

Cuba:

The Land Time Forgot
The Communist Threat
The Decadent Land
The Controversial Country
The Ecological Reserve
An Axis of Evil
Cigars, Rum, & Tourism

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JoAnn Trygestad

joann.trygestad@district196.org

Notes of Current Conditions in Cuba

- Cubans are survivors
- Two-thirds of the 11 million people in Cuba have been born since the 1959 revolution
- Cuba had 2 million tourists annually with half the tourists from Europe and many from Canada and Latin America. Tourism provides \$2 billion/year in revenue, usually in hard currency.
- Relatives abroad sent hundreds of millions of dollars to Cubans annually.
- Cubans are allowed to earn money through pedicabs, shops, restaurants, and crafts, although various restrictions are applied including issuing licenses
- The Cuban government focuses on education, medical care, and rural development and less on housing, although particular areas, such as Old Havana (UNESCO World Heritage Site), are experiencing extensive restoration
- Food is rationed. Monthly rations in 2002 are only a supplement to the total diet: 2.5 kg rice, 1.5 kg sugar, 1 kg fish, .5 kg beans, 28 gr coffee, 14 eggs. Also distributed are soap, detergent, vegetable oil, cornmeal, fruits and vegetables, and crackers. Pregnant women, pensioners, and children receive extra milk and some additional supplies. Food can be purchased in private markets at higher prices.
- Cuba has many trained doctors, but they lack equipment and medicines. Neighborhood clinics abound for preventative health care. Hospitals perform surgeries, which are free.
- The CDR (Committee for Defense of the Revolution) deals with the neighborhood block area with people's concerns of medical care, education, and recreation.
- Dollar & peso societies exist in Cuba. There are dollar-only hotels, shops & clinics. Some areas are restricted to particular populations. The government controls the media (Granma is the newspaper of the Communist Party), military, exports, and allows @ 50 protest groups to exist, but under tight restrictions. Human rights abuses include corruption but there are no death squads. The government controls many aspects of society. The government arrests dissidents, political organizations are not recognized, the right to accumulate wealth is limited, buying and selling property is restricted, forming associations is limited, & travel abroad is controlled.
- The U.S. Interests Section is the defacto U.S. Embassy in Havana. There is a lottery for U.S. visas. The U.S. allows 20,000 persons to immigrate/year with the lottery bringing in 15,000. The Interests Section receives 500,000 requests annually, which is about 5% of the population. Under the Cuban Adjustment Act of 1966, 678,000 Cubans have been granted permanent resident status in the U.S. This number was 36,261 in 2005 and 15,798 in 2004 and 7,664 in 2003.
- Castro's personal life is not recorded. He is not shown eating, relaxing, or with his family.
- The U.S. sends Cuba a check for \$4,085 each year to lease Guantanamo Bay (the equivalent of \$2,000 in gold coins at 1934 rates), which Castro has never cashed. Termination of the lease requires the consent of both the U.S. and Cuban governments.
- The USAID Cuba Program promotes a rapid and peaceful transition towards democracy in Cuba. The strategic objective is to increase the flow of accurate information of democracy, human rights, and free enterprise to, from, and within Cuba with \$26 million provided in grants to 28 Non-Government Organizations (NGOs) in the U.S. This amount was increased to \$58 million in mid-2004 for 2 years and increased to \$100 million in 2007 for two years. Direct USAID monies totaled \$8.9 million in 2005 & a projected \$15 million in 2006 to develop a civil society in Cuba.
- Spain, Canada & the USSR were leading donors to Cuba's development, superseded recently by Venezuela & China. Other countries include the Netherlands, Italy, France & the United Nations.
- Current travel & trade restrictions were enacted in 2004 to reduce the power of the Castro regime & to encourage democratic reforms. Cuban-Americans, educators, students, tourists, entertainers, & humanitarians are restricted from visiting Cuba & from supplying aid to the Cuban people.
- Castro's hospitalization in July 2006 caused questions about regime change for U.S. government

Selected Recent Events

1991-1999

- 1991 (Dec) The collapse of the USSR leaves Cuba without its chief economic & military support creating a “Special Period” in Cuba
- 1992 (May) Bush signs the “Cuban Democracy Act” which reinforces & strengthens the embargo in order to increase economic pressure on Cuba. This includes no food shipments to Cuba from foreign branches of US companies
- 1995 (May) US announces that Cubans picked up at sea will be returned to Cuba where they could apply at US Interests Section as part of the 20,000 legal immigration quota
- 1996 (Feb) Two planes from Miami-based Brothers to the Rescue are downed by Cuban government killing 4 pilots. Clinton suspends direct flights to Cuba & signs Helms-Burton Act, which curtails presidential authority to loosen embargo, places power in hands of Congress, & sets rigid legislative benchmarks for changes that must take place in Cuba before relations can be normalized. Also, US companies can sue Cuba for nationalized property, & foreign companies that trade with Cuba cannot trade with the US within 6 months of trading with Cuba.
- 1998 Canadian-financed Jose Marti International Airport opened.
- 1998 (Jan) Pope John Paul II visits Cuba. He called for moral renewal & reconciliation among Cubans, the world to engage with Cuba, & also condemned the embargo.
- 1998 (March) Clinton announces resumption of direct flights & sale of medicine to Cuba.
- 1998 (Sept) Five Cubans arrested in Miami for terrorism and espionage.
- 1999 (Jan) Clinton announces steps to revise US policy including increase people-to-people exchanges, expand flights from other US cities, establish direct mail service, & begin an initiative to hold baseball games between the US & Cuba.
- 1999 (March/May) Baltimore Orioles play Havana in Havana & in Baltimore.
- 1999 (Nov) Elian Gonzalez, a young Cuban boy, is rescued off the coast of Florida

2000

- June Elian Gonzalez is returned to Cuba after legal & political battles between Gonzalez’s Miami relatives, the Clinton Administration, Gonzalez’s family in Cuba, & the Cuban government
- October Senate & now the House pass legislation that ends all unilateral sanctions on sale of food & medicine worldwide, except Cuba can receive neither public nor private US financing in order to buy these products. Cuba must pay in cash or seek Financing through third countries. Travel restrictions are also codified, removing Presidential power to issue general licenses to Cuba.

2001

- June The Cuban Five are convicted in Miami of espionage & sentenced 15 years to life in prison for infiltrating Cuban-exile groups
- November Hurricane Michelle devastates large sections of Cuba & the country is allowed to purchase food & medicine as a result of the devastation by Hurricane Michelle

2002

- Jan/Feb US freighters carrying produce purchased by Cuban government arrive in Havana Cuban purchased \$30 million (in cash) meat & grain to replenish supplies depleted after Hurricane Michelle. Governor Ryan (IL) visits
- March Twenty Cubans smashed into the Mexican Embassy compound in Havana with a hijacked bus & were forcibly removed 30 hours later.
- April Congressional Cuban Working Group (17 Republican & 17 Democrat Senators) form with 4 goals: lift travel ban, advance democracy, permit private financing of food & agriculture, promote cooperation on control of drug trafficking. Senator Boxer (CA) & delegation visit Cuba. Also, 75 Cubans jailed—Cuba claims they were collaborators with US diplomats to undermine Cuba; US claims They were human rights activists and journalists.
- May Varela Project is delivered to Cuban National Assembly with 11,000 signatures calling for free speech, electoral reforms, amnesty for 250 political prisoners. Former President Jimmy Carter visits Cuba.
- July Governor Hoeven (ND) visits. US delegation visits.
- September Cuban musicians nominated for Latin Grammy Awards cannot attend ceremony because they did not receive US visas. Food & agriculture trade show in Cuba with 285 companies from 33 states including ADM, Cargill, ConAgra, Hormel, Perdue Farms, & Tyson. Governor Ventura (MN) visits.

2003

- March Armed hijackers divert plane from Havana to Key West, FL. Plane sold to pay lawsuits against Cuban government
- April Six men who hijack ship in Havana for US convicted of terrorism & executed. Trials for the 75 Cubans & sentenced to varying jail terms. The EU places diplomatic sanctions on Cuba as a result

2004

- January Cuba & Venezuela sign exchange & trade agreement; Venezuela gives oil & Cuba supplies medical products & experts in literacy campaign, health care, and sports. South Carolina trade delegation visits Cuba.
- May US tightens embargo with President's Commission for Assistance to a Free Cuba to further undermine Castro regime & hasten end of dictatorship by capping remittances sent to Cuba by US Cubans (eliminated all sent remittances & reduced

carried remittances from \$3000 to \$300) & restricting travel (no importation of Cuban goods, luggage limit of 44 pounds, travel by Cuban-Americans once every 3 years, no US student or teacher travel, no US sport or entertainer travel)

August Hurricanes Charley & Ivan hit. Four people die & billions of dollars in damage.

October Castro stumbles after speech & suffers minor injuries. He denies CIA report of Parkinson's Disease.

November U.S. dollar no longer accepted as legal tender in Cuba.

2005

January Cuba resumes diplomatic contacts with EU, frozen since 2003

May The Working Group on Arbitration Detentions of the UN Human Rights Commission concludes that the imprisonment and treatment of the Cuban Five is arbitrary & recommends that the US government rectify the situation.

June Luis Posada Carilles seeks asylum in US. Venezuela requests his extradition for bombing Cubana Airlines #455 (73 people killed on 10/76). Posada is naturalized Venezuelan citizen & Cuban citizen by birth. Labeled a terrorist supported by US.

July Hurricane Dennis causes evacuation of 63,000 & 16 deaths. Damage \$1.5 billion.

October Hurricane Wilma hits. The US offers assistance which Cuba refuses

2006

February Castro unveils monument (Jose Marti holding Elian Gonzales) that blocks view of illuminated messages displayed on US Interests Section building

March Cuba placed 2nd after Japan in World Baseball Classic held in San Diego, CA

May Cuba becomes member of the UN Human Rights Council

June Hurricane Alberto drenches Cuba after evacuation.
Cuba lost bid in US Supreme Court to stop US firm from using 'Cohiba' on cigars

July "Ladies in White", Cuban relatives of jailed dissidents who stage weekly protest march, were denied travel documents to receive Sakharov Human Rights Award. Dissident Rene Manzano arrested in Havana & charged with violating the Law for the Protection of the National Independence & Economy of Cuba.
Fidel Castro transfers duties to brother Raul after surgery

August US Court of Appeals overturns Cuban Five conviction--didn't receive fair trial

2007

May Castro fails to appear at annual May Day celebration
Federal judge dismissed all immigration-related charges against Luis Posada Carriles allowing him to return to Miami a free man

Resources on Cuba

Books, Magazines, Articles, Videos

- Cuba, Lonely Planet, 2000
Cuba, National Geographic, 1999
The Kennedy Tapes: Inside the White House During the Cuban Missile Crisis, by Ernest R. May & Philip D. Zelikow, Harvard University Press, 1997
Dreaming in Cuban: A Novel, by Cristina Garcia, Ballantine Books, 1993
Waiting for Snow in Havana: Confessions of a Cuban Boy, by Carolos Eire, Free Press, 2003
“Cuba: Evolution in the Revolution” John J. Putman, National Geographic, June 1999
“Cuba Reefs: A Last Caribbean Refuge”, Peter Benchley, National Geographic, February 2000
“Saving Old Havana”, Archeology, March/April, 2002
“The Nature of Cuba”, Smithsonian, May 2003
“Castro’s Clinic”, Worldview, Fall 2003
“The Secrets of Cuban Medicine”, World Press Review, December 2003
“Cuba Naturally”, National Geographic, November 2003
“The Beat in Cuba”, National Geographic Traveler, March 2004
“Fidel Castro”, PBS American Experience, September 2007
“Havana”, 1990
“Buena Vista Social Club”, 1999
“13 Days”, 2001
“Motorcycle Diaries”, 2004
“Fidel Castro”, 2007, PBS: American Experience

Youth Materials

- “Republic of Cuba”, Culture Grams, 2001 (1-800-528-6279)
Countries of the World: Cuba, Gareth Stevens Publishing, Milwaukee, 2000
Cultures of the World: Cuba, Marshall Cavendish Corporation, 1995
Cuba—In Pictures, Lerner, 1997
Children of Cuba, Carolrhoda Books, 1996
Cuba on My Mind, Roman de la Campa, 2000
15, Nancy Osa, 2003
Free Baseball, Sue Corbett, 2006

Internet Sources

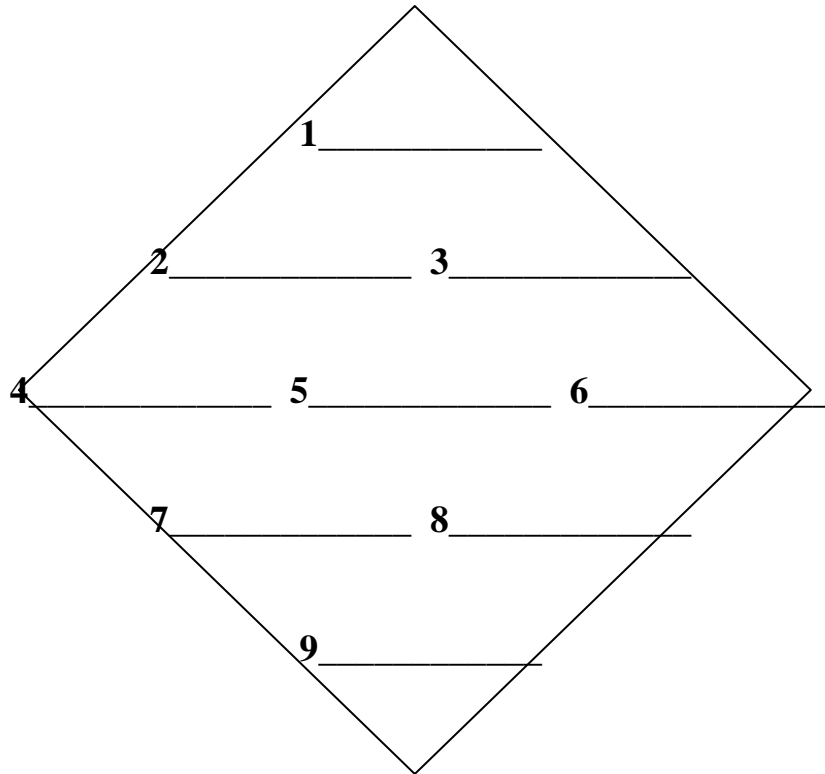
- U.S. Interests Section <http://havana.usinterestsection.gov>
USAID (Latin America & Caribbean) http://www.usaid.gov/locations/latin_america_caribbean/
Commission for Assistance for a Free Cuba <http://www.cafc.gov/>
National Network on Cuba (solidarity) <http://www.CubaSolidarity.com>
Cuba Net (Cuban exiles) <http://www.cubanet.org/cubanews.html>
U.S. State Dept—International Information <http://www.usinfo.state.gov/wh/americas/cuba.html>
U.S. Treasury Dept—Cuba Sanctions <http://www.treas.gov/offices/enforcement/ofac/>
International Relations Center <http://www.fpif.org>
Center for Cuban Studies <http://www.cubaupdate.org/index.htm>
Cuba Web (Cuban government) <http://www.cubaweb.cu>
CIA World Factbook <http://www.cia.gov/cia/publications/factbook/index.html>
Latin America Working Group <http://www.lawg.org>
Minnesota Cuba Committee <http://groups.msn.com/minnesotacubacommittee>
Cuba Transition Project <http://ctp.iccas.miami.edu/default.htm>

What Do You Value?

Directions: Throughout the world there are numerous value systems arising from different customs, religions, philosophies, and governments. Within a country, area, or family, values may be different. What values are important to you? What values do you want your country to have? Rank the values by placing them on the diamond-shaped graphic in priority order, with the most important at the top and the least important at the bottom. Select from the following values or replace a value with one that is important to you. When you are done, meet in your small group to discuss why each of you chose the first three values you selected and why you each selected the value that you placed last.

Values:

- Equality
- Freedom
- Individuality
- Opportunity
- Peace
- Power
- Security
- Wealth
- Welfare for All



Discuss: How would people in Cuba list their values in priority? Would their list be similar to or different from your list? Why do you think the lists of values are similar or different?

Recognizing Cause and Effect Relationships

Directions: Cuba's recent history has created particular circumstances, which, in turn, can affect Cuba's future. Each statement below has at least one cause and one effect. Complete the graphic by writing a cause in the space before each statement and an effect in the space after each statement.

Cause	Statement	Effect
	Cuba lacks sufficient medicine & medical supplies	
	Cuba's literacy rate is 96%	
	Cuba is a diverse society made of different ethnic groups	
	Cuba's major export product is sugar cane	
	The United States has tremendous interest in Cuba and its future	

Use these statements and others to initiate discussions about Cuba. Why do many of the statements seem to have varying answers? How do the views of Cuba versus the views of the United States modify the cause or the effect? Discuss how the culture and history of the country mediates perspectives of other countries.

Which of the effects you listed could potentially have the greatest effect on: 1) the Cuban people? 2) the Cuban government? 3) the U.S.? 4) other Latin American countries? 5) women?
 Select one statement and explain your reasoning of the cause and effect and what group the effect might impact most.

Mystery Island Nations

Students will compare and contrast data and maps of 10 island nations in order to reach conclusions about population distribution and economic development. Specifically, students will understand that the environment is not the sole determinate of where people choose to live or their level of economic development; that is, the environment provides opportunities and constraints for a country. The data may be used to identify the “mystery islands”, identify areas of population distribution for each island, and determine the island nation with the greatest level of economic development.

Objectives:

Goal: Students, after examining the role of the environment in determining a nation’s level of economic development and centers of population, will understand that culture mediates the influence of the environment through adaptation.

Standards: V. Geography 4-8

A. Concepts of Location

3. The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States
 1. Students will locate on a map or globe the major empires of the late 19th Century and their largest overseas territories

D. Interconnections

6. The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans’ occupation of the Earth’s surface
 4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.
 7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.

E. Essential Skills

The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.

2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.

Objectives: Students will be able to:

1. Analyze data and make inferences
2. Make predictions considering several viewpoints

Materials Needed:

Attached handouts

Outline maps of island nations at similar scales

Activities

1. Students working in small groups are given the data charts and maps of unidentified islands to label the site where the greatest population might occur with an ‘X’. Students will cite evidence for their conclusion. Students will compare their conclusions with actual maps and discuss results and answer: What additional information would have been helpful? Why were your answers similar to or different from the actual population centers? How would a physical map of the island nation with its scale be helpful? What valuable information would a physical map with its scale provide?

2. Students work in small groups with data charts and outline maps of 10 island nations to complete the Mystery Island Nations Data Chart and Mystery Islands Worksheet. Given the information, students determine which island nation would have the highest and the lowest standard of living based on the data. Students cite evidence for their conclusions. Students may also indicate which island nation would have the highest and lowest GDP/capita and compare conclusions with actual GDP/capita. Discuss students' results focusing on their explanations. Discuss additional information that would be helpful to reach a conclusion about economic development.

Students will find that island nations that seem well suited for agricultural production with a mild climate and arable land may not have the highest standard of living. In fact, they may have a lower GDP/capita and limited technology. Island nations with a more severe climate, less arable land, and limited resources may have a higher GDP/capita and greater technology. Adaptation to an environment may be based on a culture's location, technology, history, government/politics social structure, and beliefs. Thus, adaptation to the environment, the geography and culture together, play a vital role in economic development.

3. Using the information found on the data charts and maps, students will identify each island. A list of island nations and/or an atlas may or may not be provided.

Extensions:

1. Students compare the data provided with data of non-island nations and conclude if the characteristic of being an island nation may affect the level of economic development. Suggest possible influences an island nation may have on its development that may or may not occur in non-island nations such as isolation, need for trade, moderating ocean current.

2. Discuss political versus geographic boundaries by examining Ireland, the United Kingdom, Cyprus, and Sri Lanka. Can island nations exist as two countries? Consider Haiti/Dominican Republic, Indonesia/Papua New Guinea and Indonesia/East Timor. What problems or benefits occur with a divided island nation? How does national identity supersede geographic boundaries?

3. Students investigate one of the island nations (Iceland, Bahrain, and Cuba) to identify factors that support their level of economic development such as location, technology, history, social structure and beliefs.

Resource: Data derived from CIA World Factbook available at:

<http://www.cia.gov/library/publications/the-world-factbook/index.html>

Mystery Island Nations Worksheet

Directions: You and your group will explore the roles of environment and culture in a nation's economic development. Examine the data and maps of 10 island nations to complete the chart below. Be sure to discuss thoroughly your answers so you can present explanations for your choices to the class.

Location: Place an "x" on each island's outline map to indicate where the greatest population center might be located. Be prepared to explain why the population is greatest at that location.

Economy: Identify how people would make a living on the island such as agriculture, mining, fishing, manufacturing, tourism or other service industries.

Development: Determine the country's level of economic development and identify it as: Developed, Developing, or Under Developed

Standard of Living: Rank the island nations according to their standard of living with 10 as the highest and 1 as the lowest

Identification: Identify each of the island nations by name

Island	Economy	Development Level	Standard of Living	Island Nation
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				

Mystery Island Nations Data Chart

Island Nation	Area (sq.mi.)	Arable Land	Natural Resources	Terrain	Climate	Natural Hazards
A	10,990	15%	Bauxite, gypsum, limestone	Mountains with narrow coastal plain	Tropical	Hurricanes
B	9,250	11%	Copper, pyrites, asbestos, gypsum, timber, marble	Central & coastal plains; mountains north & south	Temperate	Earthquakes Droughts
C	70,280	16.8%	Zinc, lead, peat, copper, natural gas, limestone	Rolling plains surrounded by rugged hills	Temperate	N/A
D	620	1%	Oil, fish, natural gas, pearls	Plains	Arid	Droughts Dust Storm
E	65,610	14%	Limestone, graphite, gems, phosphates, clay	Plains with central mountains	Tropical	Cyclones Tornadoes
F	103,000	0%	Fish, hydropower, geothermal power	Plateaus & mountains	Temperate	Earthquakes Volcanoes
G	587,040	5%	Graphite, chromate, coal, bauxite, salt, mica, fish	Narrow coastal plain with high central plateaus & mountains	Tropical to temperate	Cyclones Droughts Locusts
H	35,980	24%	Coal, limestone, marble, natural gas, asbestos	Plains with rugged mountains in east	Tropical & Temperate	Earthquakes Typhoons
I	110,860	27%	Cobalt, nickel, iron ore, chromium, copper, timber, oil	Plains with rugged hills in SE	Tropical	Hurricanes Droughts
J	244,820	23%	Coal, oil, natural gas, tin, limestone, iron ore	Plains south & east with rugged hills	Temperate	Floods Winter windstorms

Mystery Island Nations Data Chart

Island	Population	Total Life Expectancy	Total Literacy	Infant Mortality Rate/1000	GDP/Capita
A	2,780,000	73.0	88.0	15.7	\$ 4,700
B	788,000	77.9	97.6	6.8	\$23,000
C	4,109,000	77.9	99.0	5.2	\$44,500
D	708,000	74.6	86.5	16.0	\$25,600
E	20,926,000	74.8	90.7	19.4	\$ 4,700
F	301,931	80.4	99.0	3.2	\$38,000
G	19,448,000	62.1	68.9	57.0	\$ 900
H	22,858,000	77.5	96.1	5.5	\$29,600
I	11,394,000	77.0	99.8	6.0	\$ 4,100
J	60,776,000	78.7	99.0	5.0	\$31,800

The most developed island nation is _____

Because: _____

The least developed island nation is _____

Because: _____

Mystery Island Nations Data Chart

Island	Population	Total Life Expectancy	Total Literacy	Infant Mortality Rate/1000	GDP/Capita
Jamaica	2,780,000	73.0	88.0	15.7	\$ 4,700
Cyprus	788,000	77.9	97.6	6.8	\$23,000
Ireland	4,109,000	77.9	99.0	5.2	\$44,500
Bahrain	708,000	74.6	86.5	16.0	\$25,600
Sri Lanka	20,926,000	74.8	90.7	19.4	\$ 4,700
Iceland	301,931	80.4	99.0	3.2	\$38,000
Madagascar	19,448,000	62.1	68.9	57.0	\$ 900
Taiwan	22,858,000	77.5	96.1	5.5	\$29,600
Cuba	11,394,000	77.0	99.8	6.0	\$ 4,100
Great Britain	60,776,000	78.7	99.0	5.0	\$31,800

The most developed island nation is Iceland

Because: It has the greatest GDP/capita. It also has one of the highest literacy and life expectancy rates and lowest infant mortality rate that indicate good medical, care and opportunities for education as compared to the other island nations. However, with poor physical geography of no arable land and limited natural resources, its future may be tenuous. Thus, Ireland or Great Britain may be good choices as well.

The least developed island nation is Madagascar

Because: It has the least literacy and life expectancy rates and the highest infant mortality rate that indicates poor medical care and few opportunities for education as compared to the other island nations. Its rugged terrain with little arable land and few valuable resources restricts its development

Mystery Island Nations Data Chart

Island Nation	Area (sq.mi.)	Arable Land	Natural Resources	Terrain	Climate	Natural Hazards
Jamaica	10,990	15%	Bauxite, gypsum, limestone	Mountains with narrow coastal plain	Tropical	Hurricanes
Cyprus	9,250	11%	Copper, pyrites, asbestos, gypsum, timber, marble	Central & coastal plains; mountains north & south	Temperate	Earthquakes Droughts
Ireland	70,280	16.8%	Zinc, lead, peat, copper, natural gas, limestone	Rolling plains surrounded by rugged hills	Temperate	NA
Bahrain	620	1%	Oil, fish, natural gas, pearls	Plains	Arid	Droughts Dust Storm
Sri Lanka	65,610	14%	Limestone, graphite, gems, phosphates, clay	Plains with central mountains	Tropical	Cyclones Tornadoes
Iceland	103,000	0%	Fish, hydropower, geothermal power	Plateaus & mountains	Temperate	Earthquakes Volcanoes
Madagascar	587,040	5%	Graphite, coal chromate, bauxite, salt, mica, fish	Narrow coastal plain with high central plateaus & mountains	Tropical to temperate	Cyclones Droughts Locusts
Taiwan	35,980	24%	Coal, limestone, marble, natural gas, asbestos	Plains with rugged mountains in east	Tropical & Temperate	Earthquakes Typhoons
Cuba	110,860	27%	Cobalt, nickel, oil, iron ore, copper, chromium, timber	Plains with rugged hills in SE	Tropical	Hurricanes Droughts
United Kingdom	244,820	23%	Coal, oil, natural gas, tin, limestone, iron ore	Plains south & east with rugged hills	Temperate	Floods Winter windstorms

Predict Cuba's Future

The imminent death of Fidel Castro, leader of Cuba for almost fifty years and the longest-serving world leader today, is causing great interest in the United States. Gaining power through a socialist revolution and promising democracy, equality, and freedom, Castro became a dictator and challenged U.S. power in the region. Cuba is respected by other nations, particularly the non-aligned nations, because the country opposes the U.S., provides aid to other countries, and socialism has achieved some results. Castro has been compared to Mao with his strident support of the military, egalitarianism, and political thought. Change in Cuba may come when Fidel Castro is no longer the leader of Cuba because of the involvement of the U.S. in the country.

The impact of U.S. policy has affected the Latin America region and will continue to impact the region. Because of the U.S.'s keen interest in Cuba, its behaviors toward regime change are and will be critical to U.S. relationships with other countries in Latin America.

Predict the future of Cuba by examining the Possible Futures and Information Points, reading the U.S. government documents and investigating additional resources. Students will use a variety of primary and secondary resources and further research to predict Cuba's future. Several activities are outlined to predict Cuba's future.

Objectives:

Goal: Students, after evaluating a variety of information, will predict the future of Cuba by determining the changes Cuba might make and the role of the U.S. in facilitating those changes.

Standards: V. Geography 4-8

A. Concepts of Location

3. The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States
 1. Students will locate on a map or globe the major empires of the late 19th Century and their largest overseas territories

D. Interconnections

6. The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surface
 4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.
 7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.

E. Essential Skills

The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.

- 1 Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.

Objectives: Students will be able to:

1. Analyze data and make inferences
2. Make predictions considering several viewpoints

Materials Needed:

Attached handouts

Cuban History Timeline: "Selected Recent Events"

Internet access for resources cited in "Resources", websites listed including pbs.org and scholastic.com

Video, "Fidel Castro", pbs.org 'American Experience' and support materials

Videos, slide shows, commentaries, "The CUBA Puzzle", MiamiHerald.com

Activities

Students working in small groups will review the information contained in the attached materials as well as Internet resources (identified in Resources) and videos to make predictions on the future of Cuba using one of several perspectives.

1. Students will play a 'war games' scenario with each small group representing a U.S. cabinet level position such as Secretary of State, Secretary of Defense, Secretary of Commerce, Commissioner of the Commission for Assistance for a Free Cuba, Secretary of Education. Present a scenario and students determine their positions and discuss their actions, which may or may not lead to a simulation. Students will compare results of each cabinet discussion using a graphic organizer to identify their position, their actions, and their reactions. Students will record information for each cabinet member to identify patterns of actions and reactions.

Fidel Castro has died and his brother Raul has taken over. There is some civil unrest and concern about U.S. soldiers located at Guantanamo Bay in southeast Cuba. How will you provide for their safety? What will you do?

Fidel Castro has died and his brother Raul has taken over. Cuban-Americans belonging to the Democracy Movement located in Miami, Florida have begun to organize hundreds of boats and planes loaded with arms and ammunition to invade Cuba. The U.S. government does not approve this flotilla and its illegal activity, but it does sympathize with Cuban Americans as refugees of political oppression. What will you do?

Fidel Castro has died and his brother Raul has taken over. Hugo Chavez, the leader of Venezuela, has sent condolences to the people of Cuba promising financial, military, political, and moral support no matter what happens. What will you do?

China has become more involved in Cuba in the past few months with new construction projects, an exchange of educational institutions, and a commitment to political and economic support. It seems that Raul Castro, temporary leader of the country, has made overtures to China to model Cuba after it. You are concerned with China's increasing influence in the Western Hemisphere. What will you do?

2. Raul Castro, the current leader of Cuba, is seeking opinions from the Cuban people about conditions in Cuba and possible changes. This grass roots debate is occurring now as it was in the 1980s and 1990s. Students will read the attached article and determine what they would suggest if they were Cubans. Students should identify themselves with a brief biography and then write a letter to the editor or make a list of suggestions for improvements in Cuba.

3. Students will determine Cuba's success by comparing Cuba to other nations in the Caribbean region using the handout. How successful is Cuba compared to its neighbors? What future potential exists for the island? Compare Cuba to other countries including the Dominican Republic, Costa Rica, Belize, and Honduras. Is Cuba successful? What challenges need to be overcome to be more successful?

4. Guantanamo Bay, located on the southeastern tip of the island of Cuba, is currently leased by the U.S. government from Cuba. The United Nations is seeking an end to the situation in Guantanamo as a U.S. prisoner of war detention center. The Cuban government continues to demand an end to the occupation of their country and want the lease to end immediately. The U.S. public has increased protests of Guantanamo because of the treatment of and justice for the prisoners kept there since the wars in Afghanistan and Iraq began. Students will determine the future of Guantanamo. Students should read the brief summary and examine the attached chart. They should also access other resources to determine what should be done including the following:

Capitol Hill Broadcasting Network video at <http://www.chbn.com/clip.aspx?key=94F61AE22C30980E>

Christian Science Monitor (3/20/02) at <http://www.foi.missouri.edu/terrorandcivilib/detainees.html>

Public Broadcasting Station's Frontline and Almanac at <http://www.pbs.org>

Students may debate the issue or present the information as if it was being addressed in a court of law with two sides—students representing the U.S. and students representing Cuba. What should be done with the U.S. lease of Guantanamo?

Guantanamo Bay (Gitmo)

“The United States agreed in February 1903 to lease 45 square miles of land and water at Guantanamo Bay, near the eastern tip of Cuba, for use as a coaling station.

When the treaty was finalized and the document ratified by both governments, it was signed in Havana in December 1903.

As related on a Navy website, a 1934 treaty reaffirming the lease granted Cuba and its trading partners free access through the bay and modified the lease payment from \$2,000 in gold coins per year to the 1934 equivalent value of \$4,085 and added a requirement that termination of the lease requires the consent of both the U.S. and Cuba governments, or the abandonment of the base property by the U. S.

In 1962, Fidel Castro accused the United States of territorial interference and demanded that the U. S. give up the naval base immediately. President John F. Kennedy refused and sent Marines to protect the base. Since then, Castro hasn't cashed the annual checks the U. S. has sent for payment of the lease.”

StarTribune

There are 355 detainees still in Gitmo and about 20 are on hunger strike at any one time (Newsweek, 8/27/07). Their recourse to pursue justice is through military commissions created in 2001 by the Bush administration. Although the U.S. Supreme Court ruled these commissions unlawful in 2006, the Military Commissions Act was enacted to have military review boards evaluate the case of each detainee. Appeals are pending.

5. Another controversial issue regarding Cuba's future is the embargo. The United Nations continues to seek an end to the embargo because it unjustly penalizes a country that has a communist government. The Cuban government continues to demand an end to the embargo because it unfairly limits its economic development. The U.S. continues to oppose the end of the embargo because it disables the communist government of Cuba and will lead to the overthrow of the government by the Cuban people. The U.S. Congress considers passing a bill to end the embargo at the request of several U.S. corporations eager to trade with the country. The U.S. public has also increased protests and demands an end to the embargo. Students will make a list of the pros and cons to maintain or to end the embargo. Students may then debate the embargo. Several resources will be helpful including:

Council on Hemispheric Affairs “U.S. Embargo against Cuba under Growing Siege” at:

<http://www.coha.org/2006/07/18/Cuba-embargo-under-growing-siege/>

Justice Talking at <http://www.justicetalking.org/viewprogram.asp?progID=614>

Public Broadcasting Station's Frontline and Almanac at <http://www.pbs.org>

The United Nations believes the embargo unjustly penalizes Cuba because the country has a communist government. The U.S., as a member of the Security Council, blocks the end of the embargo. Every year since 1992 the United Nations votes to lift the embargo against Cuba. In 2006 the vote was 183-4 with U.S., Israel, Marshall Islands and Palau voting no. The 2007 vote will be held October 30.

The Cuban government demands an end to the embargo because it unfairly limits the country's potential for trade with the U.S. and with other countries. It is estimated that Cuba lost \$3 billion since mid-2006 in higher credit, freight, & insurance rates, and the loss of business. Castro's political strength remains strong because people are suffering as a result of the embargo. Restrictions on Cuban activities occur not only in Cuba, but in other countries as well.

- Cuban musicians banned from playing in U.S. owned hotels in other countries
- Cuban travelers banned from staying at U.S. owned hotels in other countries
- Cuban trademarks, 'Cohiba' and 'Havana', for its cigars and rum no longer honored in the U.S.; the U.S. is the largest consumer of these two premium goods.
- International banks refuse to conduct Cuban business in dollars
- Foreign-owned companies have pulled out of Cuba because of mergers with U.S. companies

The U.S. government has maintained an embargo against Cuba since 1961 in hopes of overthrowing the communist dictatorship of Fidel Castro. Although the Cuban government remains communist and the economy is controlled by the state, ending the embargo means admitting failure, which would provide propaganda for the Castro regime. Ending the embargo would also aid Cuba's economy and support Cuba's government, causing the country to perpetuate as a communist country.

6. Students will predict the future of Cuba by writing an opinion piece or a letter to the editor presenting the more likely future of Cuba. Students will explain whether they believe the challenges between the U.S. and Cuba will end and how they might end. Students should consider the following attached summaries of information and additional resources available at <http://www.pbs.org> including:
- a) "Think Tank: Cuba After Castro" (2004) and other programs including those from Almanac.
 - b) Read "Share Your Views" excerpts from the American Experience program on Fidel Castro

Possible Futures:

1. Status quo with transition to another communist leader
2. Intercession by another country such as Spain or Venezuela
3. U.S. involvement to establish democracy and capitalism
 - Cuban exiles seeking reparations
(the Cuban-American National Foundation supports the opposition in Cuba; the Democracy Movement favors sending an armed flotilla to support Cuba; Cuban-American lawyers are litigating to recover assets through legal means)
 - U.S. corporations seeking markets
(consumer goods, tourism, manufactured products, automobile industry, transportation industry)
4. The Cuban government and economy changes with free elections and open markets becoming like Costa Rica or Dominican Republic
5. The embargo is ended and Cuba becomes a socialist country without a military dictator
6. Civil war
7. Intervention by the Roman Catholic Church or another religious community

Information Points:

- The USAID Cuba program currently provides \$100 million annually to 28 non-profit organizations (NGOs) in the United States in order to promote a rapid and peaceful transition to democracy and a market economy for Cuba.
- The First and Second Reports of the Commission for Assistance to Free Cuba (2004 & 2006) have a 'classified section'. The Cuban government assumes the classified section details the overthrow of the Cuban government and invasion of the island.
- Michael E. Parmly is the new head of the Commission for Assistance for a Free Cuba, which is a cabinet-level post
- Raul Castro (75 years old brother of Fidel Castro) may be modeling Cuba after China, which maintains tight political control but favors open trade, foreign investment, and private enterprise (China's 'market socialism'). Raul first traveled to China in 1997 and exchanged visits with top Chinese and Cuban civilian and military leaders.
- Under Raul Castro, the military controls companies that acquire 60% of all tourism revenues and 2/3 of hard currency retail sales, which is similar to the control of China's military in the 1980s and 1990s. The Cuban troops are currently composed of the following numbers:
 - 46,000 active troops
 - 39,000 reserves
 - 1,000,000 militia
- Cuba's socialist revolution has had victories in areas of literacy and preventative health care, but has also had problems and the failures are considerable including a housing shortage, food and basic needs rationed, low salaries, thriving black market, and corruption

Cuba's Future

Fact Sheet: Report of the Commission for Assistance to a Free Cuba

The objectives of United States policy towards Cuba are clear:

- *Bring an end to the ruthless and brutal dictatorship*
- *Assist the Cuban people in a transition to representative democracy*
- *Assist the Cuban people in establishing a free market economy*

To achieve these objectives, the President created the Commission for Assistance to a Free Cuba with a mandate to identify:

- *Additional measures to help the Cuban people bring to an end the dictatorship; and*
- *Elements of a plan for agile, effective, and decisive assistance to a post-dictatorship Cuba*

In response to the mandate to support the hastening of democratic change in Cuba, the Commission recommended an integrated approach which pairs a more robust and effective effort to support the opposition in Cuba with measures to limit the regime's cynical manipulation of humanitarian policies and to undermine its survival strategies.

May 6, 2004 <http://www.state.gov/p/wha/rls/fs/32275.htm>

For the entire Commission Report: <http://state.gov/p.wha/rt/cuba/>

Cuba: Statement by President Bush

The United States is actively monitoring the situation in Cuba following the announcement of a transfer of power. At this time of uncertainty in Cuba, one thing is clear: The United States is absolutely committed to supporting the Cuban people's aspirations for democracy and freedom. We have repeatedly said that the Cuban people deserve to live in freedom. I encourage all democratic nations to unite in support of the right of the Cuban people to define a democratic future for their country. I urge the Cuban people to work for democratic change on the island. We will support you in your effort to build a transitional government in Cuba committed to democracy, and we will take note of those, in the current Cuban regime, who obstruct your desire for a free Cuba. In the event of a transition in the Cuban government, we stand ready to provide humanitarian assistance as needed to help the Cuban people. It has long been the hope of the United States to have a free, independent, and democratic Cuba as a close friend and neighbor. In achieving this, the Cuban people can count on the full and unconditional support of the United States.

*White House Press Release
Office of the Press Secretary
McAllen, Texas
August 3, 2006*

<http://www.state.tgov/p/wha/rls/prsrl/2006/q3/69940.htm>

Raul Castro launches Cuba-wide debate on future

By Marc Frank | September 20, 2007

HAVANA (Reuters) - At workplaces and in neighborhoods across Cuba, people are complaining about the state of their country in a national debate on economic reform opened by acting President Raul Castro.

After years of economic crisis, Cubans are being asked to propose fixes in group discussions after Castro acknowledged in a keynote speech on July 26 that wages are too low and agriculture needs structural reforms to feed the country.

"People were expressing themselves like never before about all the problems in their lives," a Communist Party member said after attending a meeting. "Raul is raising everyone's expectations, so he better have some solutions."

Common complaints range from low wages, which average about \$15 a month, and poor services to restrictions on killing your own cow, buying cars and booking rooms in hotels reserved for tourists.

"When the meeting started, nobody wanted to speak, but we were told to speak out frankly about the issues raised by Raul, and everything that affects us," said Lariza, who sells coffee to her fellow workers to supplement her salary.

Since "temporarily" taking charge of the Cuban government and the Communist Party from his ailing 81-year-old brother Fidel Castro a year ago, Raul Castro has repeatedly called for more debate and constructive criticism.

He also demanded studies from experts on reform proposals to raise productivity, including on the state's ownership of the economy, which exceeds 90 percent. But it is not yet clear how far he plans to take reforms, and Fidel Castro pushed similar initiatives in the past.

"Grass-roots debate is not new in Cuba. There was a similar debate led by Fidel in the late 1980s and again in the mid-1990s," said Rafael Hernandez, editor of "Temas" (Issues), a magazine that for a decade has encouraged limited discussion of controversial issues from race relations to market economics.

The last issue focused on transitions in the former Soviet Union, China and other countries, and featured intellectuals, youth leaders and Cuban officials, many of whom said state control of the economy was not a prerequisite for socialism.

"What's new is that Fidel is less active and others need to build a new consensus as people are not responding to current policy," Hernandez said. "Cubans interpret Raul's call for structural change to mean deep changes in the model, not just a cosmetic change."

REFORM OR PERISH

Fidel Castro writes regular essays for the state-run media and officials say he is consulted on important issues, but he has not been seen, even in a photograph, since early June.

In his absence, there is growing pressure to make changes.

"It's reform or perish! The world and in particular, Latin America and the Caribbean have changed so dramatically that it becomes inevitable to rethink Cuban socialism," said Domingo Amuchastegui, a former Cuban intelligence officer who defected in the early 1990s and now teaches college in Florida.

Canadian historian and author on Cuba, John Kirk, says Cuba is now better able to consider economic reforms because its finances have recovered thanks to a close alliance with oil-producing Venezuela, generous trade credits from China & high prices for its nickel exports.

"The Cuban government is in the process of seeking innovative approaches to an unusual dilemma," Kirk said. "The economic situation continues to improve, but inequalities and other problems persist from the long post-Soviet crisis."

Another complaint in discussion groups has been Cuba's dual currency system, under which

state salaries are paid in pesos and consumer goods are sold in hard currency, the so-called convertible peso. Authorities have studied unifying the currencies, but economists say economic productivity must come first.

Self-employed Cubans, a minority often attacked by Fidel Castro for getting rich at the expense of state subsidies, have also been invited to debate reforms at neighborhood watch groups, which serve as the eyes and ears of the revolution.

"They read out part of Raul's speech, and then they asked me if I had any problems working," said Jacinto, who sells ham and cheese sandwiches and juices from his home, with a state license.

"They asked me if the taxes I paid were too high," Jacinto said with amazement. Not surprisingly, he said they were.

(Additional reporting by Rosa Tania Vales)

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Selected Statistics and Countries

Topic	Cuba	Colombia	Guatemala	Haiti	Mexico	Jamaica
Arable Land	27%	2%	13%	28%	13%	15%
Natural Hazards	Hurricanes Droughts	Volcanoes Earthquakes Droughts	Hurricanes Volcanoes Earthquakes	Hurricanes Droughts Floods Droughts	Hurricanes Tsunamis Volcanoes Earthquakes	Hurricanes
Languages	Spanish	Spanish	Spanish Indigenous	French Creole	Spanish Indigenous	English
Ethnic Groups %	Mulatto 51 White 37 Black 4 Black-Indian 3 Indian 1	Mestizo 58 White 20 Mulatto 14	Mestizo & European 59 Indian 40	Black 95 Mulatto & White 5	Mestizo 60 Indian 30 White 9	Black 91 Mixed 6
Total Life Expectancy	77	72	69	57	75.6	73
Literacy	99.8	93	69	53	91	97
Infant Mortality Rate/1000	6.0	20	29	63.8	19.6	15.7
GDP/capita	\$4,100	\$8,600	\$5,000	\$1,800	\$10,700	\$4,700
Pop. Below Poverty	NA	49%	56%	80%	40%	15%
Labor Force						
Agriculture	20	23	50	66	18	18
Industry	19	19	15	9	24	17
Services	60	58	35	25	58	64
Exports	Sugar Nickel Tobacco Fish Medical products	Petroleum Coffee Coal Nickel Emeralds Apparel Bananas	Coffee Sugar Petroleum Apparel Bananas	Manufact. goods Coffee Oils Cocoa Mangoes	Manufact. goods Oil & oil products Silver Fruits Vegetables	Alumina, Bauxite, Sugar, Bananas, Rum Coffee
Imports	Petroleum Food Machinery Chemicals	Industrial equipment Transportation equipment Consumer goods Chemicals	Fuels Machinery Construction materials Grain	Food Manufact. goods Machinery Fuels	Machinery Steel mill products Electrical equipment	Food Consumer goods, Industrials supplies, Fuels