

**IDH 3035**  
**The American Dream: Cubans in the US**  
**Spring 2023**

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Instructor: Dr. Veronica Diaz  
Diazver@fiu.edu

Meeting Times: Fully Online Course  
Office Hours: By Appointment

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### **COURSE DESCRIPTION**

In, *The Cuban-American Dream: Cubans in the US*, students will examine prevalent theories of immigrant incorporation and identify factors that either facilitate or hinder upward mobility. Students will then apply an interdisciplinary lens to examine how Cubans have adapted to US society and compare their experiences with that of other immigrant groups. They will examine how US-Cuba relations have hindered or facilitated the flow of Cuban migration to the US during different time periods, the socioeconomic characteristics of each cohort, and critically assess the link between context of reception and economic mobility. Additionally, students will examine how Cubans transformed Miami's cultural landscape.

This course will be divided into six modules— (1) Immigrant Incorporation in the US; (2) Pre- and post-1959 Cuban migration; (3) Post-1959 Waves of Cuban Migration & Modes of Reception; (4) Transforming Miami: Politics, Economics & Social Class; and (5) Cuban-US Transnational Ties

### **COURSE OBJECTIVES**

In this course, students will be able to:

- Identify and critically analyze theories of immigration
- Analyze structural factors that propel and hinder transnational migration
- Examine the economic, political, and cultural ties that transcend borders
- Identify the push and pull factors that either perpetuated or halted Cuban migration to the US, since the nineteenth century
- Evaluate how the context of reception affects immigrant adaptation to US society; and critically assess what makes the Cuban case different from other immigrant groups.
- Analyze how each wave of the Cuban diaspora helped shape Miami's political, social, and economic landscape

### **GLOBAL LEARNING**

This course will satisfy the Global Learning Discipline Specific Requirement.

*Global Learning Course Outcomes:*

*Global Awareness:* Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

*Global Perspectives:* Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

*Global Engagement:* Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem-solving.

## Required COURSE MATERIALS

Grenier, Guillermo J., and Corinna J. Moebius. 2015. *A History of Little Havana*.  
Charleston, SC: The History Press.

\*Supplemental diverse readings and videos that represent multiple perspectives can be accessed via links that will be available on Canvas.

## COURSE REQUIREMENTS

<i>Item</i>	<i># of items</i>	<i>Weight</i>	<i>Total</i>
<b>Intro Post</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Weekly Reflections</b>	<b>12</b>	<b>4</b>	<b>48</b>
<b>Discussion Posts</b>	<b>10</b>	<b>2.5</b>	<b>20</b>
<b>Midterm Assignment</b>	<b>1</b>	<b>10</b>	<b>10</b>
<b>Final Paper</b>	<b>1</b>	<b>25</b>	<b>20</b>
<b>Total:</b>			<b>100</b>

## Grading Scale

A 93+ A- 92-90 B+ 89-87 B 86-83 B- 82-80 C+ 79-77 C 76-70 D 69-67 F 66

## ASSIGNMENTS

### Introduction Post (2% of final grade)

1. Introduce yourself (150-word minimum) via: <https://padlet.com/diazver/2gfn40nqlsdprwi8>Links to an external site.

You may include the following: major, hobbies/fun facts, why you are taking this course, pronouns, facets of your identity, future goals, or anything you'd like us to know about you

2. Reply to two of your peers (60 word minimum)

### Weekly Reflections (12 total; 20% of final grade):

Each week, student will be expected to write a 3-page paper summarizing the content of the assigned sources. Your summary should take up approximately 2 and a half pages. Your reflection should take up at least half a page.

#### *Summary* (2.5 page minimum)

- What is the article about (summarize)
- What argument(s) is the author (or authors) making?

#### *Reflection* (.5 page minimum)

- Can you relate to the content discussed? If so, how? If you do not relate, do you know someone who can ? (family, friend, peer, etc.)

OR

- Find an article (academic or news article) that describes the experiences of a different immigrant group. Provide a cross-cultural example to discuss how their experiences relate to the information provided in the assigned articles.

Your summaries must be double-spaced with 12pt Times New Roman Font. You **MUST** include a bibliography/works cited. You **MUST** insert in-text citations after a direct quote(s) or after any summarized/paraphrased section. Please review the sample paper and rubrics carefully. Do **NOT** include a header on the first page of your paper (it takes up space).

These assignments will serve as an assessment of students' global perspective.

### **Discussion Posts** (10 total; 48% of final grade)

You are required to engage in a cross-cultural analysis by analyzing short supplemental articles or videos that will be available via Canvas. You will be required to answer a discussion prompt and then comment on a peer's post. Discussion prompts will open on Monday the week they are assigned and close on Saturday at 11:59 pm that same week. You must answer the prompt early enough in the week (at least by Thursday) to allow others the opportunity to comment on your post before the due date. See discussion forums for detailed instructions. Please keep in mind that you are responding in an academic forum so you want to pay attention to grammar and punctuation.

This assignment will serve as an assessment of students' global awareness

### **Discussion Grading Guidelines**

- **Response to prompt (80%):** post length (minimum 250 words min), content, grammar, and punctuation
- **Reply to one peer (20%):** should be at least 100 words and should mention something specific from the post that you are responding to (more than "Good job!" or "Good analysis.")

This assignment will serve as an assessment of students' global awareness and global engagement.

### **Midterm:** Annotated Bibliography (10% of final grade)

Instead of taking an exam for your Midterm, you will submit an annotated bibliography. Choose sources that will eventually be used for your final paper (see final paper criteria below). Unlike a bibliography which only contains bibliographic citation of sources, an annotated bibliography includes a short summary or abstract of each source.

These annotations do one or more of the following:

- Describe the content and focus of the book, article or website
- Suggest the source's usefulness to your research
- Evaluate the source's method, conclusions or reliability
- Record your reactions to the source

\*<https://library.fiu.edu/citation/annotbibs>

You must include a minimum of four annotated sources. An example will be uploaded in Canvas prior to the due date.

### **Final Paper- Migration Profile (20% of final grade):**

Students are required to write a 5-page paper (not including the bibliography). Each student will choose a country and a group to analyze. The paper must address the following questions:

1. Background Information: What conditions in the country-of-origin prompt immigrants to leave home?
2. Why do they choose to settle in a particular country?
3. How do they travel across borders? Fund their journey?
4. Provide statistical data about a specific immigrant group.
5. How are they treated in the host country?
6. Do they maintain transnational ties? For instance, do they send remittances (money) to family members still living at home?
7. What are the living conditions in the host country compared to the home?
8. How are they perceived by the government and people of the host society?

Students must cite a minimum of 5 valid and reliable sources (3 of which must be peer-reviewed journal articles, census data, books, etc.; the other 2 can be news/web sources) Students will use sources listed in their annotated bibliography that was assigned for the midterm exam. If by the time you begin working on your final paper you found preferable sources, you may use those instead.

This is an academic paper and must be formatted appropriately. Use Times New Roman Font, double space, and 12pt font. You must include citations if you insert a direct quote or if you paraphrase information from a source. YES, you MUST cite the source even if you summarized it using “your own words.”

### **Course Modality & Expectations**

This course will be taught fully online. You are responsible for carefully reading the syllabus and weekly calendar, assignment deadlines as posted, and submitting mature, thoughtful work. Some of this material may be new, personal, or controversial, so please maintain an open-minded and considerate attitude, allowing others time to reflect and communicate. Please review additional expectations below.

#### **Important Information**

Before starting this course, please review the following pages:

- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)
  - You are capable of meeting my expectations for this course. If you are concerned about how well you are doing in this course, please come speak with me instead of considering academic misconduct.
- [Inclusivity Statement](#)
- [Panther Care & Counseling and Psychological Services \(CAPS\)](#)
- [Policies](#)

Additional resources are also available under Student Resources at the top of the Modules page.

## Course Communication

Communication directly with me in this course will take place via the Inbox. Check out the [Canvas Conversations Tutorial \(Links to an external site.\)](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. At some points in the semester, my inbox gets quite full. If you message me and don't hear back from me within two business days, please send a follow-up message. I will appreciate the gentle reminder.

Also, there is an open forum pinned to the top of the discussion forum for general questions about the class. If one student has a question about course materials or assignments, that question is usually shared by others. Using the open forum will allow everyone in the course to benefit from each other's questions. I will check the forum several times a week to respond to questions, but, if you see a question that hasn't been answered yet and you know the answer, please feel free to share that knowledge with your classmates.

As a student in this course, you are expected to:

- Review the *Getting Started* information located in the Modules.
- *Introduce yourself* to the class during the **first week** in the appropriate discussion forum.
- Interact online with instructor and peers.
- Log in to the course at least **3-4 times per week, if not daily**.
- Respond to Canvas Messages **within 1 day**.
- Check regularly for any announcements.

I, the professor, will:

- Log in to the course at least **6 days per week**.
- Respond to Canvas Messages **within 1 day**.
- Respond to General Discussion posts **within 2 days**.
- Provide feedback on assignments **within 7 days** of submission.

**Academic Integrity/Honesty:** All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

**Honors College Policies and Requirements:** Academic Misconduct Procedures and Policies  
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic->

integrity/index.php . Please refer to the following documents for additional information: FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

**Student Portfolios:** The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

**Honors Education in the Arts (HEARTS):** The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

**Resources:**

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.


**Course Calendar**

<b>Module</b>	<b>Readings/Assignments</b>
<p><b>Module 1</b> Students will engage with classical and contemporary theories of immigrant incorporation to US society. This module will provide students with conceptual frameworks that will be applied in future modules to evaluate levels of adaptation of each cohort of the Cuban diaspora.</p>	<p><b>Week 1 Jan. 9 – 15</b></p> <p>Students will identify the major waves of immigration to the US</p> <ol style="list-style-type: none"> <li>1. Review Syllabus</li> <li>2. Introduction Posts</li> <li>3. Read: Portes, Alejandro, and Rubén G. Rumbaut. <i>Immigrant America: A Portrait</i>. 4th ed., University of California Press, 2014</li> <li>4. Reflection Paper Due</li> </ol> <p><b>Week 2: Jan. 16 – 22</b></p> <ol style="list-style-type: none"> <li>1. Read: Portes, Alejandro, and Rubén G. Rumbaut. <i>Immigrant America: A Portrait</i>. 4th ed., University of California Press, 2014.</li> </ol>

	2. Reflection paper due
<b>Module 2</b> Students will look at Cuban migration prior to the 1959 revolution, and how tenuous relations between US-Cuba propelled or stunted immigration to the US following the onset of the Cuban	<b>Week 3: Jan. 23 – 29</b>  1. Read: Poyo, Gerald E. “The Cuban Experience in the United States, 1865–1940: Migration, Community, and Identity.” <i>Cuban Studies</i> , vol. 21, 1991, pp. 19–36. <i>JSTOR</i> 2. Discussion post/response 3. Reflection paper due
<b>Module 3</b> Students will evaluate the unique socio-economic profiles of each Cuban migration wave, and how the context of reception by the US government (and society) either hindered or facilitated economic mobility of its members. Students will compare and contrast the experiences of Cuban immigrants with other immigrant groups.	<b>Week 4 Jan. 30 – Feb 5</b> 1. Read: Duany, Jorge. 1999. “Cuban Communities in the United States: Migration Waves, Settlement Patterns and Socioeconomic Diversity.” <i>Pouvoirs dans la Caraïbe</i> 11: 69-103. 2. Discussion post/response 3. Reflection paper due  <b>Week 5 Feb 6 – 12</b> 1. Read: Chapter 1, “Immigrants and the Weight of their Past”: Eckstein, Susan. 2009. <i>The Immigrant Divide: How Cuban Americans Changed the US and Their Homeland</i> . New York; London: Routledge. 2. Discussion post/response 3. Reflection paper due  <b>Week 6 Feb 13 – 19</b> 1. Read: Fernández, Gastón. 2007. “Race, Gender, and Class in the Persistence of the Mariel Stigma Twenty Years After the Exodus from Cuba.” <i>International Migration Review</i> 41(3): 602-22. 2. Reflection Paper Due 3. Discussion Post/response  <b>Week 7 Feb 20 – 26</b> 1. Read: Ackerman, Holly. “The Balsero Phenomenon, 1991–1994.” <i>Cuban Studies</i> , vol. 26, 1996, pp. 169–200. 2. Read: Duany, Jorge. 2017. “Cuban Migration: A Postrevolutionary Exodus Ebbs and Flows.” <i>Migration Information Source</i> . 3. Discussion Post/response
<b>Spring Break</b>	<b>Week 8 Feb 27 – Mar. 5 (No Classes)</b>
<b>Midterm</b>	<b>Week 9 Mar. 6 – 12</b> Annotated Bibliography
<b>Module 4</b> Students will examine how	<b>Week 10 Mar. 13 – 19</b> 1. Read chapters 1, 2, & 3 (pgs. 11-44): Grenier, Guillermo J.,

<p>Cuban exiles reproduced businesses/cultural traditions and transformed Miami into an epicenter of Cuban culture. Students will analyze how Little Havana became a safe-haven for immigrants seeking freedom and economic mobility in the US.</p> <p>Students will analyze contemporary literature concerning the Adaptation experiences of Cuban Americans in the US.</p>	<p>and Corinna J. Moebius. 2015. <i>A History of Little Havana</i>. Charleston, SC: The History Press.</p> <ol style="list-style-type: none"> <li>2. Discussion Post/response</li> <li>3. Reflection paper due</li> </ol> <p><b>Week 11 Mar. 20 – 26</b></p> <ol style="list-style-type: none"> <li>1. Read chapters 4 &amp; 5 (pgs. 45-84). Grenier, Guillermo J., and Corinna J. Moebius. 2015. <i>A History of Little Havana</i>. Charleston, SC: The History Press.</li> <li>2. Discussion Post/response</li> <li>3. Reflection Paper due</li> </ol> <p><b>Week 12 Mar. 27 – April 2</b></p> <ol style="list-style-type: none"> <li>1. Read chapters 6 &amp; 7 (pgs. 85-142). Grenier, Guillermo J., and Corinna J. Moebius. 2015. <i>A History of Little Havana</i>. Charleston, SC: The History Press.</li> <li>2. Discussion Post/response</li> <li>3. Reflection paper due</li> </ol> <p><b>Week 13 April 3 – 9</b></p> <ol style="list-style-type: none"> <li>1. Read: Pérez, Lisandro. 1986. “Immigrant Economic Adjustment and Family Organization: The Cuban Success Story Reexamined.” <i>International Migration Review</i> 20(1): 4-20.</li> <li>2. Read: Portes, Alejandro, and Aaron Puhmann. 2015. “A Bifurcated Enclave: The Economic Evolution of the Cuban and Cuban American Population of Metropolitan Miami.” <i>Cuban Studies</i> 43: 40–66.</li> <li>3. Discussion Post/response</li> <li>4. Reflection paper due</li> </ol>
<p><b>Module 5</b> Students will analyze the transnational ties that Cuban Americans have maintained with family members on the island, and theoretical perspectives on its effect on the Cuban economy.</p>	<p><b>Week 14 April 10 – 16</b></p> <ol style="list-style-type: none"> <li>1. Read: Schiller, Nina Glick, et al. “From Immigrant to Transmigrant: Theorizing Transnational Migration.” <i>Anthropological Quarterly</i>, vol. 68, no. 1, 1995, pp. 48–63.</li> <li>2. Read: Chapter 6, “Transforming Transnational Ties into Economic Worth”: Eckstein, Susan. 2009. <i>The Immigrant Divide: How Cuban Americans Changed the US and Their Homeland</i>. New York; London: Routledge. Chapter 6 (178-206)</li> <li>3. Discussion Post/response</li> <li>4. Reflection paper due</li> </ol>
<p>Work on Final Project</p>	<p><b>Week 15 April 17 – 23</b></p>
<p>Work on Final Project: Immigrant Profile</p>	<p><b>Week 16 April 18 – 24</b> <b>Paper Due April 20<sup>th</sup>.</b></p>





\*Syllabus is subject to change. You will be notified via email if changes take place.