

**CHLS 430:**  
**The Latinx Experience in the Caribbean: Imperialism, Reform, and Revolution**  
**Winter Session 2018**  
**Monday-Thursday, 8:30am-9:45am**

**Instructor:** Steven Osuna, Ph.D.  
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### **Course Description**

Interdisciplinary and comparative introduction to the Hispanic Caribbean political, economic and social processes since the Spanish American War. This course will focus on the relationship of imperialism, migration and diasporic communities in the U.S.

### **Content**

This course will discuss the vexed relationship between Cuba and the United States of America through the exploration of imperialism, reform, and revolution. The study of the relationship between these two nation-states serves as a case study for understanding transnational processes and the role of political economy, geopolitics, social struggle, and the role of nationalism, race, class, gender, and sexuality in shaping Latinx societies and cultures both in the homelands and in the diaspora. This course will take place in Cuba with the co-sponsorship of the Institute of Philosophy, member of the Cuban Academy of Sciences, between January 2, 2018 and January 19, 2018.

### **Course Objectives**

1. Students will learn the history of political, cultural and economic processes that provided the context for the migratory processes from the Hispanic Caribbean to the United States.
2. Students will apply critical and theoretical analyses in written and oral presentations.
3. Students will describe major events and foreign policy initiatives that shaped the political and economic relationships between Cuba, Hispanic Caribbean, and the United States.

### **Course Methodology**

This course will be carried out as a seminar where the instructor will base most of the content on class lectures and discussion. Field experiences and additional lectures by Cuban scholars will also be offered to provide context to class lectures and discussion.

## Required Readings

The assigned readings must be read **before** class.

Course Reader—Available at the 49er Book Store on campus. \*

\*All readings in the course reader are also posted on BeachBoard. You have the option of purchasing the course reader or downloading the articles before you leave to Cuba.

## Course Requirements

**Class Participation:** Students must attend and contribute to daily class discussion and attend all field trips. It is crucial for all of us to be engaged in this course. Bring your notes, questions, and the book chapter or articles that are currently assigned for the day of class with you. Remember: **Underline, Highlight, Question!**

**Interventions:** Students will submit 3 interventions (5 page reflection essay) throughout the session. Each intervention is due at the end of the week. The interventions will examine the readings, lectures, cultural texts, and field trips of the week.

## Grading

Following is a list of course requirements with their total scores.

	<u>Points</u>
Class Participation	25
Intervention 1	25
Intervention 2	25
Intervention 3	25
Total Possible Points	100

## Grade Breakdown (Points):

A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59-0

## University Policies

**University Attendance Policy:** Excused absences for this class are accorded in the following circumstances: 1) illness or injury to student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Education Code section 89320); 4) jury duty or government obligation; 5) university sanctioned or approved activities (e.g. artistic performances, participation in research conferences, intercollegiate athletic activities; 6) student government; 7) required class field trips, etc. In the case of #3, 4, 5, 6, and 7 make sure to talk me early on in the semester. Please provide proper documentation for requested excused absences. You are responsible for all missed work. In the event of an excused absence I will offer make up work. In the event of an unexcused absence there will be no make up work and you will receive a “0” if there is an in-class assignment grade.

**Withdrawal Policy:** It is your responsibility to withdraw from classes. I am not obligated to officially withdraw students from courses, although I may do so should students not attend the first full week of classes. Therefore, should you wish to withdraw, be certain to obtain the necessary paperwork and signatures. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and the department chair. Withdrawal in the final three weeks of instruction is possible only in serious circumstances as specified by university policy (see [http://web.csulb.edu/divisions/aa/catalog/current/academic\\_regulations/withdrawal\\_policy.html](http://web.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html)). Students should consult the schedule of classes for all pertinent add and/or drop deadline dates.

**Disability Accommodations:** Any student who feels that they may need an accommodation for any sort of disability, please see me before the start of the course. For further information about student disability accommodations, contact CSULB Disabled Student Services (DSS), 270 Brotman Hall, (562) 985-5401 (see <http://web.csulb.edu/divisions/students/dss/>).

**Scholastic Dishonesty:** Scholastic dishonesty includes, but is not necessarily limited to, cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers to meet requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Acts of scholastic dishonesty may result in an F for the course and additional disciplinary action. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts unless otherwise permitted by an instructor. It is also the responsibility of each student to know the campus rules regarding academic misconduct—ignorance is no excuse. The definition of plagiarism and cheating is set forth in the CSULB Catalog (see [http://web.csulb.edu/divisions/aa/catalog/current/academic\\_information/cheating\\_plagiarism.html](http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html)).

## Weekly Breakdown

### **Week 1: Cuba and the U.S.A.**

Tuesday, Jan 2: Introductions:

- Concepts: Capitalism, Imperialism, Reform, Revolution, Socialism, Communism
- Brewer, Anthony (1990) "Introduction." In *Marxist Theories of Imperialism: A Critical Survey* (New York: Routledge).

Wednesday, Jan 3

- Ferer, Ada, "Cuba, 1898: Rethinking Race, Nation, and Empire." *Radical History Review*, Vol. 73, 1999.

Thursday, Jan 4

- Priest, Andrew, "Thinking about Empire: The Administration of Ulysses S. Grant, Spanish Colonialism and the Ten Years' War in Cuba." *Journal of American Studies*, Vol. 48: No. 2 (2014).

Friday, Jan 5

- Soares, Kristie, "Garçona Nationalism: The Confluence of Gender, Sexuality, and Citizenship in the Cuban Republic." *Frontiers*, Vol. 35: No. 3 (2014)

## **Week 2: Revolution and the Cold War**

Monday, Jan 8

- Perez Jr., Louis A., "Fear and Loathing of Fidel Castro: Sources of US Policy Towards Cuba." *Journal of Latin American Studies*, Vol. 34 (2002).

Tuesday, Jan 9

- Guevara, Ernesto 'Che', "At the United Nations." December 11, 1964, 19<sup>th</sup> General Assembly of the United Nations, New York, New York.

Wednesday, Jan 10

- Binns, Leroy A., "Cuba: Race Matters." *Race, Gender Class*, Vol. 20: No. 3-4 (2013)

Thursday, Jan 11

- Bustamante, Michael J., "Anti-Communism Anti-Imperialism?: Agrupación Abdala and the Shifting Contours of Cuban Exile Politics, 1968-1986." *Journal of American Ethnic History*, Vol. 35: No. 1 (2015).

## **Week 3: 21<sup>st</sup> Century Socialism or Neo-Fascism?**

Monday, Jan 15

- William I. Robinson and Mario Barrera, "Global Capitalism and Twenty-First Century Fascism: A U.S. Case Study." *Race and Class*, Vol. 53, No. 3 (2012).

Tuesday, Jan 16

- Latin American Perspective Editors, "On Celebrating the Cuban Revolution." *Latin American Perspectives*, Vol. 164, No. 1

Wednesday, Jan 17

- Lamrani, Salim, "Fidel Castro, Hero of the Disinherited." *International Journal of Cuban Studies*, Vol. 8, No. 2 (2016)

Thursday, Jan 18

- Iyengar, Kavitha, "The Venceremos Brigade: North Americans in Cuba Since 1969." *International Journal of Cuban Studies*, Vol. 7, No. 2 (2015).

Friday, Jan 19

- Closing Remarks, Thoughts, and Reflections.