The Cuban Development Model

This course examines the evolution of the Cuban development models, from the Spanish Conquest and period of colonization (1492-1898) to the reforms of the early 21st century. The objective is to develop an understanding of the various development strategies employed by Cuba, particularly since the revolution of 1959. Through a series of readings, lectures, and discussion, students will be encouraged to develop an understanding of this small (11.2 mn) country which represents a unique approach to development, with some interesting strategies that might be applicable elsewhere.

The course will be taught by me, Dr. John M. Kirk, of the Department of Spanish and Latin American Studies. My office is in the McCain Building (Room 3025), and I can be reached at 494-3679, or by email (kirk@dal.ca). Office hours are Tuesdays and Thursdays, from 1 to 2.30pm. During the fall term I will also be in the office from 7.30 to 8.30am, and available to meet. The course meets on Tuesdays and Thursdays from 10.05 to 11.25 in the Life Sciences Building, Room C 236.

There is one textbook, available in the bookstore: A Contemporary Cuba Reader: The Revolution under Raúl Castro, ed. Philip Brenner, Marguerite Rose Jiménez, John M. Kirk and William M. LeoGrande (Lanham, Md.: Rowman and Littlefield, 2014). This will be used extensively, and an assignment will be based around it.

The final grade will be based upon the following assignments:

1) An analysis of History Will Absolve Me, Fidel Castro’s defence speech of 1953. Read the speech, and: a) assess the validity of his claims concerning the economic reality of Cuba in the early 1950s; and b) discuss the solutions that he proposes. How would you describe Cuba on the cusp of revolution? (20%) Due October 7 in class

2) Assess the various development strategies employed by the revolutionary government from 1959 to 2006, and in particular evaluate the role of Fidel Castro during that time. Can he be viewed as Messiah or Devil? (30%) Due October 28 in class

3) Imagine that you have been hired by the Cuban government to provide a balanced analysis of the Cuban approach to development in 2014. With specific reference to at least eight chapters in the textbook (A Contemporary Cuba Reader: The Revolution under Raúl Castro), as well as all of your own extensive readings, outline the major challenges facing Cuba in the post-Raúl period, and recommend pragmatic solutions to assist the government in overcoming these challenges (50%) Due November 20 in class

There are no exams in this course, but a high level of original research and analysis is expected.

N.B. Specific guidelines will be given in class approximately 1-2 weeks before the due date, and we will discuss the assignment in detail then. They will not be posted online, since the
discussion of the assignment in class is particularly important. Make sure that you attend regularly and get precise instructions in order to avoid disappointment. All papers are to be typed, double-spaced, and any recognized academic style is acceptable.

Please note that all assignments are to be handed in to the instructor in class on the day indicated. They will not be accepted online, nor in my office. All deadlines are to be respected. Students can hand in their assignment at the next class—but will be marked down one full grade—e.g. from A- to B-, or D to F. After that extension no papers will be accepted, unless accompanied by a detailed medical certificate stipulating that the student was ill, or by similar documentation.

The grade distribution and meaning are as follows

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<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.30</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>85-89</td>
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<tr>
<td>A-</td>
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<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>77-79</td>
<td>Good</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>73-76</td>
<td>Good</td>
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<tr>
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<tr>
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<td>65-69</td>
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<tr>
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<tr>
<td>D</td>
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<td>50-54</td>
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</tr>
<tr>
<td>F</td>
<td>0.00</td>
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<td>Inadequate</td>
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Notes from the Dean’s Office

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristics protected under Canadian human rights legislation. Students with disabilities are encouraged to register as quickly as possible at Student Accessibility Services if they want to receive academic accommodation. To do so, please phone 902-494-2836, email access@dal.ca, drop in at the Mark A. Hill Accessibility Centre, or visit the website: www.studentaccessibility.dal.ca I will be happy to assist any students with special needs, so please don’t hesitate to talk with me.

All students in the class are to read and understand the policies on plagiarism and academic dishonesty as referenced in the Undergraduate Calendar (Section on Intellectual Honesty). In particular students are to avoid plagiarism. Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were one’s own. Plagiarism is considered a serious academic offense that may lead to the assignment of a failing grade, suspension or expulsion from the university”. So, avoid at all costs… If you have any doubts, please consult me.
Outline of Suggested Material to Be Covered and Readings

Please note that the readings are to be done **before** the indicated date, in order to facilitate a broader, well-informed understanding.

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
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<tbody>
<tr>
<td>Sept 4</td>
<td><strong>Introduction to the course</strong></td>
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<tr>
<td></td>
<td>General Introduction to Cuba: population, geography, historical periodization</td>
</tr>
<tr>
<td></td>
<td>“Cuba, A Brief History” (pp. 18-19) and “Cuba, The Facts” (pp. 24-5), New Internationalist, no. 301 (May 1998)</td>
</tr>
<tr>
<td>11</td>
<td>Discovery and Conquest</td>
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<tr>
<td>16</td>
<td>The Colonial Economic Model</td>
</tr>
<tr>
<td>18</td>
<td>LIBRARY WORKSHOP: CLASS MEETS IN KILLAM LIBRARY, RM. 2616. PRESENTATION BY LIBRARIAN ORIEL MACLENNAN</td>
</tr>
<tr>
<td></td>
<td>Dependency by Design: King Sugar</td>
</tr>
<tr>
<td>23</td>
<td>The Development Aspirations of José Martí</td>
</tr>
<tr>
<td>25</td>
<td>The Impact of Foreign Investment, late 19C.</td>
</tr>
</tbody>
</table>
www.lse.ac.uk/economicHistory/seminars/lainstitutions/documents/dye_paper.pdf

30 U.S. Foreign Investment, and Political Influence


“Cuba/US History,” Havana Unwrapped,


Oct 2 The Pre-revolutionary Approach to Development, and the Social Impact

Samuel Farber, “The Pre-revolutionary Cuban Economy: Progress or Stagnation?”
www.uncpress.unc.edu/pdfs/SampleChapters/9780807830017_farber_origins_ch1.pdf.

Cuba Transition Project, “Socio-Economic Conditions in Pre-Castro Cuba,”
cpt.iccas.miami.edu/FACTS_Web/Cuba_Facts_Issue_43_December.htm.

7 The Revolutionary Prescription: History Will Absolve Me. Assignment 1 due


9 Overview of the Revolution’s Approach to Development

Mike Rivage-Seul, “One Man’s View of Cuba,” May 4, 2014,
progresoweekly.us/one-mans-view-cuba/


14 Development in the Early Years (1959-61)

Louis A. Pérez, Jr., Chapter 11 (“Between the Old and the New”), Cuba Between Reform and Revolution, pp. 237-256.
16 Centralized Planning, Then and Now…


21 Fidel Castro vs. Che Guevara in Development Theories


23 Cuba, 1962-89: Major Challenges, and Strategies


28 1990: Fall of the USSR: Cuba’s Struggle to Survive


30 Introduction of Tourism: A Double-Edged Sword

Nov 4 Towards a Mixed Economy? Market socialism? A Hybrid Cuban Economy?

Chapters 9-17 of textbook, A Contemporary Cuba Reader: The Revolution under Raúl Castro, pp. 117-213


6 The Social Impact of Castronomics


11 Remembrance Day: No Classes

13 2006: Raúl Castro Takes Over


18 Urban Agriculture: The Greening of the Revolution


20 Biotechnology Assignment 3 due

25 Medical Internationalism


27 Gains and Losses of the Cuban Development Model


Dec 2 General Discussion

Carlos Alzugaray Treto, “Continuity and Change in Cuba at Fifty” (pp. 39-48), Camila Piñeiro Harnecker, “Cuba’s New Socialism” (pp. 49-58), and Rafael Hernández, “The Collapse of Socialism is Beyond the Present Horizon” (pp. 83-88), A Contemporary Cuba Reader: The Revolution under Raúl Castro.