

## CUBA: Society, Economy, and Sustainability

Econ 214 Soc 230  
Spring 2012 H 1:30-4:15

Prof. Sinan Koont  
Althouse xx 1841  
Course Hours H 1:30-4  
Office Hours: W 9-10, F3-4

Prof. Susan Rose  
CSC 3<sup>rd</sup> Floor, x-1244  
239 W. Louthier St.  
Office Hours: M 2:30-4, Tu 2:30-4

### COURSE DESCRIPTION:

At the beginning of the 21<sup>st</sup> Century, Cuba, a small (however the biggest) island nation in the Caribbean, with a population of 11 million, is facing major challenges as it attempts to carry on and further develop its unique brand of socialism. This course examines contemporary economic and social conditions and policies, international relations, and the ramifications of the Cuban revolution of 1959. With a focus on political, economic, environmental and social sustainability, special attention will be given to urban agriculture as well as to social policy related to health, education, family, youth, gender and sexuality. In order to deepen our understanding of Cuba's economy, society, and culture today, we will integrate a spring-break study tour of Cuba.

### REQUIRED TEXTS:

Brouwer, Steve. *Revolutionary Doctors: How Cuba and Venezuela Are Changing the World's Conception of Health Care*. Monthly Review Press, 2011. (SB)+

Koont, Sinan. *Sustainable Urban Agriculture in Cuba*. University Press of Florida, 2011. (SK)

Lara, José Bell. *Cuba: Socialism within Globalization*. Instituto Cubano del Libro, 2008 (to be bought in Cuba in range of \$5-10). (JBL)

Mickelson, Roslyn Arlin. *Children on the Streets of the Americas: Globalization, Homelessness, and Education in the United States, Brazil, and Cuba*. Routledge, 2000. (RAM)

Saney, Isaac. *Cuba: A Revolution in Motion*. Zed Books, 2004. (IS)

**Recommended (a number on these books above and below are on reserve in the Library under Rose, SOC 230-06– these may be useful for your final papers)**

Chomsky, Aviva, Carr, Barry, and Smarkoloff, Pamela Maria. *The Cuba Reader: History, Culture, Politics*. Duke University Press, 2004.

Gott, Richard. *Cuba: A New History*. Yale University Press, 2005.

Lara, José Bell. *Globalization and the Cuban Revolution*. 2002.

Smith, Lois and Alfred Padula. *Sex and Revolution: Women in Socialist Cuba*. Oxford University Press, 1996. Look for articles or something newer

Azicri, Max. *Cuban socialism in a new century: adversity, survival, and renewal*. University Press of Florida, 2004.

Harnecker, Marta. *Pinceladas de la Historia de Cuba: Testimonio de 19 Abuelos*. University of Valencia, Spain, 1996 (*In Spanish only*).

In addition to these texts, there will be, for each week, assigned readings posted electronically on Moodle or on reserve in the library.

**Requirements:** The success of this class depends on your active, thoughtful, and engaged participation. Class preparation and participation are essential. Class discussions are based on the expectation and assumption that you have thoughtfully read the readings for the class as designated and that you are ready to contribute to class discussions. Since it is unfair to others in the class if you hand in work late, points will be taken off unless a legitimate excuse is given. Attendance is required. Non-excused absences will result in penalties to your class participation grade. Note: All work must be handed in in order to pass the course.

**Assignments**

**Date**

**Weight**

Midterm In Class and includes Synopses/Questions for Cuba	3/8	30%
“Ten Days in Havana” Paper (7-8 pages)	3/29	20%
Proposal	4/5	
Research Paper/Final Project	5/7	30%
Class Participation, Posts, and Blogs	---	20%

### Preliminary Schedule

Most classes will run two hours 1:30-3:30 except for those with an \* which will require 1:30-4:15 for workshops and presentations. Also note and plan to attend required panel from 3-4:30 on March 2<sup>nd</sup> “Gender Violence: Contexts, Challenges, and Strategies” with faculty from University of Havana (unless you have another academic class). There will also be an optional lunch that day with our Cuban guests.

<b>Week 1</b> 1/26	Intro to Course and Cuba Human Development Index What do you know? And how do you know it? Perspectives/Representations/ Cuba-US Relations? Q&A <b>Read:</b> AQ article on Elian Gonzalez
<b>Week 2</b> 2/2	Historical Background and Cuba-US Relations (Koont) <b>Read:</b> Saney, IS Chs. 1 and 5 <b>ER:</b> Gott, <i>Cuba: a New History</i> , pp. 5 – 1- and 39 – 112 Ibarra, <i>Prologue to Revolution: Cuba 1898 – 1958</i> , pp. 5 -19 Franklin, excerpts from <i>Cuba and the United States: A Chronological History</i> , Ocean Press, 1997
<b>Week 3</b> 2/9	Sustainable Urban Agriculture (Koont) <b>Read:</b> SK Introduction and Chs. 1, 2 and 7
<b>Week 4</b> 2/16	Health Care, the Economy, and Embargo/Blockade (Rose) Guest Speaker: Steve Brouwer <b>Read:</b> Brouwer, <i>Revolutionary Doctors</i> (whole book and come with questions for author) See <i>Salud</i> in class
<b>Week 5</b> 2/23	Youth, Inequality, Education, and Social Policy in Cross-Cultural Perspective: Brazil, Cuba, and the U.S. (Rose) <b>Read:</b> In Mickelson: <i>Children on the Streets of America</i> Intro: 6-7; Ch 1:10-39; Ch. 3: Lutjens: 55-65; Ch. 21: 271-281
	Life Oral History Interviewing: Workshop <b>Read ER:</b> Patton, on Interviewing Consent Form Packet Interview Guide/Questions-to be adapted and translated into Spanish Two of the following transcribed interviews: Julia Hedelberto & Hedelberto chat Elena Beatriz

### *Intro to Gender and Sexuality in Cuba*

We may not have time to discuss these thoroughly today - but we will be discussing these issues while in Cuba so please read these and think about the questions you may want to ask while in Cuba. You can also use this information for one of your midterm questions (this will become clear .

Read: ER: Smith & Padula, *Sex and Revolution*: 57-81; 104-114; 131-136 and book on reserve in library

ER: CENESEX email blog

See news and websites on violence against women:

<http://ipsnews.net/news.asp?idnews=105954>

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**Week 6\*\***

3/1

**1:30-2:30** Food Security and Sustainable Urban Agriculture (Koont)

**Read:** ER: Koont, "Food Security in Cuba," *Monthly Review*, January 2004, pp, 11 – 20.

SKoont: Chs. 8 and 9

**2:30 Logistics and Equipment Workshop for Research Trip  
Filming/Ethnographic Fieldnotes/Blogging**

3/2 3-4:30pm

**Required Panel:** Gender Violence: Contexts, Challenges, and Strategies

Guest Speakers from Cuba: Professors Clotilde Proveyer and Magela Romero, both sociologists at the University of Havana (and panelists from Cameroon and the Netherlands as well).

**Week 7\***

3/8

Midterm in class (64 points) 1:30-2:45

Short essay questions and IDs hour long (64 points)

Take-home portion due at beginning of class - 3 substantive synopses (1 page) identifying interesting topics and points you have taken from the readings (with reference to those readings), each followed by a well-developed set of 4-6 questions that you ask those you may have the opportunity to interview in Cuba. Please bring a hard copy of these to class as well as sending an email copy to both of us (12 points each for a total of 36 points). These three synopses should focus on three different areas we have studied.

3-4 Last minute Questions for Cuba trip and Equipment Training

**SPRING BREAK TRIP TO CUBA 3/9-3/18**

*See separate trip itinerary – and assignments re: blogs*

**Week 8**

3/22

Class Free – process photos and data, finish blogs

**Week 9**

\*3/29

“10 Days in Havana”

Paper (7-8 pages) Due at beginning of class with discussion of them in class

Integrate readings, lectures, fieldwork

2:45-4pm Hands-On **Library Research Workshop** in ATS room basement of Library and

Discussion of Research Project in preparation for proposal due next week

Artist documentary in class (maybe if time)

**Week 10**

4/5

**Research Proposals Due (4-5 pages with preliminary bibliography)**

Proposals should include:

\*Focus of study with questions to be explored (what is your thesis?)

\*Preliminary literature review

\*Preliminary bibliography of at least 5 sources (a combination of in- and out-of-class readings)

This is required even if you decide to do a different kind of final project –ie., a documentary film or multi-media blog.

Please email both Rose and Koont your proposals

And bring 2 hard copies to class for Peer Review

**Week 11**

4/12

Political Structure (Koont)

Read: Saney: IS Ch. 2

- Week 12**  
4/19 Cuba in the 21<sup>st</sup> Century (Koont, Brouwer)  
**Read:** JBL Chs. 2, 3 and Conclusion  
**ER:** Koont, “Urban Agriculture in Cuba: Advances and Challenges,” Paper presented at the 2010 LASA Congress in Toronto, Canada.  
English translation of a Draft of *Lineamientos de la Política Económico y Social del Partido y la Revolución*.  
Adopted on April 18, 2011.
- Week 13\***  
4/26 Student Presentations (8) 10 minutes each 1:30-4:15  
Course Evaluations
- Week 14\***  
5/4 Student Presentations (8) 10 minutes each 1:30-4:15
- 5/ 7** **Final Papers/Projects Due (10-15 pages)**

## “10 Days in Havana”

Due March 29

Drawing upon your experiences in Cuba, the lectures, readings, and your interviews and conversations, write a 7-8 page paper that focuses on what you learned about the situation and context of contemporary Cuba.

You may envision this paper in a number of ways:

- 1) You are writing a 7-8 page magazine article (imagine *The Atlantic Monthly* or *Harpers*) for a general, well-educated audience which knows little about Cuba but is curious about what life is like there. They expect a lively, well-written essay that includes empirical data that informs them as readers and backs up your impressions and opinions. Again you will want to make specific reference to at least 2 articles/books, 2 lectures, and 1 interview - you may also include conversations you had with various people.
- 2) Consider 3 events, sites, or situations you encountered. (This could include anything from observations of the lack of street children to the *organoponicos* to the Medical School, to encounters at the Malecón or interviews with a particular person. Describe them and then **analyze** them in the context of what you have read and learned. How do you understand these events, sites, or interactions in light of the empirical evidence you have from readings, lectures, and interviews about the history of Cuba and its contemporary policies and realities? Make reference to at least 2 articles/books, 2 lectures, and 1 interview - you may also include conversations you had with various people.
- 3) Do an analysis of one or more oral history interviews that you conducted and place those interviews in socio-historical context. That is, present a life history of a person and a description of the events in which they were involved, giving reference to the readings and lectures we have encountered so far. You may want to talk about their life prior to the Revolution and then how the Revolution affected them personally in terms of living conditions, work, family, health, education, etc. By telling the story of an individual or recounting an interview you had with someone (ie., Victor Casaus or Hedelberto Lopez Blanch or ?), you will want to connect their stories and interpretations to larger social, economic, and political issues. Again you will want to make specific reference to at least 2 articles/books, 2 lectures, and 1 interview - you may also include conversations you had with various people.

## Grading Rubric

A, A- indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled and extensive knowledge of facts and principles has been demonstrated.

B+, B, B- indicate good to very good performance. A substantial amount of critical thinking, reflection, and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.

C+, C indicate adequate, average performance. Critical thinking, reflection and application of knowledge have been demonstrated, at a basic level, though not necessarily uniformly. Writing and communication skills may show repetitive patterns of mistakes or deficiencies. Requirements of the course have not been uniformly fulfilled and an understanding of facts and principles may not be uniformly demonstrated.

C-, D+, D, D- indicate performance that is barely acceptable. Very little critical thinking, reflection, or application of knowledge has been demonstrated. Writing and communication skills are inadequate. Some requirements may not have been adequately fulfilled, and very little knowledge of facts and principles has been demonstrated.

F indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated and requirements clearly have not been fulfilled.

## Class Participation Rubric

<b>4</b>	Students contribute a great deal to class discussions, always taking a voluntary, thoughtful, and active role in their own learning, challenging themselves on a daily basis. Through participation and inquiry, they consistently demonstrate a genuine desire to learn and share ideas with the class. They initiate discussions, ask significant questions, and act as leaders within the group. They are willing to take risks, to assert an opinion and support it, and to listen actively to others. These students are well prepared to contribute to the class as a result of having thoughtfully completed assignments. Likewise, on fieldtrips and in their own research, students are engaged, active listeners, ready to ask thoughtful questions, and to take the initiative to make contact.
<b>3</b>	Students consistently take an active role in their own learning. They participate regularly in class discussions and frequently volunteer their ideas, ask thoughtful questions, and defend opinions. They listen respectfully to their classmates and are willing to share ideas as a result of having completed assignments. Though never causing disruption to the class, these students do not always demonstrate a consistent commitment to make the most out of our class time each and every day.
<b>2</b>	Students sometimes take an active role in their own learning, every now and then sharing relevant ideas and asking appropriate questions. Although reluctant to take risks, they contribute now and again to class discussions. These students listen to their classmates and respect their opinions. As a result of having completed assignments, these students are prepared to answer questions when called upon.
<b>1</b>	Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions. They hesitate to share their ideas or to take risks, and they may not always listen to or respect the opinions of others

## Academic Honesty Policy

Dickinson College is committed to excellence in scholarship. Academic dishonesty is a fundamental offense against the integrity of an academic institution. All members of the university community have a responsibility to ensure that the highest standards of integrity in scholarly and creative work are understood and practiced. All students deserve a healthy learning environment and evaluations that are based on their honest, independent efforts. I am strongly committed to assigning grades based on my students' honest efforts on exams and other class assignments. Academic dishonesty in any form, therefore, will not be tolerated in my classes. Academic dishonesty is a violation of the Student Code of Conduct and it will be reported to the Disciplinary System of the College. *Normally, a student found responsible for intentionally violating the academic code will receive a failing grade for the course, and be placed on stayed suspension for one semester.*

Acts of academic dishonesty include falsifying or creating data, plagiarism (copying the work or words of others and claiming them as your own), facilitation (helping another cheat), or double dipping (using a paper that you have written for another class). If you are in doubt as to whether some act constitutes academic dishonesty, please ask before it is too late.

## Disability Statement

Dickinson College makes reasonable academic accommodations for students with disabilities.

Every professor is available to discuss the implementation of academic accommodations for students with documented disabilities. **Students requesting accommodations must first register with Disability Services to verify their eligibility.** After documentation review, Marni Jones, Director of Learning Skills and Disability Services, will provide eligible students with accommodation letters for their professors. **Students must obtain a new letter every semester and meet with each relevant professor prior to any accommodations being implemented. These meetings should occur during the first three weeks of the semester (except for unusual circumstances), and at least one week before any testing accommodations.** The Office of Disability Services is located in Biddle House. For appointments call 245-1080. For more information, see the Disability Services website <http://www.dickinson.edu/student-life/resources/disability-services/> or email [disabilityservices@dickinson.edu](mailto:disabilityservices@dickinson.edu). If you need to make arrangements for the midterm, please speak to one of us at least one week before and if you do not have class before, we can arrange for you to start the midterm early and in a non-distracting environment.

