11:45 p.m. No late submissions accepted, no excuses allowed.**
Fidel Castro and the Revolution He Wrought, Continued

Monday, October 20 Farber, Ch. 3, "U.S. Policy and the Cuban Revolution"

Wednesday, October 22 Farber, Ch. 4, "The Driving Force of the Cuban Revolution"
Cuzán, "Francisco Franco and Fidel Castro: Loyalist vs. Revolutionary? A Preliminary Exploration," *Cuba in Transition*, Vol. 13, pp. 354-361
<http://lanic.utexas.edu/project/asce/pdfs/volume13/cuzan.pdf>

Monday, October 27 Farber, Ch. 5, "The Role of the Soviet Union and the Cuban Communists"; Introduction and Epilogue

Wednesday, October 29 NO CLASS. Work on R&R Essay II

Monday, November 3 NO CLASS. **R&R Essay II due in drop-box at 11:45 p.m. No late submissions accepted, no excuses allowed.**
Fidel Castro and the Revolution He Wrought: The Reckoning

Wednesday, November 5 Suchlicki, Chs. 13-15

Monday, November 10 Garcia, Chs. 1-8

Wednesday, November 12 Garcia, Chs. 9-16

Monday, November 17 Garcia, Chs. 17-24

Wednesday, November 19 Cuzán, "Franco's Spain and Castro's Cuba: Parallels and Contrasts," *Cuba in Transition*, Vol. 14, pp. 181-195
<http://lanic.utexas.edu/project/asce/pdfs/volume14/cuzan.pdf>

“The Cuban Revolution,” *International Encyclopedia of the Social & Behavioral Sciences*, posted on the e-learning page under required readings.

Cuba after Castro

- Monday, November 24 Suchlicki, Chs. 16-17
- Cuzán, “A Constitutional Framework for a Free Cuba,”
 Cuba in Transition, Vol. 10, pp. 399-416
 <http://lanic.utexas.edu/la/cb/cuba/asce/cuba10/cuzan.pdf>
- Wednesday, November 26 NO CLASS: WORK ON SYNTHETIC ESSAY
- Monday, December 1 NO CLASS: WORK ON SYNTHETIC ESSAY
- Wednesday, December 3 Oral presentations
- Monday, December 8 On this day, from 2:00 to 4:30, the final exam for classes in our time bloc are scheduled. We will use the time to complete the oral presentations.
- Also, the synthetic essay is due no later than 11:45 p.m. The dropbox will close at that time; there will be no late submissions accepted, no excuses allowed.**