

HIST 4211 & 6211
Spring 2007
LeConte Hall #323
T/R 2:00 - 3:15

Prof. Reinaldo L. Román
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LeConte Hall #304
Office Hours: T/R 3:30 - 4:30

CUBA FROM EMANCIPATION TO REVOLUTION

This course focuses on Cuba's social and political history since the 1860s, the decade when a planter named Carlos Manuel de Céspedes declared his slaves citizens and the colony free of Spanish domination. It then traces the contorted route from the early republic to the revolution of 1959, and concludes with an examination of the trials that have followed the collapse of the Soviet Union. Instead of emphasizing international relations, the course surveys one hundred and fifty years of Cuban struggles for freedom—from slavery, colonialism, imperialism, and from other forms of oppression—in their complex and often contradictory contexts. We will ask how the various sectors striving for “freedom” defined and imagined their liberation. What did liberty mean in a slave-holding society? What did it mean in a neo-colonial context? What does it mean today? What role did slavery, emancipation, and black Cubans play in shaping the conduct of the various wars of liberation? How has the notion of *Cuba libre* or a “free Cuba” changed since the days of José Martí, the leading ideologue of the last nineteenth-century war? Was 1959 the denouement of the Cuban struggle for independence, as Castro claims?

We will pay special attention to Afro-Cuban efforts to secure what Aline Helg has called their “rightful share.” When we discuss the Cuban revolution we will continue to explore race relations and also introduce matters pertaining to class and gender. However, the emphasis will be on the re-ordering of Cuban society under socialist and nationalist principles.

Requirements for Undergraduates

1. In addition to midterm and final examinations, students will be required to write three (3) papers (4 to 5 pages each).
2. The following readings are required: Miguel Barnet, *Biography of a Runaway Slave* (Curbstone Press, 1994); María de los Reyes Castillo Bueno, *Reyita: The Life of a Black Cuban Woman in the Twentieth Century* (Duke UP, 2000); Ada Ferrer, *Insurgent Cuba* (UNC Press, 1999); Louis A. Pérez, Jr., *Cuba: Between Reform and Revolution* (Oxford UP, 1994); and C. Peter Ripley, *Conversations with Cuba* (Georgia UP, 1999). Please note that some required readings are only available at the Main Library's reserves desk; these items are marked “RES.” The password for all items in electronic reserve is: <roman>.

Grading and administrative concerns

1. The final grade will be calculated as follows: papers, 15% each; mid-term exam, 25%; final exam, 25%; and participation, 5%. Exams will be administered only once; no make-up tests will be offered unless a documented emergency has occurred. Late papers will be penalized at one letter grade for every day past the deadline.
2. Regular attendance is expected. Students who miss four (4) meetings without valid excuse will be withdrawn with a “WF.”
3. Attendance is only a prerequisite. The participation score must be earned through active engagement in class discussions and exercises.
4. Permission to withdraw will be granted as a matter of course before the first graded assignment is due. After that date, the professor will consider whether to grant a “W” or a “WF” according to the student’s performance.
5. Students are expected to maintain the highest standards of honesty and integrity in their written work, exams, and presentations. The penalties for academic dishonesty, which includes plagiarism, are severe. Ignorance of the rules is not an acceptable defense. Please, consult the Student Honor Code at www.uga.edu/ovpi.
6. Please, keep in mind that it may be necessary to make changes to the syllabus. Any changes will be announced in class.

Requirements for Graduate Students

1. In addition to the readings listed above, graduate students must read selections from: Alejandro de la Fuente, *A Nation for All: Race, Inequality and Politics in Twentieth-Century Cuba* (UNC UP, 2001) and Louis A. Pérez, *On Becoming Cuban* (UNC UP, 1999). We will schedule separate discussion sessions during the term.
2. Instead of the assignments required of undergraduates, graduate students will review two (2) of the monographs assigned in the course and write a historiographical essay on a topic to be determined in consultation with the professor.
3. Grades will be calculated as follows: review essays, 10% each; historiography essay, 70%; participation, 10%

Schedule

Introduction

1/9 Cuba in the American imagination

1/11 A divided society: eastern v. western Cuba

Reading: Louis A. Pérez, Jr., *Cuba*, pp. 1-48.

From Settlement to the Plantation

1/16 Slavery in comparative perspective

Reading: Herbert S. Klein, *Slavery in the Americas: A Comparative Study of Virginia and Cuba* (Chicago: University of Chicago Press, 1967), p. 86-126 (RES).

1/18 The rise of the sugar mill complex

Reading: Louis A. Pérez, *Cuba*, pp. 49-103.

The Second Sugar Revolution

1/23 The modernization of the plantation system

Reading: Robert L. Paquette, *Sugar is Made with Blood*, (Middletown, CN: Wesleyan UP, 1988), pp. 51-80 (RES); and Louis A. Pérez, Jr. ed., *Impressions of Cuba in the Nineteenth Century: The Travel Diary of Joseph Dimock* (Wilmington, DE: Scholarly Resources, 1998), introduction and pp. 1-25 (RES).

1/25 *The Last Supper* (screening)

Visions of Freedom

1/30 Accommodation v. resistance?

Reading: Miguel Barnet, *Biography of a Runaway Slave*, first half.

2/1 Zones of contestation beyond the plantation

Reading: Miguel Barnet, *Biography of a Runaway Slave*, end.

The Struggle for Cuban Independence

2/6 Two wars, multiple agendas

Paper on *Biography of a Runaway Slave* due in class.

2/8 Racism and anti-racism in theory and practice

Reading: Ada Ferrer, *Insurgent Cuba* (UNC Press, 1999), pp. 1-111.

From colony to “pseudorepublic”

2/13 1898

2/15 The United States occupation and its rationales

Reading: Ada Ferrer, *Insurgent Cuba* (UNC Press, 1999), pp. 112-202.

Emancipation

2/20 Why did slavery end in Cuba?

Reading: José Martí, "With All, and for the Good of All," in Philip S. Foner, ed., *Our America by José Martí*, Trans. Elinor Randall (New York: Monthly Review Press, 1977), pp. 249-269 (RES).

2/22 Midterm Exam

Culture as a contest site

2/27 *The King Does Not Lie*, or *Yo Soy Hechicero* (screening)

Reading: No reading assignment.

3/1 Cultures of Empire: Cuba, Spain, and the United States

Midpoint withdrawal deadline

Reading: Louis A. Pérez, "Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898" *Journal of American History* (September 1994), pp. 493-517 (Reserve) and Louis A. Pérez, *Cuba*, pp.156-188. Graduate students: read *On Becoming Cuban*.

Culture as a contest site (continued)

3/6 Creolization and Santería

No reading assignment.

3/8 Race-making in Republican Cuba: From racial democracy to "race war"

Reading: Alejandro de la Fuente, "Myths of Racial Democracy, 1900-1912," *Latin American Research Review* 34(3) (1999), pp. 39-73 (RES).

Spring Break – No meetings on 3/13 and 3/15

The Republican Order

3/20 The republican economy

Reading: Louis A. Pérez, *Cuba*, pp. 189-228.

3/22 Politics and culture during the *machadato*

Reading: Louis A. Pérez, *Cuba*, pp. 229-276.

Revolutionary Preludes

3/27 Redefining the Afro-Cuban Struggle.

3/29 Labor politics and the Constitution of 1940

Reading: María de los Reyes Castillo Bueno, *Reyita*.

The Revolution of 1959

4/3 Cuba under Batista

Paper on *Reyita* due.

4/5 Castro and the M-26-7

Reading: Louis A. Pérez, *Cuba*, 276-336; Fidel Castro, “History Will Absolve Me” and “Program Manifesto of the 26th of July Movement,” both in Philip Brenner, et al. *The Cuba Reader* (New York: Grove Press, 1989), pp. 31-41 (RES).

Building Socialism

4/10 From the “new man” to collective rights

Reading: Louis A. Pérez, *Cuba*, 337-end; Ernesto “Che” Guevara, “Man and Socialism in Cuba,” in Philip Brenner, et al. *The Cuba Reader* (New York: Grove Press, 1989), pp. 83-88 (RES).

4/12 Balance sheet: health, education, and living standards

Reading: Alejandro de la Fuente, “The resurgence of racism in Cuba,” *NACLA Report on the Americas* 34 (6) (May/June 2001), pp. 29-34 (RES). Graduate Students: Read Alejandro de la Fuente, *A Nation for All*.

The Revolution Up-close

4/17 Migrations and Exiles

View <http://balseros.miami.edu/>; read first half of C. Peter Ripley, *Conversations with Cuba* (Athens: UGA Press, 1999).

4/19 The “Special Period” in post-Soviet Cuba

Reading: Finish *Conversations with Cuba*.

The Cuban Revolution Today

4/24 A biological resolution?

Paper on *Conversations with Cuba* due in class..

4/26 Conclusions

Reading: Visit <http://www.npr.org/templates/story/story.php?storyId=5598311> and the New York Times interactive feature “Focus on Cuba:” see http://query.nytimes.com/search/query?query=Cuba&date_select=full&srchst=m

**FINAL EXAM
TUESDAY, MAY 8TH
3:30 TO 6:30 PM**