<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Cuban-U.S. Relations: Past and Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>UHAV POCU 350</td>
</tr>
<tr>
<td>Subject:</td>
<td>Political Science, History, International Relations, Sociology</td>
</tr>
<tr>
<td>Credits:</td>
<td>4</td>
</tr>
</tbody>
</table>
| Semester/Term: | ☒ Semester  
  ☐ J-Term  
  ☐ Summer |

| Course Description: | This course gives a panorama of the evolution of bilateral relations between Cuba and the United States from colonial times until the present. It builds comprehension of the principal stages of the conflicts and their fundamental characteristics from 1959 until the present. |

<table>
<thead>
<tr>
<th>Course Requirements:</th>
<th>Required Text</th>
</tr>
</thead>
</table>

**Additional Readings and Resources**

Included in Course Outline.

**Assignments**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>2. Oral Participation</td>
<td>20%</td>
</tr>
<tr>
<td>3. Short Essays (2)</td>
<td>30%</td>
</tr>
<tr>
<td>4. Final Essay and Oral Presentation</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Short Essays**: Assigned questions and/or short 3-5 page essays (1000-1500 words) based on themes assigned by the instructor and that relate to the course Required Reading.

**Final Project**: An oral presentation in front of the group and instructors of the essay on a topic chosen by the student.

**Oral Participation**: Students are expected to participate actively in discussion groups about the assigned lectures each week. Every student will act as a group discussion leader at certain times.
Learning Outcomes and/or Expected Student Competencies and Assessment Measures:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course Requirement that will be used to assess the student’s achievement of this outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, discuss, and analyze U.S.-Cuban relations from colonial times to the present.</td>
<td>Class attendance Group discussions Final essay</td>
</tr>
<tr>
<td>Assess the main elements toward understanding the new phase of the historical conflict between the two countries</td>
<td>Class attendance Group discussions Short essays</td>
</tr>
<tr>
<td>Compare and contrast U.S.-Cuban relations prior to and after the Cuban Revolution in 1959.</td>
<td>Group discussions Short essays Final essay</td>
</tr>
</tbody>
</table>

Course Outline:

**Session 1**

From pre-colonial Cuba to the Spanish conquest: a necessary introduction.

**Required Readings:**


**Session 2**

19th century Cuba and the geopolitical thoughts of the founding fathers in the expansionist scheme and US hegemony. The path towards national independence:
political and social tendencies.

Required Reading:

  **ISBN:** 978-1921438912; Cost: To Be Determined.

Supplemental Readings:

- Alzugaray, Carlos, *Raíces Históricas de la política de Estados Unidos hacia Cuba*. Chapter 1, Crónica de un Fracaso Imperial 13–25 (Also Available on CD).

  **ISBN:** 978-0761822035; Cost: To Be Determined.

  Sidney Webster, “Mr. Marcy, the Cuban Question and the Ostend Manifesto”, *Political Science Quarterly*, Vol. 8, No. 1(Mar., 1893), pp. 1-32 (Also Available on CD).  
  **ISSN:** 1538-165X; Cost: To Be Determined.


  **ISSN:** 1527-1900; Cost: To Be Determined.

- Whittlesey, D. S., “Geographic Factors in the Relations of the United States and Cuba”, *Geographical Review*,
<table>
<thead>
<tr>
<th>Session 3</th>
<th>Cuban nationalism and the Cuban wars of independence.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Reading:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>• Platform of the Cuban Revolutionary Party, January 1892 (Also Available on CD).</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>Cuban independence and the U.S. military intervention in the Spanish-Cuban-North American war. The implementation of the neocolonial model.</td>
</tr>
<tr>
<td><strong>Required Reading:</strong></td>
<td></td>
</tr>
<tr>
<td>• Sánchez- Parodi Ramón, <em>Cuba USA, Diez tiempos de</em></td>
<td></td>
</tr>
</tbody>
</table>

**Supplemental Readings:**


- Paterson, Thomas G., “U.S. Intervention in Cuba, 1898”, (Also Available on CD). **ISSN**: 0882-228X; Cost: To Be Determined.


### Session 5

**The Platt Amendment Republic (1902-1934):** military interventions, economic dependence, and political subordination. The 1933 revolution and the Good Neighbor policy.

#### Required Reading:


#### Supplemental Readings:


- Deere, Carmen Diana, “Here come the Yankees! The
### Session 6

The 1934-1952 Republic: “Good Neighbor” diplomacy: the revolutionary situation in Cuba and the US political intervention.

**Required Reading:**


**Supplemental Readings:**


- Brown, F. H., “Problem of the New Cuba”,

---


- The Nature of the Government in Cuba, The American Journal of International Law, Vol. 1, No. 1. (Jan.-Apr. 1907), pp.149-150 (Also Available on CD). **ISSN:** 0002-9300; Cost: To Be Determined.
### Session 7

Students work on the first essay in the library.

### Session 8

The origins of the Cuban revolution: The Batista dictatorship and its ties with the United States.

#### Required Reading:

- Alzugaray, Carlos: *Crónica de un Fracaso Imperial*, Capítulo III, La Administración Eisenhower y la dictadura de Batista (Also Available on CD).
### Supplemental Readings:


### Session 9

Watch and discuss the documentary “El Mégano” (1955).

### Session 10

The triumph of the Cuban Revolution in 1959 and the United States’s response: origins of the embargo.

**Required Reading:**

<table>
<thead>
<tr>
<th>Session 11</th>
<th>Watch and discuss the movie “Memorial del Subdesarrollo”.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session 12</th>
<th>Students work on the second essay in the library.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 13</td>
<td>The revolution: Bay of Pigs invasion (Playa Girón). Socialist Cuba in the context of the Cold War.</td>
</tr>
</tbody>
</table>

**Required Reading:**


**Supplemental Readings:**


### Session 14

**Socialist Cuba in the context of the Cold War: the Cuban Missile Crisis.**

**Required Reading:**


**Supplemental Readings:**


### Session 15

*Excursion to Playa Girón (Bay of Pigs).*

### Session 16

*Watch and discuss the documentary “638 ways to kill Castro” (78 minutes).*
### Session 17

**Foreign politics of the revolution and the conflict with the United States: 1962-1980.**

**Required Reading:**

**Supplemental Readings:**
- Valdés, Juan, "Notas sobre el sistema político cubano." In Haroldo Dilla, ed. 1996. La Democracia en Cuba y el Diferendo con los Estados Unidos. Havana, Cuba: Centro de Estudios sobre América (CEA), (Also Available on CD).

### Session 18

**US-Cuban relations during Reagan.**

**Required Reading:**

**Supplemental Readings:**
### Session 19

**Required Readings:**

**Supplemental Readings:**
Session 20

Clinton and his Cuban foreign policy. The LIBERTAD Act (The Helms-Burton Act).

Required Reading:


Supplemental Readings:


Institute, 2000, (Also Available on CD).


<table>
<thead>
<tr>
<th>Session 21</th>
<th>Watch and discuss the documentary “Comandante” (95 minutes).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 22</td>
<td>US-Cuban relations after 9/11: George W. Bush and his Cuban foreign policy.</td>
</tr>
</tbody>
</table>

**Required Reading:**


**Supplemental Readings:**

- Commission for Assistance to a Free Cuba. *Report to the President*, May 2004 (Also Available on CD).


- Landau, Anya K. and Wayne S. Smith, “Cuba on the terrorist list: In defense of the nation or domestic political calculation?” *International Policy Report*
(November, 2002). International Policy Center (Also Available on CD).


- Sweig, Julia E., “Fidel's Final Victory”, *Foreign Affairs*, January/February 2007 (Also Available on CD). ISSN: 0015-7120; Cost: To Be Determined.

- U.S. Congress, “Cuba's Pursuit of Biological Weapons: Fact or Fiction?”, Hearing before the Subcommittee on Western Hemisphere, Peace Corps and Narcotics Affairs of the Committee on Foreign Relations, United States Senate, One Hundred Seven Congress, Second Session, June 5, 2002, (Also Available on CD).

### Session 23
Watch and discuss the second part of the documentary “Comandante”.

### Session 24
Obama and his Cuban foreign policy: myths and realities. Required Readings:


- *Declaración del Presidente sobre cambios en la política hacia Cuba*, 17 de diciembre, 2014 (Also Available on CD).
- Transcripción de Declaraciones de Funcionarios del Departamento de Estado, Comercio y Tesoro sobre las Nuevas Regulaciones, 15 de enero de 2015 (Also Available on CD).

- Departamento del Comercio, EE.UU.: *Hoja Informativa: Anuncio del Departamento de Comercio y el Departamento del Tesoro de Estados Unidos Sobre Modificaciones a las Normas Sobre Sanciones con Respecto a Cuba*, 15 de enero de 2015 (Also Available on CD).

- Department of the Treasury: *Cuban Assets Control Regulations, Final Rule*, 16 de enero de 2015 (Also Available on CD).

**Supplemental Readings:**

- *Changing Cuba Policy – In the United States National Interest*, Staff trip Report to the Committee on Foreign Relations, United States Senate, One Hundred Eleventh Congress, 2009 (Also Available on CD).


Session 25
Students work in the library to prepare their final essays and presentations.

Session 26
Presentation and discussion of final projects.

Other Policies:

Expectations
Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.

Attendance/Participation
Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.

Course Policies
For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.

Plagiarism
Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. Cheating is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. Fabrication is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

Late or Missed Assignments
Will not be accepted for grading.
<table>
<thead>
<tr>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country and Program Connection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course gives US students the opportunity to learn about US-Cuban relations from the Cuban perspective, which they will never hear in the US. Students gain a deeper understanding not only of the host country, but also of their own country and the rest of the world.</td>
</tr>
</tbody>
</table>