



**College of Social and Behavioral Sciences
POLITICAL SCIENCE/WOMEN'S STUDIES
POS 230/WST 260: Third World Women:
Women and Revolution in Cuba**

Three (3) credit hours
SBS 217, Tu/Th 4:00-5:15 pm
Instructor: Sheryl L. Lutjens
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Office Hours: Tu/Th 2:00-3:00, W 1:00-1:30,
and by appointment

Mujeres. Vita, the solitary Cuban woman painter in Baracoa, paints with a distinct point of view and a strong, colourful style, Vita's brilliant paintings of women evoke a tropical Arcadia - that classical Greek and Roman idyll of pastoral pleasures. Vita studied under Caboverde, an internationally exhibiting Cuban artist, at *La Casa de Cultura Municipal* in Baracoa. She has exhibited in Cuba and the USA but continues to exhibit at Baracoa's Casa de Cultura, inspiring those who see her art work (<http://www.cubaartonline.com/pages/vita.html>)

Course Prerequisites:

There are no prerequisites for POS 230/WST 260.

Course Description:

POS 230/WST 260, Third World Women: Women and Revolution in Cuba, examines the place of women in Cuban history, focusing specifically on the 1959 revolution, socialist development, and Cuba's response to the (gendered) dynamics of globalization in the 2000s. POS 230/WST 260 bears Liberal Studies credit. It is a liberal studies course in the Social and Political Worlds block; it has the thematic focus of Valuing the Diversity of Human Experience and emphasizes the following essential skills: critical reading, critical thinking, and effective writing. WST 260 also fulfills the three-hour Global Diversity requirement.

Expectations for Student Learning:

The broad goals of POS 230/WST 260 include the exploration of Cuban women's experiences historically, theoretically, and sometimes comparatively. In addition to providing an overview of the colonial, republican, and socialist periods, we will also explore feminist theorizing (and criticisms) and the issues raised by globalization in the 2000s.

Specific expectations for student learning include:

1. Students will develop knowledge and understanding of the historical and contemporary roles, activities, and aspirations of Cuban women, demonstrating that knowledge effectively in writing and class discussion.

2. Students will develop the ability to analyze competing theoretical perspectives on the experiences of Cuba women, including their basic assumptions and the arguments and conclusions they produce, and demonstrate that knowledge in short and longer writing assignments.
3. Students will be able to compare different perspectives, to evaluate arguments, and to take a position with regard to assumptions and conclusions of competing perspectives on socialism and women.
4. Student will gain knowledge of different feminist perspectives on Cuban women, and women, gender, and sexuality more broadly, and be able to assess them critically.

Required Texts:

The following books are required and may be purchased at Aradia Bookstore, 116 W. Cottage Ave. (telephone: 779-3817).

Mary Berg, ed., *Open Your Eyes and Soar: Cuban Women Writing Now* (Buffalo, NY: White Pine press, 2003)

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

Lois Smith and Alfred Padula, Jr. *Sex and Revolution: Women in Socialist Cuba* (Oxford, 1995)

María de los Reyes Castillo Bueno, *Reyita: The Life of a Black Cuban Woman in the Twentieth Century, as told to her daughter Daisy Rubiera Castillo*, trans. Anne Mclean (Durham: Duke University Press; London: Latin American Bureau, 2000)

Other required readings will be on electronic reserve. You can access the course reserve readings through the Vista Shell. There will be occasional handouts distributed in class.

Course Organization:

POS 230/WST 260 will be organized with lectures, small and larger group discussions and other participatory activities, and occasion films and/or media. Students are expected to attend all class sessions and to prepare by completing all assigned readings before the class session.

Readings for each class session are listed in the Course Calendar. Please note: adjustments to our schedule of readings will be made as needed. Timely submission of writing assignments is similarly important, and due dates are found in the Course Calendar.

Assignments, Assessments, and Grading:

Student learning will be assessed according to the following contributions and assignments.

Participation. Student participation in the course will contribute importantly to the course grade. Attendance is crucial, since it is impossible to participate if you are not in class; preparation for class (doing the readings) is also part of participation and will be assessed. In addition to informed and active contributions to class discussions, there will sometimes be writing associated

with in-class discussions and at least three “discovery tasks” during the semester, and completion of these tasks will count toward participation. A “discovery task” is a question which students will answer through a search (outside class) for information, examples, or other evidence; the “discovery” is brought to class for discussion purposes, and a short two paragraph response is prepared for submission with the discovery. Participation counts for 150 points, with each discovery task counting for 10 points of the 150.

Analytical papers: each student will write four short analytical papers during the semester. These four-to-six page papers will answer a question (or questions) posed by the instructor; each paper will cover a specific section of course readings and does not require outside research. The papers are due on February 8, March 8, April 5, and April 26 (the dates for submission are also noted in the course calendar). Papers should be typed, double-spaced and with one-inch margins. Sources used in the paper should be cited in a bibliography (for formatting assistance, consult the Cline Library web page), and the conventions of scholarly writing require that direct quotations, ideas, and findings must all be properly attributed to the author/source. Papers may be rewritten (following a consultation with the instructor). Each paper is worth 75 points (total of 300 for analytical papers).

Journal. Each student will maintain a journal during the semester. The journal will be submitted twice during the semester for review, and then at the end of the course (the latest date for submission is the final exam). There is a mandatory minimum of one journal entry per week, though more are encouraged. The journal must be in a “hard copy” format of your choice; in other words, it cannot be entirely electronic. You may, however, maintain the journal electronically but it must be passed to paper and print for submission. The journal may include your personal thoughts on the ideas, issues, debates, and concerns raised in class readings and discussions. It may be as creative and individualized as you would like (art work? Clippings from the press or magazines?), but the journal must also include: comments on the papers you write; your discovery tasks (once returned to you); comments on specific course readings; comments on class discussions or activities; comments on films or documentaries viewed in class; etc. The journal is also a place where you will prepare to write Paper #4 which will use the short stories in Mary Berg, ed. *Open Your Eyes and Soar* to reflect on contemporary issues for Cuban women. In other words, the journal entries must be tied closely to the work that is done for and in class. The journal will count for a maximum of 150 points.

Final Exam/Debate: The final exam for this course will consist of a debate, to be held on Wednesday, May 9, 3:00-5:00 pm. In addition to performance in the debate, each student will submit a 3-4 page paper written as preparation. Further details will be provided in class. The paper and participation in the debate will together count for 150 points.

To summarize, there is a total of 750 points.

Participation	@ 150	= 150
4 analytical papers	@ 75	= 300
Journal	@ 150	= 150
Final paper and Debate	@ 175	= 175
Total Points		= 775

Points will be translated into letter grades according to a traditional scale (90-100% = A, 80-89%= B, 70-79% = C, 60-69% = D, and 59% and below = F.

Course Policy:

Students are expected to submit all work on the due date specified in the course calendar; any exceptions to this must be approved by the instructor before that date. Unexcused late work will not receive full credit for the assignment.

Students must fulfill all course requirements in order to receive a grade.

Extra credit may be earned by attending relevant campus events and writing a one-page summary that connects the event and its content to our work in the course. Details to be provided in class.

Presenting the work of others (students or published authors) as your own is absolutely unacceptable. University policy regarding this and other forms of cheating will be followed.

My office hours are Tuesday and Thursday 2:00-3:00, Wednesday 1:00-1:30 (in SBS 113). I will gladly meet with you at other times and can be reached at x36918 to schedule an appointment . My e-mail is listed at the top of the syllabus.

All parts of this syllabus are open for discussion and/or modification at the outset of the semester. Changes may also be made as needed (judged by students and instructor) during the semester.

We will observe all norms of courtesy and respect in class discussions and related interactions!

Please read university policies regarding students with disabilities, academic dishonesty, classroom management, and safe working and learning environment at http://jan.ucc.nau.edu/~ldg/dis521/university_policies.html.

COURSE CALENDAR

Important Dates:

Spring break, March 19-23

Final Exam, May 9, 3:00-5:00 pm

<u>Week</u>	<u>Date</u>	<u>Topic, Reading, Assignments</u>
1	Jan. 16	Introduction to the Course View: “The Crocodile Conspiracy,” Zeinabu Davis, 1986 (15 minutes)

Historical Perspectives of Cuba and Cuban Women

Jan. 18 A Feminist Orientation to the Realities of “Woman”

Read:

Chilla Bulbeck, Selection from "Introduction," in *Re-orienting Western Feminisms: Women's Diversity in a Postcolonial World* (Cambridge: Cambridge University Press, 1998)

Rosalind Delmar, "What is Feminism?" in *What is Feminism?*, ed. Juliet Mitchell and Ann Oakley (Oxford: Blackwell Press, 1986)

Audre Lorde, "The Master's Tools will Never Dismantle the Master's House," *Sister Outsider* (The Crossing Press, 1984).

Jonathan Alter, et al, "Is America Ready?" *Newsweek* 148, 26 (December 25, 2006): 28-35

Recommended:

Chilla Bulbeck, "Fracturing Binaries," in *Re-orienting Western Feminisms: Women's Diversity in a Postcolonial World* (1998), pp. 18-56

2 Jan. 23 Conquest and Colonization

Read:

Smith and Padula, Ch. 1, "Women in Prerevolutionary Cuba" in *Sex and Revolution* (pp. 7-21)

Teresa Prados-Torreira, Ch. 2 "The Whip: Black Women in a Slave Society" in *Mambisas: Rebel Women in Nineteenth-Century Cuba* (Gainesville: University Press of Florida, 2005)

Pedro Deschamps Chapeaux, "People without a History," José Luciano Franco, "Mariana and Maceo," and Rafael Duharte Jiménez, "The 19th Century Black Fear," all in *Afrocuba: An Anthology of Cuban Writing on Race, Politics, and Culture*, eds. Pedro Pérez Sarduy and Jean Stubbs (Melbourne and NY: Ocean Press, Latin American Bureau, and Center for Cuban Studies, 1993)

Jan. 25 continued

Teresa Prados-Torreira, Ch. 7 "The War of Independence (1895-1898)" in *Mambisas: Rebel Women in Nineteenth-Century Cuba* (Gainesville: University Press of Florida, 2005)

José Martí, "To the Editor of the Evening Post: A Vindication of Cuba," in *José Martí Reader: Writings on the Americas*, eds. Deborah Shnookal and Mirta Muñoz (Melbourne: Ocean Press, 1999).

View: "The Forgotten Island," Mark Ubsdell, 1999, first segment

3 Jan. 30 The Cuban Republic and Neo-Colonialism

Read:

Irene A. Wright, "Cuban Home Life, 1910," in *Travelers' Tales of Old Cuba*, ed. John Jenkins (Melbourne: Ocean Press, 2002), pp. 104-115

Anais Nin, "From the Early Diary, 1922," in *Travelers' Tales of Old Cuba*, ed. John Jenkins (Melbourne: Ocean Press, 2002), pp. 116-119

K. Lynn Stoner, Ch. 7 "Feminism and Social Motherhood" and Ch. 8 "Legislating Morality" in *From the House to the Streets: The Cuban Woman's Movement for Legal Reform, 1898-1940* (Durham, NC: Duke University Press, 1991)

Recommended:

Maria Mies, Veronika Bennholdt-Thomsen, and Claudia Von Werlhof, *Women, the Last Colony* (London: Zed Press, 1988)

Feb. 1 continued

Read:

María de los Reyes Castillo Bueno and Daisy Rubiera Castillo, *Reyita*, pp. 1-86

4 Feb. 6 continued

Read:

María de los Reyes Castillo Bueno and Daisy Rubiera Castillo, *Reyita*, finish

Feb. 8 Making Revolution: The Women

Read:

Smith and Padula, Ch. 2, "The Struggle Against the Dictator, 1952-1958," *Sex and Revolution* (pp. 22-32)

"Interview with Teté Puebla," in *Marianas in Combat: Teté Puebla and the Mariana Grajales Women's Platoon in Cuba's Revolutionary War, 1956-58* (New York: Pathfinder Press, 2003), pp. 27-62

View: Fidel, *The Untold Story*," Estela Bravo, 2001, 91 minutes (selection)

Recommended:

Che Guevara, *Guerrilla Warfare: Che Guevara* (University of Nebraska Press, 1998)

PAPER #1 DUE

5 Feb. 13 continued

Read:

Fidel Castro speech (will be distributed)

Haydée Santamaría, “Fire,” in *Haydée Santamaría*, ed. Betsy Maclean (Melbourne and NY: Ocean Press, 2003), pp. 11-59

View: *Mujeres de la Guerrillera, Un Documental de Consuelo Elbar*, Havana, 59 minutes

The 1959 Revolution in its Context(s)

Feb. 15 The Bi-Polar International Arena

Read:

Saney, Ch. 1 “From Columbus to Revolution” in *Cuba: A Revolution in Motion*, 7-40

Castro speech (will be distributed)

Noam Chomsky, “Cuba and the United States: A Near-Half Century of Terror,” or William Blum, “The Unforgivable Revolution,” both in *U.S. Terrorism Against Cuba*, ed. Salim Lamrani (Monroe, ME: Common Courage Press, 2005)

Select Committee to Study Governmental Operations with Respect to Intelligence Activities, “The Assassination Plots,” in *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela Maria Smorkaloff (Durham, NC and London: Duke University Press, 2003), pp. 552-556

Recommended:

Rose C. Thevenin, “‘Boundaries of Law and Disorder’: The ‘Grand Design’ of Eldridge Cleaver and the ‘Overseas Revolution’ in Cuba,” Ch. 11 in *Diasporic Africa: A Reader*, ed. Michael A. Gomez (New York: New York University Press, 2006)

6 Feb. 20 continued

Read:

Cynthia Weber, "Cas/ztro's Cuba and the Contagion of Castration," in *Faking It: U.S. Hegemony in a "Post-Phallic" Era* (University of Minnesota Press, 1999), pp. 11-38

Edmundo Desnoes, "A Cuban View of the Missile Crisis," in *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela Maria Smorkaloff (Durham, NC and London: Duke University Press, 2003), pp. 547-551

Feb. 22 ...in (Marxist/Feminist) Theory

Read:

Valentine M. Moghadam, "Gender and Revolutions," in *Theorizing Revolution*, ed. John Foran (New York and London: Routledge, 1997), pp. 137-166

Friedrich Engels, "The Origin of the Family, Private Property, and the State," in *Feminism: The Essential Historical Writings*, ed. Miriam Schneir (New York: Vintage Books, 1972)

Recommended:

Joan B. Landes, "Marxism and the 'Woman Question,'" in *Promissory Notes: Women in the Transition to Socialism*, eds. Sonia Kruks, Rayna Rapp, and Marilyn B. Young (New York: Monthly Review Press, 1989), pp. 15-28

7 Feb. 27 ...In Practice

Read:

Smith and Padula, Ch. 3, "Making Social Revolution: The Federation of Cuban Women" and Ch. 4, "The Federation of Cuban Women: Activism and Power," *Sex and Revolution*

Margaret Randall, Ch. 4 "Cuba," in *Gathering Rage: The Failure of Twentieth Century Revolutions to Develop a Feminist Agenda* (Monthly Review Press, 2002), pp. 119-153

Naty Revuelta (Cultural Worker), in *Voices of Resistance: Testimonies of Cuban and Chilean Women*, ed. and trans. Judy Maloof (University Press of Kentucky, 1999)

View: *From Maids to Compañeras*, Jean Weisman and Belkis Vega, 1998, 30 minutes

Recommended:

Lourdes Casal, "Revolution and *Conciencia*: Women in Cuba," in *Women, War, and Revolution*, eds. Carol R. Berkin and Clara M. Lovett (New York: Holmes & Meier, 1980), pp. 183-206

Women in Revolution: (Feminist) Perspectives of Change

Mar. 1 Women's Bodies, Women's Minds

Read:

Smith and Padula, Ch. 5 "Women and the Health Revolution" (57-68) and Ch. 6 "Reproductive Health," *Sex and Revolution*

Recommended:

Sonia I. Catasús Cervera, "Demographic Transitions and Population Policy," in *Cuban Socialism in a New Century*, eds. Max Azicri and Elsie Deal (Gainesville: University Press of Florida, 2004), pp. 100-12

8 Mar. 6 continued

Read:

Smith and Padula, Ch. 7 : "Women and the Revolution in Education," *Sex and Revolution* (pp. 82-94)

Mar. 8 continued

Read:

Saney, Ch. 3 "Race, Inequality and Revolution" in *Cuba: A Revolution in Motion*

Angela Jorge, "Cuban Santeria" *African Creative Expressions of the Divine*, ed. Kortright Davis, Elias Farajaje-Jones and Iris Eaton (Washington, DC: Howard School of Divinity, 1991)

Robin Moore, "Afrocubanismo and Son," in *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr and Pamela Maria Smorkaloff (Durham and London: Duke University Press, 2003)

Recommended:

Alejandro de la Fuente, *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba* (Chapel Hill and London: University of North Carolina Press, 2001), two chapters

Vera M. Kutzinski, *Sugar's Secrets: Race and the Erotics of Cuban Nationalism* (Charlottesville and London: University Press of Virginia, 1993)

PAPER #2 DUE

9 Mar. 13 Public and Private Lives: Work

Read:

Smith and Padula, Ch. 8 “The Campaign for Women’s Employment.” Ch. 9 “Progress and Problems in Women’s Employment, 1980-1992,” and Ch. 10 “Sexual Discrimination in the Workplace” in *Sex and Revolution*

Recommended:

Sheryl L. Lutjens, “Remaking the Public Sphere: Women and Revolution in Cuba,” in *Women and Revolution in Asia, Africa, and the New World* (University of South Carolina Press, 1994), pp. 366-393

View: *Portrait of Teresa*, Pastor Vega, 1979, 103 minutes

Mar. 15 Public and Private Lives: Homes and Families

Read:

Smith and Padula, Ch. 11 “Day Care and Other Services,” Ch. 12 “Family and Revolution,” and Ch. 13 “Family Dynamics” in *Sex and Revolution*

Suzanne K. Steinmetz, “Parental versus Governmental Guided Policies: A comparison of Youth Outcomes in Cuba and the United States,” *Marriage & Family Review* 36, 3/4 (2004): 201-

Maritza Corrales, “Rebeca Peison Weiner” and “Adela Dworin” in *The Chosen Island: Jews in Cuba* (Chicago: Salsedo Press, 2005)

Rosemarie Skaine, Ch. 5 “Politics, Emigration, and Families,” in *The Cuban Family: Custom and Change in an Era of Hardship* (Jefferson, NC: McFarland & Company, Inc., Publishers, 2004) [see also Rosemarie Skaine and James C. Skaine, Ch. 6 “Emigration to the United States”]

Recommended:

Family Code, Law no. 1289, of February 14, 1975; Official Gazette (Havana: Ministry of Justice, February 15, 1975)

Mona Rosendahl, *Inside the Revolution: Everyday Life in Socialist Cuba* (Ithaca: Cornell University Press, 1997)

- 10 Mar. 20/22 **SPRING BREAK**
11 Mar. 27 **Public and Private Lives: Sex and Sexualities**

Read:

Smith and Padula, Ch. 14 “Sexuality and Revolution” *Sex and Revolution*,

Pablo Milanes, “The Original Sin” (handout)

Emilio Bejel, “Cuban Condemnation of Queer Bodies,” in *Cuba, the Elusive Nation: Interpretations of National Identity*, eds. Damián Fernández and Madeine Cámara Betancourt (University Press of Florida, 2000), pp. 155-174

Nadine Fernández, “Back to the Future? Women, Race and Tourism in Cuba” in *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*, ed. Kamala Kempadoo (Lanham, MD: Rowman & Littlefield, 1997) or
G. Derrick Hodge, “Colonization of the Cuban Body: the Growth of Male Sex Work in Havana,” *NACLA: Report on the Americas* 34:5 (March/April 2001): 20-28

Recommended:

Emilio Bejel, “Attempting a Difficult Rectification,” in *Gay Cuban Nation* (The University of Chicago Press, 2001), pp. 156-168

Ian Lumsden, “Machismo and Homosexuality before the Revolution,” and “Gay Life in Havana Today,” in *Machos, Maricones, and Gays* (Temple University Press, 1996)

View: *Fresa y Chocolate*, Tomás Gutiérrez Alea, Juan Carlos Tabío, 1995, 104 minutes

- Mar. 29 **Continued**
12 April 3 **Power, Politics, and Representation(s)**

Read:

Saney, Ch. 2 “Governance in Cuba” in *Cuba: A Revolution in Motion*

Ann Froines, “Women’s Studies in Cuba,” *NWSQ Journal* 5:2 (1993): 233-245

Smith and Padula, *Sex and Revolution*, Ch. 4, pp. 45-56 (reprise)

Recommended:

Maxine D. Molyneux, "State, Gender and Institutional Change: The Federación de Mujeres Cubanas," in *Women's Movements in International Perspective: Latin America and Beyond* (New York: Palgrave, 2001)

Maxine Molyneux, "Mobilisation without Emancipation? Women's Interests, the State, and Revolution in Nicaragua," *Feminist Studies* 11:2 (1986): 227-254

Vilma Espín, "A Revolution within the Revolution (Interview with *Claudia*, Brazilian women's magazine, reprinted by Editorial de La Mujer, Septemember 1988)," in *Cuban Women Confront the Future: Three Decades after the Revolution*, ed. Deborah Shnookal (Ocean Press, 1991), pp. 1-34

April 5 Measuring Representation

Read:

Ilja A Luciak, Party and State in Cuba: Gender Equality in Political Decision Making," *Politics & Gender* 1, 2 (2005): 241-263

Milagros Martínez Reinoso, "Women and Cuba Foreign Policy: An Approximation to the Study of the Topic in the Decade of the Nineties," in *Cuban Women: History, Contradictions and Contemporary Challenges*, eds. Colleen Lundy and Norma Vasallo Barrueta (Carleton University Graphic Services, 2001)

PAPER #3 DUE

13 April 10 Rethinking Representations

Read:

Margot Olavarria, "Rap and Revolution: Hip-Hop Comes to Cuba," *NACLA: Report on the Americas* 35:6 (May/June 2002)

Alexey Rodríguez Mola and Magia López Cabrera, "Obesión/Mambí (Rap)," *From Cuba, Special Issue, Boundary 2: An International Journal of Literature and Culture* 29:3 (Fall 2002), ed. John Beverley, pp. 205-210

Tania Bruguera, "Untitled (Havana 2000) (performance text and images)," *From Cuba, Special Issues, Boundary 2: An International Journal of Literature and Culture* 29:3 (Fall 2002), ed. John Beverley, pp. 35-46

José Muñoz, "Performing Greater Cuba: Tania Bruguera and the Burden of Guilt," in *Holy Terrors: Latin American Women Perform*, eds. Diana Taylor and Roselyn Costantino (Durham: Duke University Press, 2003)

Nancy Morejón, "Three Poems," *From Cuba, Special Issue, Boundary 2: An International Journal of Literature and Culture* 29:3 (Fall 2002), ed. John Beverley, pp. 159-162

Nancy Morejon, Afro-Cuban Poet and Journalist, in *Voices of Resistance: Testimonies of Cuban and Chilean Women*, ed. and trans. Judy Maloof (University Press of Kentucky, 1999)

Recommended:

Sujatha Fernandes, *Cuba Represent!: Cuban Arts, State Power, and the Making of New Revolutionary Cultures* (Duke University Press, 2006)

The Special Period and Beyond: Framing Crisis, Resistance, and the Right Questions

14 April 17 Matters of Food and Families

Read:

Norma Vasalla Barraeta, "Women's Daily Lives in a New Country," in *Cuban Socialism in a New Century*, eds. Max Azicri and Elsie Deal (Gainesville: University Press of Florida, 2004), pp. 84-99

Rebecca Burwell, "Dónde Están los Huevos? Surviving in Times of Economic Hardship: Cuban mothers, the State, and Making Ends Meet," *Journal of Poverty* 8, 4 (2004): 75-95

David Strug, "Community-Oriented Social Work in Cuba: Government Response to Emerging Social Problems," *Social Work Education* 25, 7 (October 2006): 749-762

Recommended:

Antonio Carmona Báez, "Conceptualising Cuban Socialism: The Pillars of the Revolution," and "Structural Adjustments and Social Forces in Cuba: How Cuba's Economic Model was Shaped by Global Trends," in *State Resistance to Globalization in Cuba* (London: Pluto Press, 2004)

Martz Núñez Sarmiento, "Cuban Strategies for Women's Employment in the 90's: a Case Study with Professional Women," *Socialism and Democracy* No. 42 (2001)

Mayra Paula Espina. "The Effects of Reform on Cuba's Social Structure: An Overview," *Socialism and Democracy* 15, 1 (Spring-Summer 2001)

Bill McKibben, "The Cuba Diet: What Will You Be Eating when the Revolution Comes?" *Harper's* (April 9, 2005)

"The Greening of Cuba," Food First, 1996, 38 minutes

April 19 **continued**

View: *Sin Embargo [Nevertheless]*, 48 minutes

15 **April 24** **The State and Movement(s)**

Read:

Saney, Ch. 4 "Crime and Criminal Justice" in *Cuba: A Revolution in Motion*

Maritza Lugo Fernanadez, Situation of Women in Cuba's Prisons. Institute for Cuban & Cuban-American Studies Occasional Paper Series, January 2003

Peter McLaren and Jill Pinkney-Pastrana, "Cuba, Yanquización, and the Cult of Elián González: A View from the 'Enlightened' States," *Qualitative Studies in Education* 14:2, 201-219

View: *Elian Gonzalez*, 60 minutes, October 2, 2005

Recommended:

Sheryl L. Lutjens, "Restructuring Childhood in Cuba: The State as Family," and "Schooling and Clean Streets in Cuba: Children and the Special Period," in *Children on the Streets of the Americas: Globalization, Homelessness, and Education in the United States, Brazil, and Cuba*, ed. Roslyn A. Mickelson (London: Routledge, 2000), pp. 55-64 and 149-159

Félix Masud-Piloto, "Migration to the United States: Evolution, Change, and Continuity," in *Cuban Socialism in a New Century: Adversity, Survival, and Renewal*, eds. Max Azicri and Elsie Deal (Gainesville: University Press of Florida, 2004), pp. 283-302

Gustavo Pérez Firmat, "The Desi Chain" and "Mambo No. 1: Lost in Translation," in *Life on the Hyphen: The Cuba-American Way* (Austin: University of Texas Press, 1994), pp. 1-22

Alina Fernández, *Castro's Daughter: An Exile's Memoir of Cuba*, trans. Dolores Koch (New York: St. Martin's Griffin, 1998)

Audre Lorde, "A New spelling of Our name (March 1985)," in *Frontline Feminism, 1975-1995: Essays from Sojourner's ifrst 20 Years*, ed. Karen Kahn (San Francisco: Aunt Lute Books, 1995), pp. 27-33

April 26 **continued**

PAPER #4 DUE

16 **May 1** **Traveling through Time and Across Boundaries**

Read:

Saney, Ch. 5 "The United States and Cuba" and Ch. 6 "Lessons and Footprints" in *Cuba: A Revolution in Motion*

Alice Walker, "The Story of the Cuban Five," in *Letters of Love and Hope: The Story of the Cuban Five*, ed. Alice Walker (Melbourne: Ocean Press, 2005)

Philip Brenner and Marguerita Jimenez, "U.S. Policy on Cuba Beyond the Last Gasp," *NACLA Report on the Americas* 39, 4 (January/February 2006): 15-43

Julia E. Sweig, "Fidel's Final Victory," *Foreign Affairs* 86, 1 (January/February 2007): 39-56

May 3 **Continued**

Preparation for Debate

Question: Reading Fidel Castro and Feminism in the Revolution

Tentative Resources:

Mark P. Sullivan, *Cuba after Fidel Castro: Issues for U.S. Policy*, CRS Report for Congress, Order No. RS22228, received through the CRS Web. Congressional Research Servie, Library of Congress, August 23, 2005
http://digital.library.unt.edu/govdocs/crs//data/2005/upl-meta-crs-8447/RS22228_2005Aug23.pdf

Jon Lee Anderson, "Letter from Cuba. CASTRO'S LAST BATTLE: Can the Revolution outlive its leader?" *New Yorker*, July 24, 2006
http://www.newyorker.com/fact/content/articles/060731fa_fact2

Saul Landau, "Why Cuba Matters: Post-Castro Cuba," October 9, 2006 *CounterPunch*, ed. Alexander Cockburn and Jeffrey St.Claire.
<http://www.counterpunch.org/landau10092006.html>

Carolina Aguilar and Alicia Chenard, "Is there a Place for Feminism in the Revolution?" in *Compañeras: Voices from the Latin American Women's Movement*, ed. Gaby Koppers (London: Latin American Bureau, 1994), pp. 102-110

Teresa L. Ebert, "Rematerializing Feminism," *Science & Society* 69:1 (January 2005): 33-55

Carollee Bengelsdorf, Carollee, "Re-Considering Cuban Women in a Time of Troubles" in *Daughters of Caliban: Caribbean Women in the Twentieth Century*, ed. (1997), pp. 229-255

May 9 **Final Debate (Wednesday) 3:00-5:00 pm**
Final Paper (for Debate) Due