

# CUBAN CULTURE: RACE, GENDER, AND POWER

ANTH 4735/5735-001 Spring 2019

Anthropology Department

MWF 1:00 – 1:50 pm, Hale 240

Professor L.K. Roland (rolandl@colorado.edu)

Office: 444 Hale Hall

Office Hours sign up: Mondays and Wednesdays 11:00 am – 12:30 pm

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This course seeks to ground students' understanding of contemporary Cuba within the global context. How do those outside the island imagine Cuba and why? What are the realities? In a world of U.S. dominated globalization, only recently have we begun to relax a forceful economic blockade on the island: what does the U.S. mean in the Cuban imaginary, both in the past and present? To attend to global processes as they affect local (Cuban) experience, texts from anthropology, history, policy, literature, film and music will be drawn upon. Students will learn how long-standing patterns regarding race, color, class and gender relations have evolved into the socialist and now the "post-socialist" context.

## Class Format:

The instructor will summarize and raise theoretical questions from the readings (or films) for class discussion. Occasionally, the class will view a film to further foster thinking on a topic. Students are expected to *read and develop their own interpretations* of the texts under review in order to contribute to discussion through comments about the readings and to participate actively in class discussions. Students may also contribute by posting to the Canvas discussion board with comments, news stories, or other relevant items of interest on the course discussion board. As an upper level seminar, the course is designed to be highly interactive and requires a high level of student participation. To that end, there are reflection papers assigned at the end of each module (see description of "Reflection Papers" below). Students are graded based on the depth of their analyses and the strength of their oral and written arguments. The objective is to see that *learning* (rather than replication) is taking place.

## Course Requirements:

Participation 15%

Reflection Papers 60%

Exit essay 25%

## **Final Grade Scale for ANTH 4735/5735-001**

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	<b>D-</b>	<b>60-62.9</b>
C+	77-79.9	F	<60

Grades are non-disputable. **Prior to the distribution of the exit essay** students may conference with the instructor to know her/his overall status and to determine how to improve the final grade (Spring Break is a good time to start checking in!). Students may also track their grades through the course's Canvas site (<https://canvas.colorado.edu/>).

Class Participation grade is based on **attendance** and **contribution** (15 pts total)

Attendance (7.5 pts) – This course will be taught as an advanced seminar. This means that we will cover a large amount of material through reading assignments and class discussion; thus, you will find that your grade for this course will be adversely affected if you are habitually unprepared to participate in class discussions. Indeed, you cannot possibly do well in this course if you have not gained sufficient information from the readings to meaningfully participate in class discussions. It is self-evident that if you are not in attendance, then you are not able to meaningfully participate in class discussions. **Because involvement in class activities is so important, more than two unexcused absences during the semester will result in the lowering of your final grade (i.e., B to B-). Three (3) tardies is the equivalent of one (1) unexcused absence** (please let Prof Roland know at the beginning of the semester if there are circumstances that will regularly make you late to class). **PLEASE NOTE that ten (10) unexcused absences will be regarded as grounds for failing the course.**

Contribution (7.5 pts) – Each student is expected to make at least one thoughtful contribution to each class discussion. The instructor makes note of contributions – and negative participation (i.e., inattentiveness, texting, sleeping) – after each class and considers them in the final grade tally. Beyond the classroom, each student will be assigned a date to **post one reading discussion question** to the course discussion page (<https://canvas.colorado.edu/>) at least once during the course; they must also **comment on or respond to a discussion question** at least once. Discussion questions should be posted **by 10pm** on the evening before the reading will be discussed; to avoid complacency, students will be assigned a reading for which to post their questions during the first week of class. Comments/responses assist your participation grade and may be made at any time (until the Exit Essay is distributed).

Reflection papers (60 points; 12 per paper) – It is important that you read the assigned material critically, as well as for specific content (see **On Reading Strategically** - “A Personal Note to Undergraduates” in Supplemental Material module on Canvas). In order to assist with this, you are asked to do formal critical analyses of the course texts. Here you will be asked to consider the readings/films in the context of the entire module: How do the theoretical points of the readings relate to one another? Which of the texts did you find most useful in the development of your understanding of Cuban culture? Consider the theoretical strengths of a given position, as well as the gaps that it leaves in its wake. Students are invited to use their analyses as platforms for in-class discussion. These analyses should be 3 to 5 double-spaced typed pages, 12-point font with 1-inch margins. *Late papers will not be accepted after the Canvas dropbox has closed.*

The grading rubric for the reflection papers is as follows:

- 1. Module comprehensiveness** (4 pts): demonstrates student read (and viewed) all texts in the module and recognizes how they interrelate
- 2. Interpretation & analysis** (4 pts): demonstrates student’s attempt to understand & think through material in the module in his/her own terms
- 3. Writing** (4 pts): demonstrates ability to communicate at collegiate level (i.e., argument structure, grammar, spelling, punctuation); though a bibliography is not required, in-text citations of direct quotes from course materials (i.e., Helg, p. 58 OR Perez 1999:172) are required; also pagination, and adherence to length restrictions.

Exit Essay (25 pts) - This paper asks students to do some introspection as to what they have learned in the course of the semester. The essay is to be no more than five (5) double-spaced pages.

### Readings:

Two books are available at **The CU Bookstore**. Other readings are available via Syllabus links or the Course Readings module on Canvas (<https://canvas.colorado.edu/>). I strongly recommend downloading the readings at the beginning of the term; create a computer folder with all the PDFs of the readings in case there are any technical difficulties with Canvas in the course of the semester.

Garcia, Cristina. 1992. *Dreaming in Cuban*. New York: Alfred A. Knopf, 1992.

Roland, L. Kaifa. 2011. *Cuban Color in Tourism and La Lucha*. New York: Oxford University Press.

### Films:

Because Cuba remains a place that most students in the United States have never visited, it is useful to “bring the place to life” through multiple media. To that end, the following ten films will be viewed on the dates noted below. As noted, most of the films will be viewed independently via Canvas streaming video (<https://canvas.colorado.edu/>). Reflection papers should consider the films as supplementary (that is, not central) to the module’s readings.

- *Roots of My Heart* (1/17 streaming)
- *Soy Cuba/I am Cuba* (2/7 streaming)
- *Fidel, the Untold Story* (2/14 streaming/YouTube)
- *Lista de Espera* (2/21 streaming)
- *90 Miles OR Those/Left Behind* (2/28 streaming)
- *Buena Vista Social Club* (3/13 streaming)
- *Soulz of Azucar OR other hip-hop* (3/20 streaming)
- *Suite Habana* (4/10 streaming)
- *Fresa y Chocolate/Strawberry & Chocolate* (4/24 streaming)

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### Syllabus Notes

**Note 1 - Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website, or discuss your needs with me.

**Note 2 – Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student’s legal name. The TAs and I are happy to honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that they may make appropriate changes to their records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

**Note 3:** The University of Colorado at Boulder policy on **Discrimination and Harassment**, the University of Colorado policy on **Sexual Harassment** and the University of Colorado policy on **Amorous Relationships** apply

to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender. Anyone who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Further information can be obtained at: <http://www.colorado.edu/sexualharassment/>. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

**Note 4 – Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#). *As regards this specific course, if I find you plagiarizing or cheating, you will receive an “F” on the assignment and, depending on how egregious the violation, an “F” in the course.*

**Note 5 – Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). *Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.*

**Note 6 – Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. *In this class, it is required that you notify the professor of any classes, tests, or assignments that will be missed due to religious observance at least one week prior to the absence.* The instructor and the student can then determine jointly if/when missed material can be made up. See the [campus policy regarding religious observances](#) for full details.

**Note 7 – Laptops/Mobile Phones:** It is recognized that many students use laptops in class to take/review notes or to quickly search a topic under discussion. Should it be determined that **in-class laptops** are distracting from, rather than adding to, a productive learning environment (surfing, facebook, twitter, etc.), they will be disallowed for the abusing student(s). Depending on the classroom configuration, Prof. Roland or your TAs may choose not to permit laptops on the back row of the classroom. In their normal usage, an open laptop may be interpreted as a raised hand (i.e., you may be called on at any time). Please turn all **mobile phones** on silent/vibrate before entering class and keep it out of sight at all times; if you are expecting an urgent call, please notify the instructor before class, try to sit where you can easily exit, and leave the room when necessary without disrupting others.

**Topics and Assignment Calendar:**

**NOTE:** The reading listed on each date is to be completed for discussion *on that date*.

**I. Race, Gender, and Nation Formation in Cuba**

- Mon. 1/13 Introduction, electronic entrance questionnaire (via Canvas quiz)
- Wed., 1/15 Moore, Robin. 1997. *Nationalizing Blackness*, Ch. 1, pp. 13-40.
- Fri., 1/17 NO CLASS – Prof Roland out of town  
Helg, Aline. 1995. *Our Rightful Share: The Afro-Cuban Struggle for Equality, 1886-1912*, Ch. 6, pp. 162-191.  
**FILM:** *Roots of My Heart* (view via Canvas videostream before next class)
- Mon., 1/20 **NO CLASS – MLK HOLIDAY**
- Wed., 1/22 Helg, Aline. 1995. *Our Rightful Share: The Afro-Cuban Struggle for Equality, 1886-1912*, Ch. 7, pp. 193-226.
- Fri., 1/24 - Kutzinski, Vera. 1993. “Caramel Candy for Sale.” *Sugar’s Secrets*, pp. 54-80.  
-Fraunhar, Alison. 2018. “Performing the Mulata, Performing Mulatas: From Colony to Republic.” *Mulata Nation*, pp. 68-105.
- Mon., 1/27 Martínez-Alier, Vera. 1974. *Marriage, Class and Colour in Nineteenth Century Cuba*, Introduction, pp. 1-19.
- Wed., 1/29 Roland, *Cuban Color in Tourism and La Lucha*, Ch. 1.
- Fri., 1/31 Discussion/Catch-up/Current Events in Cuba  
**DUE DATE: Reflection #1**

**II. Background to Cuban Culture**

- Mon., 2/3 Pérez, Louis. 1999. “Image of Identity.” *On Becoming Cuban*, Ch. 3, pp. 165-218.
- Wed., 2/5 Pérez, Louis. 1999. “Points of Contact/Conflict.” *On Becoming Cuban*, Ch. 4, pp. 219-238.
- Fri., 2/7 **FILM:** *Soy Cuba/I Am Cuba* (available via Canvas videostream – 2 hours 20 minutes!)
- Mon., 2/10 Pérez, Louis. 1999. “Illusive Expectations.” *On Becoming Cuban*, Ch. 7, pp. 445-477.
- Wed., 2/12 Roland, *Cuban Color*, Ch. 2
- Fri., 2/14 **FILM:** *Fidel, the Untold Story* (available via Canvas videostream OR [YouTube](#))  
**DUE DATE: Reflection #2**

### III. Living with the Revolution (Cuban & Cuban American Perspectives)

- Mon., 2/17 - Bayard de Volo, Lorraine. 2018. "Gendered Rebels: Barriers and Privileges." *Women and the Cuban Insurrection*  
-Rosendahl, Mona. 1997. "The Soul of the Revolution." *Inside the Revolution*, pp. 78-93.
- Wed., 2/19 -Fernández, Nadine. 2010. "Socialist Equality and the Color-Blind Revolution" in *Revolutionizing Romance*, pp. 54-79.  
- Garth, Hanna. 2020. "Virtuous Womanhood" *Food in Cuba: The Pursuit of a Decent Mneal*, pp. 82-110.
- Fri., 2/21 Roland, *Cuban Color*, Ch. 3  
**FILM:** *Lista de Espera* (via Canvas videostream)
- Mon., 2/24 Lisandro Pérez "The Émigré Community and Cuba's Future" in *Looking Forward*, Ch. 10, pp. 240-261.
- Wed., 2/26 Garcia, Cristina. 1992. *Dreaming in Cuban*, pp. 3-56.
- Fri., 2/28 **FILM:** *90 Miles OR Those I Left Behind* (via Canvas videostream)
- Mon., 3/2 Garcia, pp. 57-160.
- Wed., 3/4 Finish Garcia, pp. 161-245.
- Fri., 3/6 Discussion/Catch-up/Current Events in Cuba  
**DUE DATE: Reflection #3**

### IV. "Soul" of the Revolution (Blackness, Religion, & Music)

- Mon., 3/9 - Ayorinde, Christine. 2004. "Santería in Cuba: Tradition and Transformation" *The Yoruba Diaspora in the Atlantic World*, pp. 209-230.  
-Supplemental Reading: Lovejoy, Henry. 2018. "Introduction." *Prieto*, pp. 1-12.  
**VIDEO** (in class only!): Santería (Matanzas 2002)
- Wed., 3/11 - Aparicio, Frances R. 1998. *Listening to Salsa: Gender, Latin Popular Music and Puerto Rican Cultures*, pp. 125-141.  
- Moore, Robin, "Salsa and Socialism: Dance Music in Cuba, 1959-1999" in *Situating Salsa: Global Markets and Local Meanings in Latin Popular Music*, pp. 51-74.
- Fri. 3/13 **FILM:** *Buena Vista Social Club* (via Canvas videostream)
- Mon., 3/16 Oberacker, J. Scott. 2008. "Affecting the Embargo: Displacing Politics in the Buena Vista Social Club," *Popular Communication*, 6:2, 53-67.

Wed., 3/18 Perry, Marc D. "Critical Self-fashioning and their Gendering." *Negro Soy Yo*, pp. 135-170.

Fri., 3/20 **FILM:** *Soulz of Azucar* OR *Jovenes Rebeldes* OR *La Fabri-K* (via Canvas videostream)

3/23 – 3/27 **SPRING BREAK – NO CLASS**

Mon., 3/30 Discussion/Catch-up/Current Events in Cuba  
**DUE DATE: Reflection #4**

#### **V. Race, Gender and Tourism: Life in Contemporary Cuba**

Wed., 4/1 - Bastian, Hope, 2018. "Adjusting to the Adjustment." *Everyday Adjustments in Havana*, pp. 91-123.  
-Ryer, Paul. 2018. "Color, *Mestizaje*, and Belonging in Cuba." *Beyond Cuban Waters*, pp. 89-122.

Fri., 4/3 **FILM:** *Cuba and the Cameraman* (via Netflix)

Mon., 4/6 - Borelli, Melissa Blanco. 2016. "Hip(g)nosis as Brand: *Despelote*, Tourism and *Mulata* Citizenship" *She is Cuba*, pp. 167-186.  
- Bengelsdorf, Carollee. 1997, "Re-Considering Cuban Women in a Time of Troubles" in *Daughters of Caliban: Caribbean Women in the Twentieth Century*, pp. 229-255.

Wed., 4/8 Fernández, Nadine. 2010. "The Everyday Presence of Race" *Revolutionizing Romance: Interracial Couples in Contemporary Cuba*, pp. 107-127.

Fri., 4/10 -Roland, *Cuban Color*, Ch. 4  
**FILM:** *Suite Habana* (available via Canvas videostream)

Mon., 4/13 Roland, *Cuban Color*, Ch. 5

Wed., 4/15 -Roland, *Cuban Color*, Epilogue  
-Bastian, Hope. 2018. *Everyday Adjustments in Havana*, Epilogue

Fri., 4/17 Discussion/Catch-up/Current Events in Cuba  
**DUE DATE: Reflection #5**

#### **V. Questions of Masculinity**

Mon., 4/20 Hodge, Derrick. "Colonization of the Cuban Body: the Growth of Male Sex Work in Havana." *NACLA: Report on the Americas* 34(5):20-28.

Wed., 4/22 Allen, Jafari S. "Friendship as a Mode of Survival" in *Venceremos: The Erotics of Black Self-Making in Cuba*, pp. 129-156.

Fri., 4/24 **FILM:** *Fresa y Chocolate* (view via Canvas videostream before next class)

- Mon., 4/27 - Bejel, Emilio. "Attempting a Difficult Rectification" in *Gay Cuban Nation*, pp. 156-168.  
-*Supplemental Reading?* "The Personal Movie" in *Cuba on the Verge*, pp. 53-72 (*skim*).
- Wed., 4/29 Garth, Hanna. 2013. "Cooking Cubanidad: Food Importation and Cuban Identity." *Food and Identity in the Caribbean*, pp. 95-106.
- Fri., 5/1 Last class –Wrap-up/*Fiesta?*

**EXIT ESSAY DUE (NO LATER THAN)**

**MONDAY, MAY 4<sup>th</sup> 4:30 PM**

Submit final papers to Canvas (dropbox closes at 7:01pm)