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, we have only recently 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 in the present? Because tourism is a global practice that affects not only Cuba’s political-economy, but also the social and cultural sphere, we will draw on texts from several disciplines, including anthropology, history, policy, literature, and film to make sense of these dynamic processes with a specific focus on issues of race and gender. As an advanced anthropology course being conducted overseas, we will also take the opportunity to become familiar with basic fieldwork methodologies.

COURSE OBJECTIVES: Students who complete this course will:

1. Gain a working understanding of the impact and influence of globalization on the Cuban Revolution with a specific focus on race, gender, and tourism.
2. Become familiar with contemporary and critical thought about Cuban cultural expressions of race, gender and sexuality in cinema, music, and art.
3. Practice an etic approach to tourism, and foster sensitive tourism regardless of place.
4. Become familiar with ethnographic research methodologies.

REQUIRED COURSE READINGS:

Cristina García (1992) *Dreaming in Cuban*

L. Kaifa Roland (2011). *Cuban Color in Tourism and La Lucha*

All other reading material will be available via course blog-site (http://lkrcuba.wordpress.com/global-seminar-course-readings/)

In addition to readings, class sessions, local site visits, and guest speakers, the course will include excursions to:

- Varadero/ Matanzas
- Vinales/ Pinar del Rio
- Santa Clara
COURSE REQUIREMENTS AND ASSIGNMENTS

Assignments:
Please submit assignments via email: Kaifa.Roland@colorado.edu, except as noted.

1. Cultural/Content Analysis
The U.S. media, or more specifically, television reporting/programming, movies, newscasts, music, theater and cyberspace socially construct cultural representations. Prior to arriving in Havana, Cuba you were exposed to Cuban cultural representations as constructed by the U.S. media. Even though you have been in Cuba for a rather brief time, how has your North American imaginary of Cuba been challenged? Discuss at least two ideas, but no more than three. Your essay should be 3 to 5 pages in length and double-spaced. 12 points

2. Student Presentations
Based on current class enrollment, five different groups of two to three students will present a topic and/or issue relevant to your understanding of race, gender, and/or tourism in post-Soviet Cuba (Graduate students will comprise their own group targeted toward their own graduate research*). Your task is to select an issue relevant to our critical understanding(s) of globalization and its implications for gender and race in relationship to the Cuban Socialist Project. During the second week of class, suggestions for possible presentations and student groups will be discussed. 20 points
*In addition to the Exit Essay required of all students, graduate students are required write an 8-10 page paper related to their specific research interests (please consult with Prof. Roland throughout the course on the direction of your research). These papers are to be turned in on July 25th, alongside the Exit Essay.

3. Journal Entries
This assignment asks you to document your student experiences in Cuba. Attempt to place yourself in one the following space(s): ethnographer, participant observer, storyteller, poet, photo-journalist, and/or student writer (4 points each). Your task is to document your experiences as a student in Cuba, and submit two entries each week as indicated. One of these should be a ‘reflection entry’ after museum and/or site visits (3 points each). 28 points total

4. Attendance
I intend for this seminar to be interactive and invigorating. Class attendance will be mandatory and recorded. Hence, you are expected to attend lectures and participate in class discussions to the best of your abilities. 10 points

5. Final Exam/Exit Essay
The final exam will consist of one general essay question that all students must address. The final exam will be comprehensive, thus focusing on the entire course. 25 points – Due by July 25 via email (Kaifa.Roland@colorado.edu).