



### III Course Requirements

The course is based on group learning. This means that the professor takes the lead in the lectures, but all members of the class participate actively in the discussions that go together with the lectures. For this to work well, all students must read closely the assigned literature for the specified sets of classes with a focus on the issues stated and the discussion or questions listed. Students are expected to attend all Zoom classes and do so punctually. Attendance record will be kept and will be used to compute attendance scores that will be a total of 10 marks. Students are encouraged to take advantage of Office Hours to discuss with the professor all issues relating to the course. There are 8 slots, 15 minutes each, every week, Tuesday 10.00 am to 12 noon (10.00-10.15 am, 10.15-10.30 am, 10.30-10.45 am, 10.45-11 am, 11-11.15 am, 11.15-11.30 am, 11.30-11.45 am, 11.45-12 noon). During the Zoom class, every Monday, the professor will ask students who want to utilize the office hours to state their chosen slot for the week. Each student is expected to write four one-page essays (one each for the 4 sections of the course) for a total score of 40 marks (10 marks per essay). There are 10 weeks



ix) Discuss the probable socioeconomic and political changes in Cuba that United States intervention prevented.

x) Show the effects of United States intervention and military occupation on Cuba's economy and society.

Readings: a) Louis A. Perez, Jr., *Cuba: Between Reform and Revolution* (5<sup>th</sup> ed., Oxford:

Oxford University Press 2015), pages 1-149;

b) Jane Franklin, *Cuba and the U.S. Empire: A Chronological History* (New

York: Monthly Review Press 2016), pages 1-12.

2. The Republic of Cuba, from United States Control to Fidel Castro's Revolution, 1903

1959: the growth of American private investment in Cuba and the diminution of

Cuban creole investment; the economic impact of the Reciprocity Treaty of 1903; the

sugar economy and Cuban politics; United States interventions, 1906-1909, 1912, and

1917; the rise of native Cuban entrepreneurs during and after World War I; the

economy and Gerardo Machado's

ii) What factors contributed to the rise of native Cuban entrepreneurs during and after World War



iii) What socioeconomic and political changes have occurred in the United