

## Term Information

Effective Term Summer 2017

## General Information

Course Bulletin Listing/Subject Area Arts and Sciences  
Fiscal Unit/Academic Org ASC Administration - D4350  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2798.05  
Course Title Cuba: Race, Revolution, and Culture  
Transcript Abbreviation Cuba Study Tour  
Course Description This course analyzes the role of race and culture in the formation of contemporary Cuban politics and national identity, with emphasis on Cuba's African roots and attention to the role of the arts as a means of resistance to social injustice. Instruction is at the Newark campus (3 weeks) and in Cuba (10 days in Havana and Varadero).  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Sometimes  
Campus of Offering Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites Permission of instructor  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0203  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Education Abroad (new)

## Course Details

### Course goals or learning objectives/outcomes

- To understand the meaning of race in contemporary Cuba
- Cuba's African roots
- The role of art and culture as resistance
- The social and political position of Afro-Cubans in contemporary society
- Gain global awareness

### Content Topic List

- History
- Culture
- Cuba
- Art

## Attachments

- Cuba 2017 proposal paperwork.pdf

*(Syllabus. Owner: Hanlin,Deborah Kay)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hanlin,Deborah Kay	04/22/2016 05:01 PM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	04/22/2016 05:02 PM	Unit Approval
Approved	Heysel,Garett Robert	04/23/2016 08:32 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	04/23/2016 08:32 PM	ASCCAO Approval

## STUDY ABROAD

### Study Abroad Program Proposal Form

The Office of International Affairs (OIA) serves as a university-wide resource for the access, administration, development and consultation, implementation, assessment and risk oversight of university study abroad programming. We look forward to assisting each Ohio State college reach its study abroad goals through the development of affordable programming that is of high academic quality and curricular relevance. Please review the pre-proposal information at [o.osu.edu/studabroad](http://o.osu.edu/studabroad) before completing this form.

The new program approval and development process is designed to promote and maintain the integrity of Ohio State study abroad programming. New study abroad programs are initiated through submission of this form and all requested materials to OIA. Prior to submitting the proposal, you are required to schedule an in-person meeting with Jeannie Simmons, associate director of education abroad, and the education abroad liaison for your college. Please note that OIA reviews proposals for risk, feasibility and other aspects of implementation only. OIA approval is always contingent upon appropriate curricular and fiscal approval(s) in the sponsoring college.

Please send this form with requested signatures and all required materials to Jeannie Simmons ([simmons.272@osu.edu](mailto:simmons.272@osu.edu)), associate director, Study Abroad, Office of International Affairs.

Proposal deadlines vary by term:

- **Summer-** February 1 of the previous academic year
- **Spring-** (including spring break programs) and May programs attached to spring semester course: December 1 of the previous academic year
- **Autumn-** (including winter break programs) July 1 of the previous academic year
- **May-** "stand alone" programs – February 1 of the previous academic year

#### Program Information

Proposed Program Title:

Cuba: Race, Revolution, and Culture

Program Dates: May Program Country: Cuba Program City: Havana

Name and Website of Host Institution:

CIEE and Juan Marinello Cuban Institute on Cultural Research

#### Program Term

#### Program Type (visit [oia.osu.edu](http://oia.osu.edu) for details)

Summer 20 \_\_\_\_

Autumn 20 \_\_\_\_

Winter Break 20 \_\_\_\_

Spring 20 \_\_\_\_

Spring Break 20 \_\_\_\_

May 20 \_\_\_\_

OSU Sponsored

Third Party Provider/Direct Enroll

Student Exchange

**Instructor Information**

Name: Tiyi Morris Employee ID: 06166131

Academic Appointment and Department:  
Associate Professor, African American and African Studies

Email: morris.730@osu.edu Phone: 740-366-9113

Department Head Name and Email:  
Ike Newsum newsum.1@osu.edu

**Course Registration and Credit**

Indicate the course information in the chart below and attach an additional sheet if more than two courses will be offered.

Dept. & Course #	Title	Undergrad Credits	Graduate Credits	GE category if applicable
ASG 2798 xx	Cuba: Race, Revolution, and Culture			

Respond to each of the following points on a separate sheet of paper. Attach to your proposal along with supporting documentation.

**Academic Components**

1. Include a draft syllabus and a preliminary list of lectures, excursions and cultural visits. The syllabus should define the program in terms of program subject matter, learning objectives and instructional models. Describe the primary student audience for the proposed program and eligibility requirements. Estimate likely student enrollment initially and in subsequent years. Provide a description of the plan to be used for student recruitment.
2. Include a detailed rationale for the number of credit hours to be offered. Please refer to the Credit Allocation Guidelines: [oia.osu.edu/faculty-resident-directors/credit-allocation-guidelines.html](http://oia.osu.edu/faculty-resident-directors/credit-allocation-guidelines.html).

3. Describe the primary student audience for the proposed program, eligibility requirements and how this program complements other existing programs in the academic unit. Estimate likely student enrollment in the first and subsequent years. (Note: most programs are based on a minimum of 12 students. Provide a description of the plan to be used for student recruitment.)
4. Address how students can apply the credit toward their academic progress and how the program maps to the undergraduate or graduate curriculum of the sponsoring department. Has the coursework been submitted for review through the established curriculum approval process in your college?

### **Logistical Components**

1. For programs based at a host institution, provide an overview of the host institution with particular attention to prior experience in study abroad, host institution facilities and services, logistics, planning and administration. For programs not based at a host institution, provide an overview of the in-country arrangements and general program environment. Provide information on accommodations, meals and group meeting space.
2. Address issues of health, welfare, safety and security of students in the program environment and in any cities and/or rural environments where the program will take place, taking the following into consideration:
  - a. Is there a current DOS Alert or Warning for the country?  
[travel.state.gov/content/passports/english/alertswarnings.html](http://travel.state.gov/content/passports/english/alertswarnings.html)
  - b. How does the program location and logistical details address concerns in the Safety and Security, Health and Travel and Transportation section of the Country Specific Information?  
[wwwnc.cdc.gov/travel/destinations/list](http://wwwnc.cdc.gov/travel/destinations/list)
  - c. How does the program location and logistical details address travel health issues cited by the CDC? [wwwnc.cdc.gov/travel/destinations/list](http://wwwnc.cdc.gov/travel/destinations/list)
3. Provide a draft OIA Program Information sheet for the proposed programs. Examples can be viewed at [oia.osu.edu/getting-started/search-programs.html](http://oia.osu.edu/getting-started/search-programs.html).

**Required Signatures**

Department Chair (or designee)

\_\_\_\_\_ Signature/Date

College Dean (or designee)

William L. McDonald 4/5/16  
Signature/Date

Education Abroad Liaison

VH Cape 4/4/16  
Signature/Date

College Fiscal Officer

David H. Buecher 4/6/16  
Signature/Date

Through submission of this form and attachments to the Office of International Affairs, the sponsoring college indicates its commitment to develop the program plan and budget.



**THE OHIO STATE UNIVERSITY**

**OFFICE OF INTERNATIONAL AFFAIRS**  
100 Oxley Hall | 1712 Neil Avenue | Columbus, Ohio 43210  
614-292-6101 | [oia.osu.edu](http://oia.osu.edu)

**The Ohio State University at Newark**  
**ASC 2798.xx:**  
**Cuba: Race, Revolution, and Culture**  
**May 2017**

**Resident Directors:**

Tiyi Morris  
African American and African Studies  
2072 Founders Hall  
Newark, OH 43055  
[morris.730@osu.edu](mailto:morris.730@osu.edu)

Tanya Saunders  
African American and African Studies  
386N University Hall  
Columbus, OH 43210  
[Saunders.425@osu.edu](mailto:Saunders.425@osu.edu)

The course, which will be taught as ASC credit, will be offered at the Newark campus, with enrollment open to students from any campus (priority Newark). This course is a much-needed addition to our offerings at the Newark campus, which include Berlin, Quebec, and Liverpool, and will be transformative for our students, most of whom are low-income, first generation college-goers. It is part of our effort to diversify our study abroad options to reflect the world population and our student body, 25 percent of which identify as members of underrepresented groups.

*This course will be open in students at all ranks with a minimum 2.5 GPA who have completed English 1110. We intend to pilot the program with a class of 15-25 students and recruit during summer orientations for incoming students, through Honors student communications, and by visiting classes. These methods have worked well for the campus in the past.*

*The course will be submitted for curricular approval this spring as an A&S course, designed to appeal to students of varying majors and ranks, providing GE Education Abroad credit.*

*The education abroad component will be coordinated by CIEE. Tiyi Morris participated in a 10-day CIEE education abroad facilitation seminar in Cuba in January 2016 and is in consultation with CIEE staff to develop the program.*

*If approved for Education Abroad credit, the program will fulfill the Open Option of the GE for participating students and provide groundwork for students in a number of majors (African American and African Studies, History, and Music, for example).*

**Course Description**

This interdisciplinary course analyzes the role of race and culture in the formation of contemporary Cuban politics and national identity. We will seek to understand contemporary Cuba by exploring Cuba's African roots; slavery, resistance, and emancipation in Cuba; the development of Cuban national identity during Cuba's colonial period; the achievements and challenges of revolutionary

Cuba; and the Afro-Cuban challenge to the race blind political and cultural movement of the Cuban Republic. We will pay special attention to the role of the arts – music, film, and literature – as a means of resistance to social injustice in contemporary Cuba. Students will explore constructions of Blackness and racial identity outside of the American context and as a result develop a broader understanding of race, culture, heritage, and resistance in the African Diaspora.

CIEE, the “country’s oldest and largest nonprofit study abroad and intercultural exchange organization,” will serve as the host institution and will arrange housing, local lecturers, tour guides, and transportation.

### **Course Objectives:**

1. To gain a basic understanding of the meaning of race in contemporary Cuba.
2. To better understand Cuba’s African roots.
3. To understand the role of art and culture as resistance and the role of “culture” in defining who is a Cuban citizen and who is not.
4. To understand what it means to be Cuban and the social and political position of Afro-Cubans in contemporary society.
5. To provide students with experience in a non-Western country to enhance their understanding and appreciation of cultural diversity and to increase their cultural competency.

We will examine race and culture from an historical and sociological perspective. Specifically, we will explore how individual behavior and everyday beliefs are shaped by many social discourses and socio-economic structures. Therefore, in order to understand the Cuba we will consider how concepts like “race,” “culture” and “neocolonialism” has been defined over time, and how they have become ingrained in Cuban social thought. We will consider these social processes through a racial and cultural lens through which we will link Afro-Cubans’ rights struggle to larger geopolitical trends.

### **GE Education Abroad Course**

#### **Goals:**

- By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

#### **Expected Learning Outcomes:**

- Students recognize and describe similarities, differences, and interconnections between their host country and the U.S.
- Students function effectively within their host country.
- Students articulate how their time abroad has enriched their academic experience.

#### **Specific Goals and Learning Outcomes for this course:**

- To gain knowledge of Cuban history and culture in comparison to the U.S., function well outside U.S. effectively, and reflect on their experiences.
- To learn about a country that has had, and continues to have, a significant influence on cultural politics in Africa, Latin America and the Caribbean.



- To develop a broader understanding of race, culture, heritage, and resistance in the African Diaspora through exploring constructions of Blackness and racial identity outside of the American context.
- Gain a deeper understanding of the complexity of and diversity within the African Diaspora.

**Required reading (excerpts from the following texts):**

Aline Helg, *Our Rightful Share*

Robin Moore, *Nationalizing Blackness*

Ada Ferrer, *Insurgent Cuba*

Alejandro de la Fuente, *A Nation for All*

Philip Foner, *Antonio Maceo: The "Bronze Titan" of Cuba's Struggle for Independence*

Esteban Morales Dominguez, *Race in Cuba*

Tanya Saunders, *Cuban Underground Hip Hop*

**Course Requirements and Grades**

*Participation (20%)*

Students are expected to actively participate in class discussion of the assigned readings and topics. We will expect students to come to class having completed all the readings and prepared to engage in serious and constructive dialogue. Our discussions will consist of both demonstrating knowledge of the text (what information the text covers, what issues it raises, etc.) and analyzing and critiquing the text (addressing larger issues related to the material, stating and explaining views, commenting on specific quotes, making connections between texts, etc.).

Attendance is required and will be taken at the beginning of every class meeting. It will be the student's responsibility to come to class prepared to participate in class discussion. Active participation includes asking and answering questions, participating in group exercises, and completing the assigned readings before class.

*Response Papers (30%)*

- Students will write 3 response papers on the assigned readings during the first two weeks of classroom instruction.

*Journal Entries (20%)*

- Students during travel will write on average 200 words daily assessing their experiences, their thoughts on Cuban history and culture in comparison to the U.S., their thoughts on race in Cuba, and their assessment of whether they are functioning outside the U.S. effectively.

*Reflection Paper (30%)*

- Students must submit a 4-page minimum (double-spaced) reflection paper in which they address one of the following questions: 1. Describe the most striking similarities, differences, and interconnections you have encountered between Cuba and the U.S. What do they reveal about these two countries? 2. Explain how you've developed an ability to function effectively in Cuba and what obstacles you've faced in the realms of verbal and

non-verbal communication 3. Overall, how has this course enriched your academic experience? Use concrete examples.

### **Grading Scale**

Grades will be calculated according to the following scale:

A: 95% and above; A-: 90% and above; B+: 87% and above; B: 82% and above; B-: 80% and above; C+: 77.5% and above; C: 72.5% and above; C-: 70% and above; D+: 67.5% and above; D: 60% and above; E: below 60%

### **Class Policies**

#### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

#### Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. In Newark, the Office for Disability Services is located in Warner 226, 1179 University Drive, Newark, OH 43055; telephone 740 366 9441. In Columbus, the Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 614 292-3307, TDD 614 292-0901; <http://www.ods.ohio-state.edu/>.

### **Tentative Course Schedule:**

Students will meet on campus during Weeks 1, 2, and 4 for 21 hours of formalized instruction. While in Cuba we will have 7 hours of formalized instruction, including lectures. These 28 hours will account for 2 of the credit hours for the course. The remaining 1 credit hour will be comprised of tours and lectures in Havana and surrounding areas (25 hours of structured educational experience time).

#### **Week 1 (6 hours of instructional time)**

##### May 10<sup>th</sup> (3 hours)

- Introductions
- Lecture – Colonial Cuba: Slavery and Caribbean revolutions’ impact on Cuba

##### May 11<sup>th</sup> (3 hours)

- Lecture – Colonial Cuba: the emergence of Cuba’s racial system, and the emergence of several key national discourses that continue to structure social life in the present
- Response papers due

#### **Week 2 (12 hours of instructional time)**

May 15<sup>th</sup> (3 hours)

- Lecture – Republican Cuba: Afro-Cubans after Cuba's independence; American occupation of the Island (1898-1902); and the Republican era (1898-1959)

May 16<sup>th</sup> (3 hours)

- Lecture – Cuban Culture and Identity: Religion, Music, and Dance
- Response papers due

May 17<sup>th</sup> (3 hours)

- Lecture – Cuban Socialism: Changes during the post-1959 revolutionary government

May 18<sup>th</sup> (3 hours)

- Lecture – Cuba Post Socialism: Hip Hop and contemporary movements for social change
- Safety and travel logistics (additional hour of class time, not counted toward credit allocation)
- Response papers due

**Week 3 Travel to Cuba** (6 hours of formalized instruction, 17 of hours structured educational experiences)

Sunday, May 21<sup>st</sup> – Travel to Cuba

- CIEE onsite orientation

Monday, May 22<sup>nd</sup> (3 hours of formalized instruction; 2.5 hours of structured educational experiences)

- Lecture by Documentary Film Maker Gloria Rolando on Afro-Cuban history
- Lecture by Professor Esteban Morales Dominguez on race in Cuba
- Tour Casa de Africa
- Dance and Drum workshop with Rumba Morena (all women's Afro-Cuban Rumba Group)
- Journaling

Tuesday, May 23<sup>rd</sup> (1 hour formal instruction; 3 hours of structured educational experiences)

- Marianao, Anthropological tour led by Michael Sanchez
- Visit to the Museum of Afro-Cuban Culture in Guanabacoa
- Lecture by Ana Miranda Claderin on the Cuban Health System
- Journaling

Wednesday, May 24<sup>th</sup> (1 hour formal instruction; 3.5 hours structured educational experience)

- Lecture/workshop on community organizing with activist and Hip Hop artist La Fina
- Tour of Martin Luther King Jr. Center
- Discussion with community activists
- Journaling

Thursday, May 25<sup>th</sup> (1 hour formal instruction; 3 hours structured educational experience)

- Lecture by Tomas Fernandez Robaina on Afro-Cuban religion

- Visit to the Museum of Afro-Christian religion in Regla
- Visit to the Yoruba Cultural Association (and the Museo de los Orishas)
- Journaling

Friday, May 26<sup>th</sup> (3 hours structured educational experience)

- Travel to Las Terrazas (Tour with Roberto Perez Rivero from the Foundation for Nature and Humanity)
- Journaling

Saturday, May 27<sup>th</sup> (2 hours structured educational experience)

- Student choice tours (in groups, with prior arrangements with resident directors and appropriate guide(s))
- Visit to Old Havana/Artisanal Market

**Week 4** (4 hours of instructional time; 8 hours of structured educational experiences)

Sunday, May 28<sup>th</sup> travel to Varadero (overnight stay)

- Free time to explore
- Journaling

Monday, May 29<sup>th</sup> tour of sites in Matanzas on return to Havana (4 hours structured educational experience)

- Tour of Museum of the Slave Route
- Visit to Triunvirato Sugar Mill (slave rebellion site)
- Journaling

Tuesday, May 30<sup>th</sup> (1 hour formal instruction; 4 hours of structured educational experiences)

- Lecture by Wilfredo Poma and Cuban students on education in Cuba
- Tour of the Museum of the Revolution
- Visit to Jose Marti and Antonio Maceo memorials; Malcolm X-Martin Luther King, Jr park
- Journaling

Wednesday, May 31<sup>th</sup> – Travel day; return to Ohio

Friday, June 2<sup>nd</sup> (3 hours formalized educational experience)

- Final presentations
- Discussion; review
- Reflection papers due

### **GE assessment plan**

The final reflection papers will be used to assess the degree to which students have achieved the GE learning objectives of recognizing similarities, differences and interconnections among host and home countries; functioning effectively abroad; and articulating how their time abroad has enriched their academic experience. I intend to use the standard rubric to review this assignment

for assessment purposes. Because the short paper only addresses one of the three learning goals, I will also give the students a pre- and post-travel survey and compare the answers to evaluate their ability to compare the two countries and their knowledge of Cuban vs. US history and culture. The pre-travel responses will provide the baseline for comparison. Potential questions include specifics about Cuban history and culture. If students do not show significant increase in their ability to compare the two countries and knowledge of Cuban history and culture at the end of the course, I will revise the syllabus in order to incorporate more or different readings, lectures, discussions or excursions as seems appropriate. I also intend to ask students to fill out a discursive evaluation of the course that will help me determine what areas in my particular teaching style need improvement. For example, I will ask students to evaluate how well the pre-travel lectures prepared them to understand and interpret what they observed in-country. I will expect students to show significant increase in their understanding of Cuban history and literature. I would expect students to successfully answer 90% of the questions on the post-travel survey, but anticipate that only 20% will do so on the pre-travel survey. I will closely evaluate the ability of the planned activities abroad to connect to the readings and lectures. The data will be archived by the associate dean of study abroad on our campus and available to the Office of International Affairs and others as necessary or desired.

## Logistical Components

1. For programs based at a host institution, provide an overview of the host institution with particular attention to prior experience in study abroad, host institution facilities and services, logistics, planning and administration. For programs not based at a host institution, provide an overview of the in-country arrangements and general program environment. Provide information on accommodations, meals and group meeting space.

The council on International Educational Exchange (CIEE), the “country’s oldest and largest nonprofit study abroad and intercultural exchange organization,” will serve as the host institution and will arrange local lecturers, tour guides, meals, accommodations, and in county transportation. CIEE will work with the Juan Marinello Cuban Institute of Cultural Research, which has developed successful programs for Tufts, Brown, University of North Carolina, Louisiana State, Butler University, the University of Albany, and many others.

2. Address issues of health, welfare, safety and security of students in the program environment and in any cities and/or rural environments where the program will take place, taking the following into consideration:

- a. Is there a current DOS Alert or Warning for the country?

No.

- b. How does the program location and logistical details address concerns in the Safety and Security, Health and Travel and Transportation section of the Country Specific Information?

The CDC states that all travelers be up to date on routine vaccines - measles-mumps-rubella (MMR) vaccine, diphtheria-tetanus-pertussis vaccine, varicella (chickenpox) vaccine, polio vaccine, and yearly flu shots. The CDC also recommends that travelers be vaccinated for Typhoid and Hepatitis A, both of which can be transmitted through contaminated food or water.

- c. How does the program location and logistical details address travel health issues cited by the CDC?

Travelers should protect themselves from mosquito bites to reduce risk of contracting Zika virus.

3. Provide a draft OIA Program Information sheet for the proposed programs.

See attached.

## **Program Cuba: Race, Revolution and Culture**

This interdisciplinary course analyzes the role of race and culture in the formation of contemporary Cuban politics and national identity. We will seek to understand contemporary Cuba by exploring Cuba's African roots; slavery, resistance, and emancipation in Cuba; the development of Cuban national identity during Cuba's colonial period; the achievements and challenges of revolutionary Cuba; and the Afro-Cuban challenge to the race blind political and cultural movement of the Cuban Republic. We will pay special attention to the role of the arts – music, film, and literature – as a means of resistance to social injustice in contemporary Cuba. Students will explore constructions of Blackness and racial identity outside of the American context and as a result develop a broader understanding of race, culture, heritage, and resistance in the African Diaspora.

**Locations** The program in Cuba will be based in the capital city of Havana. The students will also spend one day and night in Varadero, Cuba, a beach town located along Cuba's Hicacos Peninsula, approximately 2 hours east of Havana.

**Courses and Credits** Students will earn 3 credits of ASC 2798.xx.

Admitted participants are required to register for the pre-departure course for this program for May Session. This course takes place at Ohio State's Newark campus from May 10<sup>th</sup>-18<sup>th</sup>. We will also meet for one post-trip session on June 2<sup>nd</sup>. Students must travel to the OSU Campus in Newark for the course.

For the study abroad program students will travel to Havana from May 21<sup>st</sup> – May 31<sup>st</sup> to hear lectures from and dialogue with Cuban scholars and activists on topics such as race, religion, health, and education. We will visit important sites of slave resistance and gain a better understanding of the African roots of contemporary Cuban culture through activities such as a dance and drum workshop and visiting museums like the Museo de los Orishas and the Museum of Afro-Cuban Culture in Guanabacoa. We will also learn about contemporary issues facing Afro-Cubans as they continue to struggle for full inclusion in the post-Revolution era.

### **Accommodations**

All students stay in homestays (casa particulares) with Cuban families in the Vedado neighborhood within walking distance to the University of Havana and the Study Center. Students will have double and triple rooms although single placements may be available. Housing and two meals per day are included in the program fee.

### **Program Costs**

Students are responsible for paying The Ohio State University tuition plus a TBD travel fee. The program fee includes the cost of the flight to Cuba and back, program activities, and transportation for program activities. It does not include personal expenses. Students on the

Newark campus who are accepted into the program will receive a xxx scholarship to offset the program fee.

If students withdraw or become ineligible any time eleven days after the acceptance notification, they will be held responsible for a cancellation fee. Please refer to OIA's cancellation Policy.

### **DATES**

May Session 2017

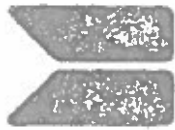
May 10-18 and June 2: Newark campus

May 21-31, 2017 (Cuba)

### **Eligibility**

Undergraduate students in all majors; any rank; 2.5 GPA. Newark campus students will be given preference, as will students have not participated in international study or OIA academic programs.





CIEE

Faculty and Custom  
Programs

## Information Needed for Havana Program Proposal

Name of School: Ohio State University at Newark

Name of person completing this form: Tiyi Morris

Location of Program: Havana, Cuba

Name of Program: Cuba: Race, Revolution, and Culture

### TIMING

What is the program duration? 11 days

Are there tentative dates for the program? May 21-31, 2017

Is there any flexibility with the dates? yes

Will this program recur annually? Every other year

### STUDENTS

What is the minimum number of students? 12

What is the maximum number of students? 20

What type of students (major/year) will participate? The program will be open to undergraduate students at all ranks with a minimum 2.5 GPA who have completed English 1110.

### PROGRAM

Please describe in a few sentences the objectives of this program.

This interdisciplinary course analyzes the role of race and culture in the formation of contemporary Cuban politics and national identity. We will seek to understand contemporary Cuba by exploring Cuba's African roots; slavery, resistance, and emancipation in Cuba; the development of Cuban national identity during Cuba's colonial period; the achievements and challenges of revolutionary Cuba; and the Afro-Cuban challenge to the race blind political and cultural movement of the Cuban Republic. We will pay special attention to the role of the arts – music, film, and literature – as a means of resistance to social injustice in contemporary Cuba. Students will explore constructions of Blackness and racial identity outside of the American context and as a result develop a broader understanding of race, culture, heritage, and resistance in the African Diaspora.

Will students get credit for this program? **(NOTE: According to US OFAC Regulations to be eligible for travel, all students on Cuba programs must receive credit for the course)** Yes

Is this study abroad program embedded in a course? Yes

Course title and code: (ex. "Cuban Authors of the Special Period" SPAN 4000)

Cuba: Race, Revolution, and Culture ASC 2798.XX

Department of University offering credit for course: Arts & Sciences

Has approval been given for this program? In process (.XX will be provided to complete title upon approval)

FACULTY/STAFF

Will a faculty member accompany the group? Yes

Names of faculty members leading program (Please attach CVs): Tiyi Morris & Tanya Saunders

Will a faculty member be responsible for instruction during the program? Yes, along with guest lecturers

Have faculty leaders/staff travelled to Cuba before? Dates and reasons for travel? Yes

Tiyi, CIEE Faculty Seminar, January 2016

Tanya has travelled to Cuba numerous times since 1998 to conduct research and present at conferences. She recently published a book based on her research, *Cuban Underground Hip Hop: Black Thoughts, Black Revolution, Black Modernity*, and is currently conducting research on gender and sexual identity among non-normative Cuban women.

Have they led students groups to Cuba or abroad before? Tiyi Morris took students to Jamaica in January 2004 with DePauw University. Tanya took students to Cuba in 2001 with the University of Michigan, Ann Arbor, the Gerald R. Ford School of Public Policy

Will there be others accompanying the group? Assistant? Staff? No

Do accompanying faculty/staff speak Spanish?

Tiyi, No

Tanya, Yes

Have accompanying faculty/staff made a site visit to the location for program development?

Tiyi is planning a trip for June 2016

Are there specific accommodation requests for accompanying faculty/staff?

What type of accommodations do you prefer (for accompanying faculty/staff)? Please check all that you would be interested in discussing:

Hotel  Casa Particular (room rental in Cuban home)

Hostel-type (bunk beds)  Independent Furnished Apartment

Should faculty expenses be absorbed by the student fees?

No

Other requests?

ACCOMMODATION

Will students need accommodation for part or all of the program? If part, please specify when. All

What type do you prefer? Please check all that you would be interested in discussing:

Hotel  Casa Particular (room rental in Cuban home)

Hostel-type (bunk beds)  Independent Furnished Apartment

Is there a preference for single, double, triple accommodation? Doubles and triples.

Is there a specific neighborhood and/or hotel/hostel/casa you prefer for accommodation? Vedado

Guest house owned by Matilde Portela Femenias at Calle 13 entre L y M

Guest house located at Avenida de los Presidentes # 260, between 11 and 13 street

We include an on-site orientation including pertinent information on student housing, cultural issues, health and safety protocol, and local logistics. Is there anything else you would like us to address? No

## MEALS

Should breakfast be included with accommodation? Yes

How will lunches and dinners be handled?

Most of the lunches should be included and some of the dinners (see attached itinerary)

Do you want a Welcome Dinner? A Farewell Dinner? Yes, for both.

Are there specific restaurants identified for any of the meals? Yes

El Portal de Calzada (Tony y Victoria's Restaurante)

La Chucheria Sports Bar

La Catedral

## TRANSPORTATION

*CIEE Strongly recommends that the group arrive together on a group flight due to logistical difficulties of charter flights to Havana*

Does the group need Arrival Airport Transfer? Departure Airport Transfer? Yes, for both.

Does the group need long-distance transportation between locations/cities? Yes.

To Las Terrazas for a day trip.

To Varadero for an overnight trip, stopping in Matanzas on the return to Havana.

Are there other transportation requests? Daily transportation to various sites, restaurants for lunch, and to classroom for lectures.

## ACADEMICS

What are your top three academic goals for students on this program?

1. To gain knowledge of Cuban history and culture in comparison to the U.S.
2. To learn about a country that has had, and continues to have, a significant influence on cultural politics in Africa, Latin America and the Caribbean.
3. To develop a broader understanding of race, culture, heritage, and resistance in the African Diaspora through exploring constructions of Blackness and racial identity outside of the American context.

How many credits will students receive for the course?

3

How many hours a day will students be in class with Faculty leaders?

Students will spend 18 hours of time in class with faculty leaders before travel to Cuba and 3 hours upon our return.

Is classroom or meeting room space needed? Please describe the space needed. Space need for lectures.

How many days? 4 or 5 days, tentatively

How many hours per day? 1-3 hours a day

Is there specific equipment or resources needed in the classroom/meeting room?

Equipment to show videos, possibly PowerPoints.

Is space needed for an office hours?

No.

How many guest lecturers are needed to supplement your academic program?

What type of expertise will be needed? (Please be as specific as possible! Suggest titles of lectures that you'd like to receive)

Professor Esteban Morales Dominguez

Gloria Rolando

Tomas Fernandez Robaina

Michael Sanchez

Ana Miranda Claderin

La Fina

Roberto Perez Rivero

Wilfredo Poma

\*see attached itinerary

#### CO-CURRICULAR ACTIVITIES

What are your top three cultural goals for students on this program?

1. To function well outside U.S. effectively, and reflect on their experiences.
2. To gain a deeper understanding of the complexity of and diversity within the African Diaspora.
3. By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

How many course related site visits should be included?

Have specific organizations been identified or should CIEE identify? Identified below:

Martin Luther King Jr. Center

Casa de Africa

Museum of Afro-Cuban Culture in Guanabacoa

Museum of Afro-Christian religion in Regla

Yoruba Cultural Association (and the Museo de los Orishas)

Museum of the Slave Route

Triunvirato Sugar Mill

Museum of the Revolution

Jose Marti, Antonio Maceo, Malcolm X and MLK memorials

\*see attached itinerary

How many half-day field trips should be included?

Have specific destinations and activities been identified or should CIEE identify?

\* see attached itinerary

How many full-day field trips should be included? 2

Have specific destinations and activities been identified or should CIEE identify? yes

Day trip to Las Terrazas

Trip to Matanzas on the return trip from Varadero to Havana

\* see attached itinerary

How many overnight excursions should be included? 1

How many nights per excursion? 1

Have specific destinations and activities been identified or should CIEE identify? Yes

Varadero

What should be included in an overnight excursion (meals, accommodations, entrance fees, transportation, etc.)? meals, accommodations, entrance fees, transportation

## OTHER

Would you like your students to have access to CIEE staff during regular business hours?

Yes.

Would you like 24/7 local emergency support via phone for your students? Yes

If possible and relevant, should a tour of the local university be included?

No.

Do you have a price point in mind? \$1500-\$2500 per person

When is the proposal due? ASAP

### **\*Tentative Itinerary**

**Sunday, May 21st – Travel to Cuba**

- CIEE onsite orientation
- Welcome Dinner

**Monday, May 22<sup>nd</sup>**

- Lecture by Documentary Film Maker Gloria Rolando on Afro-Cuban history
- Group Lunch
- Lecture by Professor Esteban Morales Dominguez on race in Cuba
- Tour of Casa de Africa
- Dance and Drum workshop with Rumba Morena

**Tuesday, May 23<sup>rd</sup>**

- Marianao, Anthropological tour led by Michael Sanchez
- Group Lunch
- Visit to the Museum of Afro-Cuban Culture in Guanabacoa
- Lecture by Ana Miranda Claderin on the Cuban Health System
- Group Dinner

**Wednesday, May 24<sup>th</sup>**

- Lecture/workshop on community organizing with activist and Hip Hop artist, La Fina
- Group Lunch
- Tour of Martin Luther King Jr. Center
- Discussion with community activists

**Thursday, May 25<sup>th</sup>**

- Lecture by Tomas Fernandez Robaina on Afro-Cuban religion
- Visit to the Museum of Afro-Christian religion in Regla
- Group Lunch
- Visit to the Yoruba Cultural Association (and the Museo de los Orishas)
- Group Dinner

**Friday, May 26<sup>th</sup>**

- Travel to Las Terrazas (Tour with Roberto Perez Rivero from the Foundation for Nature and Humanity)
- Group Lunch
- Return to Havana

**Saturday, May 27<sup>th</sup>**

- Student choice tours (as groups, with prior arrangements with resident directors and appropriate guide(s))
- Student lunch on their own
- Visit to Old Havana/Artisanal Market
- Group Dinner

**Sunday, May 28<sup>th</sup> travel to Varadero (overnight stay)**

- Free time to explore
- Student lunch on their own
- Group Dinner

**Monday, May 29<sup>th</sup> Matanzas**

- Tour Museum of the Slave Route
- Visit to Triunvirato Sugar Mill (slave rebellion site)
- Group Lunch
- Return to Havana

**Tuesday, May 30<sup>th</sup>**

- Presentation on Education in Cuba by Wilfredo Poma and Cuban Students
- Group Lunch
- Tour of the Museum of the Revolution
- Jose Marti, Antonio Maceo, Malcolm X and MLK memorials
- Farewell Dinner

**Wednesday, May 31<sup>th</sup> – Travel day; return to Ohio**