—PROJECT PROPOSAL—

For

THE INTERNATIONAL ECONOMIC DEVELOPMENT PROGRAM

—2004—

Cuba in Transition

Sponsored by
International Policy Students Association

Gerald R. Ford School of Public Policy
University of Michigan at Ann Arbor
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Contact Information
Nicole Porreca, Treasurer of the International Policy Students Association  
(734) 994-0774 or nporreca@umich.edu
I. Executive Summary

The International Policy Students’ Association (IPSA) seeks funding to implement the study tour portion of the Gerald R. Ford School of Public Policy International Economic Development Program (IEDP). IPSA has conducted previous IEDP’s to the Czech Republic, Costa Rica, Venezuela, and Morocco. The 2004 IEDP’s objective remains the same: to provide students studying international policy with a unique learning experience in emerging market policy making—an opportunity not otherwise offered by the Ford School curriculum.

The IEDP combines learning through a traditional seven-week course with a study tour in a selected country during the Winter Term Break. This year, members of IPSA elected to study the political and economic developments of Cuba. To implement the Program’s ten-day study tour, IPSA needs to raise a total of $43,000 to cover transportation and lodging expenses for a group of approximately twenty-seven students and two Ford School faculty members.

II. History of the IEDP

IPSA’s mission is to foster awareness of international policy issues through the exchange of ideas, cultures, and experiences. IPSA believes a global perspective is crucial to successfully understanding today's policy issues. By providing opportunities to apply problem-solving skills to current policy problems, the organization strives to create a strong educational foundation for its members as they embark upon careers as future leaders. With this mission in mind, IPSA first conceived of and organized the IEDP during the 1999-2000 academic year.

A. 2000 IEDP to Costa Rica
The first IEDP study tour took place in 2000. Nineteen students, accompanied by one faculty advisor, Professor Katherine Terrell, traveled to Costa Rica to study its development policies. The first program surpassed its own bold objectives, offering students valuable insights into the culture and policy of a foreign country as well as a greater understanding of international economic development.

B. 2001 IEDP in the Czech Republic
In 2001, IPSA studied the Czech Republic’s position as a successful emerging market economy. Professor Katherine Terrell coordinated a seven-week course examining the evolution of the Czech Republic's institutions and policies. The capstone experience of the 2001 IEDP was the study tour to Prague. Students used their knowledge to ask probing questions and discuss policies with members of parliament, economic policy-makers, private sector executives, EU representatives, and U.S. diplomats.

C. 2002 IEDP to Venezuela
The third IEDP program involved a study of Venezuela’s political and economic instability. The interdisciplinary and interdepartmental characteristic of the tour brought together a group of graduate students from the School of Public Policy, Law School, Business School, School of Natural Resources and Environment, and School of Social Work. Professor Jude Hays coordinated a seven-week seminar examining Venezuela’s current political, economic and social structures. The 2002 IEDP culminated in a week-long study tour to Caracas. Students used their knowledge of Venezuela’s social and economic policies to exchange impressions and thoughts with government officials, members of parliament, economic policy-makers, university faculty members, private sector executives, U.S and French diplomats, and the former president, Dr. Rafael Calderas.
D. 2003 IEDP to Morocco
Morocco was selected for the 2003 IEDP because North Africa is relatively neglected in international policy and development discourse and due to the heightened international focus on the Arab world. The study tour brought together a group of graduate students from the School of Public Policy, Business School, School of Natural Resources and Environment, and the Political Science Department. Professor Susan Waltz coordinated a seven-week seminar examining Morocco’s pathway to sustainable development and success in meeting the Millennium Challenge Goals outlined by the United Nations. The 2003 IEDP ended with a weeklong study tour to Morocco (including the cities of Casablanca, Fez, and Rabat). Students met with a variety of government officials, members of Parliament, economic policymakers, and private sector executives to engage in a substantive policy dialogue.

E. Past IEDP Funders
The previous IEDP’s have been generously funded through a combination of grants from the Gerald R. Ford School of Public Policy, Business School Dean's Office, Latin American and Caribbean Studies Program, Center for International Business Education, William Davidson Institute, International Institute, Center for Middle East and North African Studies, Rackham Dean's Office, President's Office, Office of the Provost, Student Academic Multicultural Initiatives, and the University of Michigan.

III. The 2003 International Economic Development Program to Cuba

Due to its unique political, geographic and fiscal relationship with the United States, Cuba offers a fascinating case study in economic development. Large scale opportunities for economic change currently exist within Cuba making it a unique time to study the region. IPSA’s choice of Cuba for the 2004 IEDP was based on the desire to better understand the following dynamics: 1) the recent efforts of economic transition in Cuba; 2) the high-profile relationship between the United States and Cuba. It is crucial that U.S. involvement in Cuba’s renewal be in the best interest of the citizens from both countries. The experience and knowledge gained through this year’s IEDP will provide invaluable insights into this process as the two nations forge ahead with new economic and political bonds.

A. Why Cuba?

Government and Politics

After the overthrow of the Batista-run government in 1959, the Fidelistas, led by Fidel Castro, implemented a number of sweeping governmental reforms. Most important among these were the abrogation of capitalism and the abolishment of all political opposition groups. As part of their plan to create a socialist economy, the Fidelistas, under the banner of the newly formed Popular Socialist Party, began to nationalize Cuban industries, which included taking over millions of dollars of U.S. owned lands and businesses. In retaliation, the United States imposed a strict trade embargo and initiated a number of failed missions to assassinate Castro and disrupt his authority. Castro’s reliance on the Soviet Union for economic and military aid, a strong Soviet troop presence in Cuba, and Castro’s efforts to export his revolution to parts of Latin America and Africa, exacerbated the rift in Cuban-U.S. relations. While the U.S. still maintains a strict trade embargo on Cuba, many countries, including members of the European Union, have normalized relations with Cuba since the collapse of the Soviet Union.

Despite judicial reforms in 1973 and constitutional reforms in 1976, which created the popularly elected National Assembly of People's Power, Castro continues to hold absolute power. Recent crackdowns on political dissidents and the illegality of opposition parties demonstrate Castro’s intolerance for dissent. Nevertheless, Cuban officials and other independent sources boast that Cuba maintains good social
services, especially in healthcare and education. Despite this, Cuba also suffers from mass migration problems. Last year, an estimated 2,500 Cubans attempted to enter the United States through Miami.

The United States’ Relationship with Cuba

The relationship between the United States and Cuba for the last 40 years has been marked by tension and confrontations. The United States recognized the new Cuban government, headed by Fidel Castro, on January 7, 1959. However, bilateral relations deteriorated rapidly as the regime expropriated U.S. properties and moved towards adoption of a one-party Marxist-Leninist system. As a result, the United States embargoed Cuba in October 1960 and broke diplomatic relations the following January. Tensions between the two governments peaked during the April 1961 "Bay of Pigs" invasion and the October 1962 missile crisis.

Over the decades, areas of friction in U.S.-Cuban relations have included immigration, as well as Cuba’s international engagements. In 1996 after the Cuban military shot down two U.S. registered civil aircraft in international airspace, Congress and former President Clinton passed the Libertad Act. The legislation codified the U.S. trade embargo into law and imposed additional sanctions on the Cuban regime.

Currently, the fundamental goal of United States policy toward Cuba is to promote a peaceful transition to a stable, democratic form of government and respect for human rights. To pursue this policy, the US maintains pressure on the Cuban government for change through the embargo and the Libertad Act while providing humanitarian assistance to the Cuban people (The United States is now the largest foreign source of humanitarian aid for Cuba. Sales of medicine to Cuba have been legal since 1992; sales of food since 2000), and working to aid the development of civil society in the country.

Economic Conditions and Transitions

Despite the 1990’s collapse of communist governments in the USSR and Eastern Europe, Cuba has continued to maintain its socialist economy. With a one-party government and a closed economy, Cuba is sometimes overlooked as an “underdeveloped country” with a history of dependence on other nations. Throughout the Cold War, Cuba relied on trade subsidies from Eastern Europe to maintain economic stability. However, with the fall of the Communist Bloc, Cuban exports significantly declined, causing a deep economic recession. In order to combat this downturn, Cuba has implemented a series of economic reforms since 1993, while still maintaining its socialist economy. These reforms have achieved marginal success, but Cuba’s GDP remains below 1989 levels.

One of the first reforms took place in 1992 when Cuba began courting investors from Europe and Canada. Although foreign investors cannot own 100 percent of a Cuban business, the reforms opened the outside world to investment opportunities in businesses that are joint-owned by the Cuban government. It also had the effect of further defining property rights within the country. Since the reform, an estimated $1.1 to $1.4 billion has been invested in Cuba from abroad, mostly in free-trade zones located throughout the country. The tourist industry, telecommunication, and nickel mining have attracted the most foreign investors. Consequently, foreign tourism has increased in Cuba since the end of the Cold War.

In 1993, a policy was instituted that allows Cuban nationals to hold U.S. currency. This reform was introduced to curb the increase in domestic prices caused by a liquidity excess that developed from the exchange of U.S. currency into pesos on the black market. Thus the reform had two effects, it quelled the growing black market while creating a system to capture the remittances sent to Cubans from family members living abroad.
Economic reform has also come in the form of entrepreneurial liberalization. In September of 1993, Cuba began legalizing self-employment options in over 160 trades. Prior to this decree, Cubans were prohibited from holding positions controlled by neither the Cuban government nor Cuban government selected companies. The policy allowed for restaurants and non-government trained professionals to operate as private businesses. The new policy lessened the cost of some goods, while also strengthening the burgeoning tourist market.

The Cuban government also eased restrictions on the agricultural industry. State-owned farms were dissolved into local cooperatives that have control over the product selection and production process. After harvesting the crops, the cooperatives are required to sell the yields to the Cuban government. This policy has increased production totals at a lower cost, thus lowering the country’s dependence on foreign food markets. It has also helped alleviate food shortages because local farmers determine the needed crops for the region.

Social Policy, Human Rights and Environment

Cuba’s economic and social policy developments are particularly interesting as they are riddled with ironies. For example, education has been a priority in the Cuban government's development agenda. As such, education is free at all levels and mandatory to grade nine. Cuba has a literacy rate of 97%, and as compared to the U.S., Cuba has a better student/teacher ratio and spends a greater percentage of its GDP on education. While a small proportion of Cuban high school graduates go on to post-secondary education, Cuba undoubtedly has a well-educated workforce.

Public health has also been a focal point for the Cuban government since the late 1950s. As a result, the Cuban population enjoys one of the highest life expectancies at 76.8 years, and one of the lowest infant mortality rates at 7.5 deaths per 1,000 live births. The health system is free and accessible to all Cubans. Cuba also has more physicians per capita than the U.S. and boasts immunization rates between 99 and 100%.

Despite these remarkable achievements in health and education, the Cuban government continues to violate the most fundamental human rights including freedom of assembly, freedom of speech, freedom of religion, freedom to form political parties and trade unions, and free elections. The Cuban government directly controls and censors mass media, the communist party, trade unions, universities, and all formal economic activity.

Environmentally, Cuba’s highly diverse coastal and marine ecosystems are threatened by lack of capacity to plan and manage tourism development. Like much of the Caribbean region, Cuba has both a wonderful natural environment and serious environmental problems. Dirty air, contaminated waters, and over-fished species have endangered the fragile environment. Cuba has a well-developed legal framework of environmental protection; however, because all development projects are planned and executed by the government, all environmental protection must be initiated and carried out by the government as well. Government agencies are responsible for ensuring their own compliance with environmental laws. Unfortunately, economic expediency often overrides environmental concerns.

In conclusion, the study of economic transition in Cuba will require the integration of all the factors discussed above to ensure a valuable learning experience for the 2004 IEDP. In addition to the substantial resources within the Gerald R. Ford School of Public Policy, the University of Michigan’s Latin American and Caribbean Studies Program will add a tremendous capacity for studying this country and region.
B. Traditional Learning Component

The Ford School faculty member leading this year’s IEDP is Professor Katherine Terrell. She will supervise a seven-week, two-credit seminar examining economic development in Cuba. The first half of the course will develop a broad understanding of the interrelated nature of government, foreign relations, politics, religion, and culture in Cuba that helps shape its approach to economic development. The next segment will focus on current policies of economic development in Cuba. Issues concerning increased trade liberalization, economic restructuring and privatization policies, structural adjustment programs, among others will be explored within Cuba as well as in comparison to the Latin American region.

IPSA board members have assisted Professor Katherine Terrell with identifying topics and issues based on student interest as well as structuring the reading list for the course (see Appendix A). Each three-hour class will be structured mostly through student-led discussions. Pending guest lecturers include Professor Rebecca Scott from the History Department, Professor Frank Thompson of the Economics Department, Professor Ruth Behar of the Anthropology Department and Professor Carmelo Mesa-Lago of the Economics and Latin American Studies Department at the University of Pittsburgh. Student groups will research various policy issues prior to the study tour. Moreover, students will complete a report upon returning to present as a final deliverable for the 2-credit course.

C. Study Tour Component

The Program will culminate in a ten-day study tour of Cuba during the Winter Term Break. Program participants, and Program Faculty Advisor Katherine Terrell will meet with officials from the private, public, and nonprofit sectors. Public Policy Professor Kerwin Charles has also expressed interest in joining the study tour. Having a second professor on the study tour will allow for two separate groups of meetings with officials in the country simultaneously.

The ten-day study tour will involve an extensive visit to Havana with a potential visit to a development project in the rural area. A preliminary list of study tour visits and meetings is as follows:

- World Bank country office
- Cuban Ministries of:
  - Interior
  - Justice
  - Health
  - (Economic) Planning
  - Education
- National and international development organizations
- Members of the National Assembly
- Faculty members in economics, history, politics, etc.
- Students at the University of Havana
- Business leaders

D. Program Itinerary (Schedule is subject to change)

Day 1: Friday, 20 Feb  Arrival in Havana, Cuba
Day 2: Saturday, 21 Feb  Cultural/logistical orientation and preparation for formal meetings
Day 3: Sunday, 22 Feb  Visits with nonprofit sector or grassroots leaders
Day 4-8: Monday-Saturday, 23 - 28 Feb  
Scheduled meetings with government officials, business leaders scholars, nongovernmental organizations, etc.

Day 9: Sunday, 29 Feb  
Departure for Detroit, USA

E. Deliverables
Upon returning to the University of Michigan, program participants will assist in the production of detailed reports, policy analyses, descriptive articles, and other deliverables. In order to share their unique experiences with the University community, participants will produce the following:

- Detailed report of findings and expenses to funders
- Formal presentation consisting of panel discussion of findings and policy recommendations to the Latin American and Caribbean Studies Program open to the University community
- Policy analyses of current development policies and recommendations for the future
- Articles for IPSA newsletter, the Michigan Daily, International Institute Journal, Rackham graduate students newsletter, and others as requested
- Further development of IEDP website to disseminate findings and recommendations

IV. Benefits to the University of Michigan Community

The seven-week coursework and study tour to Cuba will help to develop the scope and depth of international policy education, improve the University’s image at an international level, deepen relationships with international policy makers, integrate student and faculty policy interests, and increase collaboration with and promote positive working relationships among other University colleges and departments.

This year we have the opportunity to work and collaborate with the Latin American and Caribbean Studies Program. Their expertise on Cuba and the region is unmatched in the University and we are very excited to have already established a positive relationship with the Center and look forward to receiving their support in our efforts to implement a successful IEDP 2004.

A. Developing the Scope and Depth of International Policy Education
The Gerald R. Ford School of Public Policy has a strong tradition of preparing students by providing opportunities to interact in a real-world context. Currently, the Ford School’s curriculum contains an Applied Policy Seminar (APS), which allows students to perform public sector consulting work for state and local governments and community development organizations. The IEDP provides students interested in international issues a similar experience with policy practitioners from other countries. It also enriches and develops the career skills of future international public policy analysts. Continuing to implement an annual IEDP strengthens the University’s international policy education by including an applied experience component, which utilizes classroom theory in a foreign policy setting.

B. Promoting the University’s Image Internationally
Implementation of the IEDP improves and promotes the University’s public image as a leader in innovative professional training. By marketing this program effectively, the University can recruit leaders in international public policy and prove its own competency in training globally-minded public policy professionals. In addition, a well-conducted IEDP will spread the word around the globe with policy practitioners that University of Michigan has perceptive, savvy, and globally-minded students, which, in turn, will open new career opportunities for Michigan graduates.
C. Establish and Maintain International Relationships
The study tour to Cuba allows the University to build upon relationships with business, political, and academic contacts. With these relationships established, the IEDP could create new and important ties for University by attracting new scholars and thinkers to Michigan. Maintaining these relationships will also help to market the University more widely around the globe.

D. Integrate Faculty and Student Research Interests
Many students share research interests with faculty who study international policy issues; however, few formal mechanisms exist that allow students and faculty to collaborate outside of the academic environment. Professor Terrell and others in the university have research experience and expertise in development in Cuba and in the Latin America and Caribbean region. By partnering with faculty, students gain the opportunity to explore their professors’ research as well as expand their knowledge of issues related to the policy theme for that year.

V. Study Tour Grant Request
IPSA is requesting funding to support twenty-one (21) Gerald R. Ford School of Public Policy students and six (6) other graduate degree students from the School of Business Administration, School of Natural Resources and Environment, Taubman College of Architecture and Urban Planning, School of Social Work and the Department of Political Science. IPSA believes that an interdisciplinary approach to studying economic and social development in Cuba strengthens our understanding of the relevant policy issues, and therefore, we will gladly accept grants that are appropriated either to only Ford School or only non-Ford School students or the entire IEDP group. However, because the Ford School has agreed to provide partial funding for the 21 Ford School students and also is providing the faculty and administrative resources for this trip, IPSA requests that each academic unit assist in the funding of their respective students. IPSA estimates the total cost for implementing IEDP 2004 to be $43,000 ($1588 per student) and has secured $10,500 from the Ford School.

A. Airfare Costs
To support the twenty-seven student participants in traveling to Havana, Cuba from Detroit, Michigan, the total cost estimate for round-trip airfare is $18,522. This request prices each round-trip ticket at approximately $686 per student (roundtrip flights from Detroit to Miami and charter flight from Miami to Havana). This estimate is the least expensive quote obtained from solicitations of all local Ann Arbor-based travel agencies and online airfare booking companies.

B. Lodging and Transportation
Based on personal communication with hotels in Cuba, an average per night lodging cost is $78 per student (this is the price per double occupancy). We are requesting funds to cover nine nights, which will be the total amount of time spent fulfilling scheduled meetings and daily briefing/reflection sessions among students and Professor Terrell. The total cost for lodging and transporting twenty-seven students for nine days and nights is $18,252.

Please note that this accommodation figure includes group transport to and from the airport and meetings, a bilingual tour guide, and breakfast every morning. The Cuban government stipulates that the services of tour guides and transportation must be prearranged and scheduled as part of any hotel reservation.

C. Faculty Expenses, Planning, and Contingency Funds
The Gerald R. Ford School has generously agreed to fund all travel expenses for Professor Katherine Terrell and if necessary Professor Kerwin Charles (therefore these costs are not presented in the budget summary below). The organizational support provided by Professors Terrell and Charles both here in
Michigan and in Cuba will prove to be critical for the success of this program. We would also like to request an additional $300 for the purposes of planning (phone calls, faxes, mailing expenses, etc.) and potential unforeseen costs that might arise during the implementation of the program. We have listed this as a contingency fee in the budget summary. If any funds remain after the trip, they will be used for IEDP related materials and deliverables (report copies, binding, public events, etc) and/or reserved for 2005 IEDP.

**D. Other Expenses**

Travel to Cuba has other built-in costs that are unavoidable. The United States government requires that all persons traveling to Cuba purchase a “tourist card,” which is similar to a visa. The total cost for twenty-seven “tourist cards” is $1,350. Also, both the United States and Cuban governments charge departure taxes. For twenty-seven travelers, the United States departure tax totals $1,350 and the Cuban departure tax totals $675.

In light of current reductions in student loans and increases in university tuition and student living expenses/budgets and our desire to extend this opportunity to as many interested and qualified students as possible, we ask for your thoughtful consideration of food expenses. IPSA’s ideal goal is to be able to provide this unique learning experience without any financial constraints. We ask that this budget item is considered with the goal of reducing unequal financial burden on those students with fewer resources. Therefore, we are asking for $10 per day for each student. This amounts to $2,430.

**E. Budget Summary**

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<th>PER PERSON COST</th>
<th>QUANTITY</th>
<th>COST</th>
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<tbody>
<tr>
<td>Round-trip Airfare</td>
<td>$686</td>
<td>27</td>
<td>$18,522</td>
</tr>
<tr>
<td>Lodging and Transportation</td>
<td>$78 per night for 9 days</td>
<td>26 (one person is free with groups over 25)</td>
<td>$18,252</td>
</tr>
<tr>
<td>Meals</td>
<td>$10 per day for 9 days</td>
<td>27</td>
<td>$2,430</td>
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<tr>
<td>Tourist Cards</td>
<td>$50</td>
<td>27</td>
<td>$1,350</td>
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<tr>
<td>U.S. Departure Tax</td>
<td>$50</td>
<td>27</td>
<td>$1,350</td>
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<tr>
<td>Cuba Departure Tax</td>
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<tr>
<td>Contingency</td>
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<td>TOTAL COSTS</td>
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F. Funding Sources and Requests
IEDP will be requesting funding from the following sources. The requested amounts below are based on past funding experiences and new funding sources sought.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>FUNDING REQUESTED</th>
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<tbody>
<tr>
<td>William Davidson Institute</td>
<td>$3,000</td>
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<td>Center for International Business Education</td>
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<tr>
<td>Office of Academic Multicultural Initiatives</td>
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<tr>
<td>International Institute</td>
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<tr>
<td>Office of the Provost</td>
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<tr>
<td>Rackham Fellowship Office</td>
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<td>College of Architecture and Urban Planning</td>
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<tr>
<td>Department of Political Science</td>
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<tr>
<td>School of Natural Resources and the Environment</td>
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<tr>
<td>School of Social Work</td>
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<td><strong>TOTAL OUTSIDE FUNDING REQUESTED</strong></td>
<td><strong>$32,500</strong></td>
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<tr>
<td><strong>FUNDING COMMITTED FROM THE FORD SCHOOL</strong></td>
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<tr>
<td><strong>TOTAL REQUESTED</strong></td>
<td><strong>$43,000</strong></td>
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</tbody>
</table>

VI. Conclusion
The International Students Policy Association respectfully requests your support of the International Economic Development Program. The success of the Program hinges vitally on the implementation of the study tour, which provides future international policy practitioners a rare opportunity to apply their analytical skills in a foreign policy arena. Without your funding, many potential participants will miss an excellent experience in developing key career skills, not otherwise offered in a traditional learning environment.
Appendix A – Proposed Reading List for PUBPOL 674

**This is a preliminary syllabus.

PUBPOL674; Section 1
Economic and Social Development of Cuba

January 7 – Feb. 18, 2003
Wednesday 4:00-7:00
Class in Lorch 473

Prof. Katherine Terrell
Office: Sam Wyly Hall
terrell@umich.edu

This two-credit seven course is open to all graduate students interested in understanding the evolution of Cuba's economic, political and social institutions and policies. We will begin with an overview of Cuba's history: the colonial period and important events from independence to 1959. However, most of the course will focus on the different phases of Castro's revolution in the 1960-2003 period, when we examine both domestic policy (economic and social) and international relations.

Grades will be based on class participation and presentations, participation in the final policy paper/report and a final take-home exam, due Monday, February 16.

**Week 1 (Jan. 7): History (1500-1959)**
During the first class we will read about Cuba’s history from the colonial period until Fidel Castro came into power. We should examine the society: Who were the different groups that inhabited this island making up the people of today (i.e., indigenous people, colonizers, immigrants)? Politics/Government/International Relations: How Cuba gained its independence from Spain. What forces brought Fidel Castro into power? Cuban-American relations in 1950s? Relations with Latin American countries? Economy: What was the economic base? Growth of GDP/capita? Exports? Poverty/inequality.

**Week 2 (Jan. 14): First Thirty Years of Socialism (1960-1990)**
We should get an understanding of Marxism and how it was implemented in Cuba. What changes were made in economic and social sectors? International relations with Russia, US, Latin America. Important political issues. Impact of the U.S.embargo.

Richard L. Harris “Marxism and the Transition to Socialism in Latin America,”


Thomas C. Wright “Latin America in the era of the Cuban Revolution,” Chapter 4: “U.S. responses to revolution” (16 pages)

Jorge I. Dominguez “U.S.-Cuban Relations: From the Cold War to the Colder War”

**Video:** “The Last Days of the Revolution” (60 minutes)

**Week 3 (Jan. 21): 1990-present: Focus on the Economy (“Transition”)**
During this week we will look at the changes in the economy with the collapse of the Soviet Union and subsequent introduction of market force (tourist sector development). Evolution of the GDP, GDP/capita, exports, etc.

The following chapters in Monreal, Pedro (ed.) (2002) Development Prospect in Cuba: An Agenda in the Making, School of Advanced Studies, University of London.


- **Guest Speaker: Professor Carmelo Mesa-Lago**, University of Florida International

**Week 4 (Jan. 28): the Environment and Agriculture**

- **Guest Speaker: Frank Thompson**, Department of Economics, University of Michigan

**Week 5 (Feb. 4): Social Policy (Education and Health) and Poverty**

**Education:** (20 pages)

**Health, Education and Sanitation** (32 pages)

**Inequality** 17 pages


**Video**: “Forging Ahead for the Future” -- Education project in Pinar del Rio (27 mins)

**Week 6 (Feb. 11): Urban Development/ Human Rights/Government**

On Government:
Ministry of Foreign Affairs, Government of Cuba. (Date unknown.) "Cuban Political and Electoral System" published on the world-wide web at: http://www.cubaminrex.cu/English/Focus_On/Cuban%20political%20and%20electoral%20system%20.htm


On Human Rights:


Excerpts from the following reports:


Week 7 (Feb. 18): Gender issues/Sports/Culture-Literature/Religion

- Guest Speaker: Ruth Behar Department of Anthropology, University of Michigan
Appendix B—List of Participants

Gerald R. Ford School of Public Policy
Bria Barker
Norman Bishara
Matthew Jacobs
Stephanie James
Krishan Jhalani
Lisa Langdon
Priya Naik
Rupal Patel
Nicole Porreca
Christopher Reinstadtler
Alexander Sarapu
Alexa Shore
Aaron Skrocki
Juan Diego Stacey
Eng Eng Jacqueline Tan
Matthew Wells
Robert Young

College of Architecture and Urban Planning
Lipi Saikia

College of Literature, Science, and Arts
Department of Political Science
Jonathan Shill

School of Business Administration
Gregory Hansen

School of Natural Resources and the Environment
Brenda Lin
Daniel Poux

Students Enrolled in Joint & Dual Degree Programs
Sebastian Anapolsky—Dual Degree in Public Policy and Urban Planning
Luis Castro—Dual Degree in Public Policy and Business Administration
Julie Granof—Dual Degree in Public Policy and Business Administration
Debra Hevenstone—Joint Ph.D. Public Policy and Sociology
Liyun Wu—Joint Ph.D. in Social Work and Social Sciences

Program Instructor and Faculty Advisor
Katherine Terrell, Professor of Public Policy and Business
Kerwin Charles, Associate Professor of Public Policy
Appendix C—Participant Recruitment and Selection Process

This year’s International Economic Development Program to Cuba generated more student interest than any of the previous four Programs. IPSA received fifty-two applications from the Ford School of Public Policy and another fifty-four from programs outside of the Ford School, bringing the total number of applications to 106 (more than double last year’s total number).

Applications were sent via email to graduate students in the following departments, schools, and colleges: Department of Economics, Department of Political Science, School of Business Administration, School of Law, School of Natural Resources and the Environment, School of Public Health, School of Social Work, and the Taubman College of Architecture and Urban Planning. Through word of mouth and application forwards, IPSA also received applications from the School of Information.

Applicants were asked to write a statement of interest explaining why they wanted to study Cuba and how the course would further their career goals. Previous international experience and demonstrated interest in the region were taken into account.

The selection committee was comprised of Professors Katherine Terrell and Kerwin Charles, as well as two Ford School students enrolled in joint or dual degree programs who participated in last year’s IEDP to Morocco. The applications included only University of Michigan ID numbers to ensure a blind review process. Each individual committee member ranked each application. After the initial ranking, the committee members came together as a group and compared their rankings. Ultimately, a collective ranking was made and a consensus was reached.

Due to the enormous amount of interest, IPSA strongly felt the need to expand the number of eligible participants to twenty-seven students. The talent pool was large and twenty-seven students allowed for maximum diversity.

After the committee selected the successful applications, ID numbers were matched to students, who were then notified of acceptance into the course. All admitted applicants accepted the committee’s offer.
Appendix D — References

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9. The Pan American Health Organization
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