Upon arrival to Havana, the program begins with a one-week on-site orientation geared toward providing students with an introduction to the city of Havana through both a pre-and post-revolution lens so that students will be prepared to understand basic social, political, and cross-cultural elements that will be a part of their everyday lives. Field visits throughout Havana will help students become comfortable navigating their way through their host city. Additional excursions will be structured during the remainder of the semester.

Students will then have an opportunity to enroll in up to four full-time courses, choosing between courses offered at CASA and on the main campus of the University of Havana (up to two courses).

**CASA COURSES**

The CASA courses are delivered to a combined audience of CASA students and some Cuban university students at the CASA program center in Havana. A combination of CASA courses and select courses offered at the University of Havana is possible and recommended. We encourage students to take at least two courses at the University of Havana to enhance the cultural and social immersion into Cuban society. CASA-delivered courses will be taught by a group of carefully selected faculty, recognized experts from Casa de Las Américas and faculty from the University of Havana. They will each meet for a total of 60 hours, the equivalent of four semester hours each.

**COURSE OVERVIEWS**

**CUBAN PUBLIC HEALTH: PAST AND PRESENT**

Dr. Enrique Beldarrain Chaple, M.D., Ph.D., is chief of the research department at the Centro Nacional de Información de Ciencias Médicas, and full professor and researcher in the history of public health at the University of Havana Medical School. Dr. Beldarrain Chaple has published five books and 46 articles about the history of medicine and epidemics in Cuba.

In the decades since the success of the 1959 Cuban Revolution, the tiny island has gained a global reputation for its pioneering health system. Although Cuba’s GDP is only a fraction of its northern neighbor’s, the island boasts a lower infant mortality rate than the U.S., and has among the highest life expectancies and doctor-patient ratios in the world. In recent years, Cuba’s “medical internationalists” – medical workers sent overseas to help shore up other countries’ health systems or combat new disease outbreaks – have also gained widespread acclaim. What factors account for the seemingly outsized importance of medicine and public health under the Cuban Revolution? What can the study of public health and medicine tell us about broader themes in Cuban history?
The Cuban Public Health course is designed to introduce students to the history of public health and medicine in Cuba. Taking a long historical approach, this course explores both the development of medicine in colonial and early post-independence Cuba as well as recent innovations in Cuban medical care and public health systems. Some topics that students will explore include: the relationship between slavery and medicine in colonial Cuba; the nationalist politics of health in republican and revolutionary Cuba; popular medicine and its relationship to biomedical ideas; and Cuba’s controversial yet successful fight against HIV/AIDS.

GENDER, RACE AND INEQUALITIES IN CUBA: VISIONS FROM CUBAN SCHOLARS

Dr. Marta Núñez Sarmiento is a professor of sociology and a researcher at the Center for Studies of International Migrations (CEMI) at the University of Havana. Her research has concentrated on transition projects for Cuba; women and employment in Cuba; gender studies in Cuba, images of women in Cuban and foreign mass media. At the University of Havana, she teaches courses related to methodology and methods of sociological research, gender studies and contemporary Cuba. She has served as a consultant for several agencies of the United Nations (1988-2003), for the Association of Caribbean States (1999) and for several NGOs. She is one of the founders of the Cuban Federation of Women.

For more than half a century scholars, journalists and artists from all over the world including from the United States have explored Cuba intensely; their visions have been widely spread by the mainstream media. The works by Cuban social scientists living on the island have been scarcely published outside the island Cuba even though they produced their studies while experiencing and being part of the transformations that started in 1959.

This program discusses recent studies produced by Cuban scholars on three of the most relevant challenges to eliminate discrimination in society: gender, race, and social inequalities. Although the works refer to historical events explaining the evolution of the present situation in each of these topics, they will basically focus on case studies elaborated since the crisis and reforms of the 90’s in Cuba – following the disappearance of the Soviet Union and the Eastern European socialist countries as well as the strengthening of the US embargo/blockade on Cuba.

SLAVERY: MANIFESTATIONS OF ITS LEGACY IN CONTEMPORARY CUBAN SOCIETY

Professor Bárbara Danzie León is a history researcher and specialist in resources on the African presence and lecturer of the Instituto Superior de CienciasAplicadas del Ministerio de CienciaTecnología y MedioAmbiente. Additional professors are invited to guest lecture the course as well.

The enslavement of Africans and their forced arrival in Cuba from the 16th to 19th centuries is an important axis around which a significant part of the history of Cuba moves. This course proposes to address, from an
interdisciplinary perspective, the African influence and contribution to the shape of Cuba’s nationality, where they are recognized as members of an important part of the values with which Cubans identify themselves. The multietnic and multiracial state of the country is based on Cuba’s historical memory and diverse contemporary expressions. In the same way, the course will also distinguish the implications of the period of discriminatory and racist ideology based on skin color. Many times this is and has been expressed unconsciously and through colonial systems of marginalization, through which slavery came about.

THE IMAGINED ISLAND: CUBAN CINEMA
Professor Gustavo Arcos is a cinema critic and professorat the Instituto Superior de Arte (ISA). He graduated in Art History at the University of Havana. He is member of the Association of Cuban Artists and Writers (UNEAC) and the Cuban Association of the Cinematographic Press. He worked as a film cameraman assistant in the Movie Studio of the Armed Forces from 1983 to 1986. He studied at the State Film Institute of Moscow (1986-1989). From 1994 on, he has been an active film critic and journalist in different radio and TV stations of the capital city of the country. He is an assistant professor now. He has given lectures, workshops of creation, and academic torage in post graduate courses for university students, experts, and professionals from different countries, including the United States, France, Brazil, Norway, Spain, and Germany.

In 1959, following the revolutionary victory, the Cuban Film Institute (ICAIC) was established to oversee a vast array of cultural projects and related work, and well into the 1990s, it continued to oversee nearly all of the country’s film production. With new technologies emerging in Cuba, through digital media and two new schools of cinema and television, productions have been and will continue to become more diversified, as the ICAIC previously controlled all productions. In the last two decades, new generations of filmmakers and audiovisual artists have been emerging who intend to tell stories from a more independent lens.

This course uses film as a way to understand Cuba through its own images. We will verify how the artistic discourse of filmmakers interprets, legitimizes, dialogues or generates conflict with the official discourse. Students will learn about aesthetic values, formal and artistic, as proposed by Cuba’s filmmakers in recent decades. This course will also aim to stimulate creativity between the students, encouraging student discussions based on their own experiences during their time in Cuba.

21st CENTURY CUBAN AND LATIN AMERICAN LITERATURES
Susana Haug is Professor of Literature, Faculty of Arts and Letters, University of Havana. She is the recipient of a number of important literary awards and her work has been included in diverse anthologies of contemporary literature in Cuba, Spain, Brazil and Mexico. She contributes frequently to Cuban and foreign journals and magazines and her work has been translated into Italian, French and Portuguese.
The Latin American “boom” resulted in an unprecedented revolution in Spanish language literature. The eyes of the world turned to a production of novels and stories by a group of authors who began publishing in the 1960s and constituted (and may continue to constitute) the literary version of “Greenwich mean time.” In this course, we will explore the directions taken by Latin American literature after the boom and focus on the literary production of younger authors, particularly those who began publishing in the 21st century. We will explore their many themes, esthetics, continuities and disruptions.

IDENTITY AND NATION IN CUBA: CURRENT CHALLENGES
Dr. Ivette García is a full professor at the Center for Advanced Studies Fernando Ortiz, at the History and Philosophy Division, University of Havana. She presides the Historians’ Division of Cuba’s Union of Writers and Artists, UNEAC and is a member of the Cuban Academy for History. Dr. Ivette García has previously taught at the Higher Institute for International Relations (ISRI), the Institute for Cuban History and the Cuban Institute for Anthropology. Prof. García has previously worked in diplomatic missions for Cuba in Europe. Professor García is also a consultant for academic programs in Central America.

The course examines the moments in the history of Cuba that have been key to its national and cultural formation, focusing on the most important aspects of its history, including its social composition, architecture, religion and popular traditions. The concepts of nation and culture, and the country’s notions of identity, Cubanidad, idiosyncrasies and Cuban identity will be reviewed by the instructors from a variety of perspectives. Beginning with a review of the principal events of the colonial and republican periods and leading up to the Revolution, the course will focus on those elements that have come to define contemporary Cuba, including its economic development, international relations, social changes and generational conflicts, religion, ethnicity, history of ideas racial relations, music and dance. As a complement to the lectures, students will read a variety of carefully selected Spanish texts, observe audiovisual offerings, observe “in situ” locations of historical and patrimonial importance, visit museums and other cultural institutions and exchange ideas with specialists on these topics.

ELEMENTS OF SPANISH GRAMMAR, WRITING AND STYLE
Susel Gutiérrez Torres graduated from the University of Havana in 2012 with a degree in Literature. She is a professor of Spanish as foreign language. Ms. Gutiérrez also works as a journalist, editor, researcher and literary critic. Her texts have been published in various specialized journals in Cuba and internationally.

The course Elements of Spanish Grammar, Writing and Style seeks to consolidate students’ previously acquired knowledge of the language. It is not for credit and offered in addition to the other classes. It offers tools and exercises that will be helpful for reading skills, discussions, presentations, research activities and the crafting of academic essays, as well as for everyday usage of the Spanish language. The course helps the student in his/her
linguistic and socio-cultural immersion in Cuba. It is an integral part of what it means to study abroad, in a foreign language, with the goal to maximize the productivity of your semester abroad.

The classes are balanced between a practical and theoretical part and focus on expression, written and oral comprehension, as well as other interests and necessities of students. Students’ profiles, needs, and interests are an integral part in the delivery of this course.

As an additional and complementary exercise to the Spanish course CASA-Cuba offers the possibility to practice Spanish as part of a “Language Tandem.” The tandem brings together speaking partners, CASA students and Cuban students, interested in improving their Spanish and English skills. This activity is an excellent opportunity to socialize with young Cubans and at the same time practice and apply the skills learned at the Spanish course. The tandem takes place on a weekly basis.

Students may enroll in courses in two divisions of the University of Havana: in the Social Sciences Division (Facultad de Filosofía y Historia) and the Division of Humanities (Facultad de Artes y Letras). These divisions of the University of Havana offer a variety of courses in history, philosophy, political and economic theory, sociology, anthropology, gender studies, art history, musicology, sociolinguistics, and literature with concentrations in Latin America, the Caribbean and Cuba.

Opportunities to take courses at the University of Havana outside of these two divisions are extremely limited. **Students hoping to take courses in other parts of the University must notify the program director upon application so that requests may be made to the departments before you arrive.** Such requests are not possible to guarantee and depend on the prior approval of University of Havana administration before the semester begins.

University of Havana courses usually vary in length from 32 to 64 contact hours. You will need at least 48 contact hours for a three-point credit and 64 hours for a full credit. On an exceptional basis arrangements can be made with the Cuban professor or department offering a course to arrange to do extra work to earn additional credits (for example in a 32 hour course, which in the US system is worth two credits you may be able to complete additional assignments and earn a full three credits). Professors and departments vary on their willingness to make these accommodations and students should speak to their professors about such requests at the first class meeting to give them time to drop the class and add another if such arrangements cannot be made.

There is a two-week drop-add period for foreign students at the University of Havana. By the end of the second week of classes students must decide and register for their classes. Final determinations of semester course load