

Seton Hall University

eRepository @ Seton Hall

Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2007

DIPL 2119/6809 Cuba Seminar

Benjamin Goldfrank PhD
Seton Hall University

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

Recommended Citation

Goldfrank, Benjamin PhD, "DIPL 2119/6809 Cuba Seminar" (2007). *Diplomacy Syllabi*. 481.
<https://scholarship.shu.edu/diplomacy-syllabi/481>

DIPL 2119/6809: Cuba Seminar
Spring Break Study Trip, March 4 - 11

Professor: Benjamin Goldfrank

Office and Office Hours: McQuaid Hall 112; Tuesdays 1-4 and by appointment

Contact: 973-275-2095 (office); benjamin.goldfrank@shu.edu (email)

Course Summary:

This course focuses on the domestic and international politics of Cuba, a country with a unique history that is undergoing important changes in the current century. For a country of its size, Cuba has played an unusually significant role in international and especially inter-American affairs. The course examines Cuba's past and present, with emphases on: its relations with the United States and especially the recent détente, ongoing changes in its economic and political models, and the international implications of its distinctive health and environmental policies. Through a combination of readings, presentations, lectures, and on-site visits to venues such as the US Embassy, the University of Havana, the Biosphere Reserve, professional organizations, community organizations, and cultural institutions, students will learn about Cuba's past and present.

Requirements and Grading:

1. Participation (20 percent of course grade): Students are required to attend all activities both before the trip and during the trip, to read all of the required assigned materials, and to take part actively in the various events. Both attendance and quality of participation will count.
2. Pre-Trip Presentation (20 percent): Presentation by students on the topics listed below.
3. Journal (20 percent): Students must maintain a journal during the trip and should describe and analyze each working day's events. Each journal entry should be no more than two double-spaced pages. Due March 31 at post-trip meeting.
4. Research Paper (40 percent): The research paper should be on a topic of your choice related to one of the course themes and subject to the approval of the professor. Graduate student papers should be 15-20 pages; undergraduate student papers should be 10-14 pages.

Important Notes:

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

<<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Required Readings:

All required course readings are on Blackboard except for Leogrande and Kornbluh's *Back Channel to Cuba: The Hidden History of Negotiations between Washington and Havana* (UNC Press, 2015), which is available for purchase by online booksellers. Readings required for all students are marked with an *. Other readings are listed as required for those students presenting on the topic and recommended for others; and finally there are extra readings recommended but not required.

Topics:

Historical and Contemporary General Background

* Susan Eckstein. 2003. "Ch. 1: The Limits and Possibilities of Socialism," *Back from the Future: Cuba under Castro*, pp. 3-30. (Recommended: read the whole book).

* Jules Benjamin. 1989. "Interpreting the US Reaction to the Cuban Revolution, 1959–1960," *Cuban Studies* 19:1, pp. 145-165.

* Vegard Bye, Bert Hoffmann, and Laurence Whitehead. 2016. "Cuba: heading for a new development and political model – an introduction." *Third World Quarterly*, 37:9, pp. 1661-1665.

* Laurence Whitehead. 2016. "The 'puzzle' of autocratic resilience/regime collapse: the case of Cuba." *Third World Quarterly*, 37:9, pp. 1666-1682.

* Bert Hoffmann. 2016. "Bureaucratic socialism in reform mode: the changing politics of Cuba's post-Fidel era." *Third World Quarterly*, 37:9, pp. 1730-1744.

* Eduardo Peñalver, et al., "U.S. Nonprofit Activity in Cuba: The Cuban Context," Cornell Law Working Paper, July 2016, pp. 1-24.

Recommended (history since pre-Columbian era): Louis A. Pérez, Jr. *Cuba: Between Reform and Revolution*. 5th edition. New York: Oxford University Press, 2014.

Recommended (US-Cuban relations since before the Cuban revolution): Benjamin, Jules R. *The United States and the Origins of the Cuban Revolution*. Princeton: Princeton UP, 1990.

US Policy and US-Cuban Relations

* William Leogrande and Peter Kornbluh. 2015. "Introduction: Rebuilding Bridges," "Ch. 10: Intimate Adversaries, Possible Friends," and "Epilogue: Cutting the Shackles of the Past – A Back-Channel Success," *Back Channel to Cuba: The Hidden History of Negotiations between Washington and Havana*, pp. 1-5, 402-417, 418-453. (Recommended: read the whole book.)

* William Leogrande, "A Policy Long Past Its Expiration Date: US Economic Sanctions Against Cuba," *Social Research: An International Quarterly*, Volume 82, Number 4, Winter 2015, pp. 939-966.

* Vegard Bye. 2016. "The great paradox: how Obama's opening to Cuba may imperil the country's reform process," *Third World Quarterly*, 37:9, pp. 1698-1712.

* José Azel, "The Logical Fallacy of the New U.S.-Cuba Policy and its Security Implications," *Cuba in Transition: Volume 25*, Papers and Proceedings of the Twenty-Fifth Annual Meeting of the Association for the Study of the Cuban Economy (2015).

* Ana Quintana, "The National Security Implications of the President's New Cuba Policy," *Cuba in Transition: Volume 25*, Papers and Proceedings of the Twenty-Fifth Annual Meeting of the Association for the Study of the Cuban Economy (2015).

Raúl Rodríguez and Harry Targ. 2015. "US Foreign Policy towards Cuba: Historical Roots, Traditional Explanations and Alternative Perspectives," *International Journal of Cuban Studies* 7:1, pp. 16-37.

Carlos Oliva Campos and Gary Prevost. 2015. "Cuba in the Western Hemisphere: What Has Changed?," *International Journal of Cuban Studies*, 7:2, pp. 142-163.

Carlos Alzugaray. 2012. "Cuban Revolutionary Diplomacy 1959-2009," *Routledge Handbook of Diplomacy and Statecraft*, BJC McKercher, ed., pp. 169-180.

Recommended journal articles:

Louis Pérez, "Fear and Loathing of Fidel Castro: Sources of US Policy Toward Cuba," *Journal of Latin American Studies*, 34:2 (May 2002), pp 227-254.

Schwartzman, Kathleen. 2001. "Can International Boycotts Transform Political Systems? The Cases of Cuba and South Africa," *Latin American Politics & Society*, 43:2, pp. 115-146.

Susan Eckstein, "The Personal Is Political: The Cuban Ethnic Electoral Policy Cycle," *Latin American Politics and Society*, 51:1 (Spring 2009) pp. 119-148.

William LeoGrande, "From Havana to Miami: U.S. Cuba Policy as a Two-Level Game," *Journal of Inter-American Studies and World Affairs*, 40:1 (Spring 1998), pp. 67-86.

Kepa Artaraz, "Cuba's Internationalism Revisited: Exporting Literacy, ALBA, and a New Paradigm for South-South Collaboration," *Bulletin of Latin American Research* (March 2012), pp. 22-37.

Recommended books:

Anthony De Palma, *The Man Who Invented Fidel: Castro, Cuba, and Herbert L. Mathews of the New York Times*. New York: Public Affairs, 2006.

Lars Schoultz. *That Infernal Little Cuban Republic*. University of North Carolina Press, 2009.

Recommended brief news & opinion:

Sheldon M. Stern, "The Cuban Missile Crisis Myth You Probably Believe",
<http://historynewsnetwork.org/article/7982>

Jack Colhoun, "The Heirs of Meyer Lansky Want Compensation from Cuba. They Shouldn't Get a Dime" <http://historynewsnetwork.org/article/162856>

Jesse Helms, "The Chairman of the Senate Foreign Relations Committee Says Now is Not the Time to Ease Up on Cuba," and Chris Dodd, "Connecticut's Senior Senator Calls for an End to an Embargo That He Says Does More Harm Than Good," *Cigar Aficionado*, May/June 1999.
http://www.cigaraficionado.com/webfeatures/show/id/The-Embargo-Conundrum_8115

Economic Issues

* Carmela Mesa-Lago. 2013. "Social protection systems in Latin America and the Caribbean: Cuba," ECLAC, February, pp. 7-44.

* Ricardo Torres. 2016. "Economic transformations in Cuba: a review," *Third World Quarterly*, 37:9, pp. 1683-1697.

* Ted A. Henken, 2013. "The Rebirth of the Cuban Paladar: Is the Third Time the Charm?" ASCE Cuba in Transition (23) pp. 389-402.

* Camila Piñeiro Harnecker, "Cuba's New Socialism: Different Visions Shaping Current Changes," in Steve Ellner, ed., *Latin America's Radical Left: Challenges and Complexities of Political Power in the Twenty-First Century* (2014), pp. 177-198.

Yailenis Mulet Concepción. 2016. "Self-employment in Cuba: between informality and entrepreneurship – the case of shoe manufacturing." *Third World Quarterly*, 37:9, pp. 1713-1729.

Sarah Stephens. 2016. "Cuba After the Gold Rush," *NACLA Report on the Americas*, 48:3, pp. 260-264.

Richard Feinberg and Theodore Piccone. 2014. *Cuba's Economic Change in Comparative Perspective*. Brookings. Pp. 1-48.

Recommended: Archibald Ritter and Ted A. Henke, *Entrepreneurial Cuba: The Changing Policy Landscape* (First Forum Press, 2014). (Chapter 1 available online here: <http://thecubaneconomy.com/wp-content/uploads/2014/11/Introduction.pdf>.)

Health, Healthcare Diplomacy, and the Environment

* Joel Thomas. 2016. "Historical Reflections on the Post-Soviet Cuban Health-Care System, 1992–2009," *Cuban Studies* 44, pp. 189-213.

* Julie Feinsilver. 2010. "Fifty Years of Cuba's Medical Diplomacy: From Idealism to Pragmatism," *Cuban Studies* 41, pp. 85-104.

* Maria Werlau. 2010. "Cuba-Venezuela Health Diplomacy: The Politics of Humanitarianism" ASCE Cuba in Transition (20), pp. 143-160.

* Gisela Alonso and Ismael Clark. 2015. "Cuba Confronts Climate Change," *MEDICC Review*, 17:2, pp. 10-13.

* Anthony Winson. 2006. "Ecotourism and Sustainability in Cuba: Does Socialism Make a Difference?" *Journal of Sustainable Tourism* 14:1, pp. 6-23.

John M. Kirk and Chris Walker. 2016. "Cuban Medical Internationalism: The Ebola Campaign of 2014–15," *International Journal of Cuban Studies* 8:1, pp. 9-27.

H. Michael Erisman. 2012. "Brain Drain Politics: The Cuban Medical Professional Parole Programme," *International Journal of Cuban Studies* 4:3/4, (Special double issue: Cuba in the 21st Century), pp. 269-290.

Emily Kirk and John Kirk. 2010. "Cuban Medical Cooperation in Haiti: One of the World's Best-Kept Secrets," *Cuban Studies* 41, pp. 166-172, 209-210.

Karen Bell, "Environmental Justice in Cuba," *Critical Social Policy*, 0261-0183 101; Vol. 31(2): 241-265.

Erika Sato. 2016. "Cuba's Tourism, the Embargo, and the Environment," COHA Research Report (June), pp. 1-6.

Recommended: Julie Feinsilver's *Healing the Masses: Cuban Health Politics at Home and Abroad* (University of California Press, 1993).

Class Meetings (Diplomacy Room, McQuaid Hall):

Friday, January 20, 3-5 p.m.: Students choose topics for their presentations and research papers; and information session on travel in Cuba.

Friday, February 24, 3-5:30 p.m.: Student presentations, part 1. Presentations should be 7-10 minutes long.

Friday, March 3, 3-5:30 p.m.: Student presentations, part 2. Presentations should be 7-10 minutes long.

Friday, March 31, 3-5 p.m.: Post-trip discussion; turn in Journal.

Preliminary Itinerary:

Saturday, March 4: Flight to Havana, tour of Hemingway's estate and museum

Sunday, March 5: Tour of Old Havana; José Martí Museum; Museum of the Revolution

Monday, March 6: Cuban Society for Labor Law; Draft Barrio Habana; US Embassy

Tuesday, March 7: Day-trip to Pinar del Río; Las Terrazas community project; UNESCO World Biosphere Reserve

Wednesday, March 8: University of Havana; Almacenes de San José Cultural Project (example of Cuban economic model)

Thursday, March 9: Caritas Headquarters and school; National Museum of Fine Arts

Friday, March 10: Cuban Institute for Friendship with the Peoples; Cuba Libro

Saturday, March 11: Return flight to JFK

Final Research Paper Due on Monday, May 1, at Noon, via email and hard copy in professor's mailbox.

Primary Student Learning Outcomes:

By the end of this course, students should have acquired knowledge and understanding of: key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy; the interaction between politics and economics in the international system; a particular region of the world (Latin America and the Caribbean); and prevailing global issues. Students should also have developed the skills to analyze complex situations and synthesize information and developed a global perspective to recognize and understand differences among a diversity of cultures and viewpoints; and interact effectively with people of other cultures, backgrounds and viewpoints.

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.