**The Ohio State University at Newark**

**ASC 2798.xx:**

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

**May 2017**

**Resident Directors:**

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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>).

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 10th (3 hours)

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

May 11th (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 15th (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 16th (3 hours)

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

May 17th (3 hours)

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

May 18th (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 21st – Travel to Cuba

* CIEE onsite orientation

Monday, May 22nd (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 23rd (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 24th (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 25th (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 26th (3 hours structured educational experience)

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

Saturday, May 27th (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 28th travel to Varadero (overnight stay)

* Free time to explore
* Journaling

Monday, May 29th 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 30th (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 31th – Travel day; return to Ohio

Friday, June 2nd (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 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.