**Jose M. Pombo and Dr. Sarah Mathews NCSS Conference Proposal:**

**Title**: Island in transition: how Cuba’s past will influence its future.

**Abstract:**

This interactive presentation examines strategies for teaching the evolution of U.S./Cuba relations as chronicled by Cuban-American voices. Participants will use a method for analyzing narratives aligned with the C3 framework.

**Objectives:**

Through interactive demonstration and discussion, attendees will:

1. examine the patterns of Cuban immigration and the enclaves this created in the U.S.
2. compare US foreign relations policies with immigration patterns.
3. recognize and construct the historical, philosophic, and societal significance of Cubanimmigration.
4. interpret and evaluate personal narratives and culture artifacts, including the 1970s TV sitcom, “Que Pasa USA.”
5. discuss a framework for analyzing narratives, aligned with C-3 goals, and offer commentary on Cuba’s future using current event documents, graphic novels and aspects of pop culture.
6. engage and evaluate pedagogical approaches to help students understand the current state of U.S. and Cuba relations as reflected and chronicled by Cuban American voices.

**Content/skills:**

 This project is based on a specific methodology that will be applied to the analysis of written and visual narratives. This analytic method will develop the capacity in which participants understand, explain, and discuss the issues behind Cuban immigration. It is important to note that historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Moreover, understanding the process of change and continuity over time involves coming to comprehend how a change in U.S. and Cuban foreign policy relates to a change in other areas; i.e. political, economic, intellectual, social, and cultural areas. This type of narrative analysis can be viewed to focus on three interconnected components: historical, philosophic, and societal sphere or strand.

 The historical sphere focuses on a presentation of history based on a critical examination, evaluation, and selection of material from primary and secondary sources subject to scholarly criteria. Attendees will act as historiographers and will be able to identify the Four Cs: context, causes, continuity, and change. The philosophical sphere of this analysis involves the breaking down of political ideas that catalyzed Cuban immigration and the U.S. policies that were implemented. For our intended purposes, we will be evaluating the forces influencing immigration patterns as reflected and chronicled by Cuban Americans (which is the societal sphere or strand of our analysis).

 The presenters will give participants a preselected collection of texts to read and examine and explain the history behind the three main waves or patterns of Cuban immigration. This addresses the first component of the analytical framework – the historic strand. After the brief explanation the presenters will lead participants in a discussion focused on the U.S. policies that prompted these migrations, specifically the US embargo against Cuba and subsequent legislation (e.g. wet foot dry foot). This activity will address the second strand of analysis, the philosophical component. To address the third aspect, the participants will reflect on the societal implications catalyzed by the Cuban immigration experience. This will be achieved by employing the use of personal narrative. Participants will interact with current event documents, graphic novels, and other forms of popular culture, and develop commentary on the dynamics of Cuba’s future. It is important to note that the **Que Pasa USA** video will be used throughout the presentation as a visual to emphasize each aspect of this framework. This show was America's first bilingual situation comedy that profiles the Peña family in 1970s Miami as they struggle to cope with a new country and a new language. Three decades later, the show still resonates with Latinos who celebrate their Cuban-ness and remember life in exilio or exile.

**Presentation strategies:**

 This session features a variety of analytic narrative projects which will help participants gain a multifaceted understanding of Cuban immigration history and the role that US foreign relations and policies played in shaping these immigration patterns. These projects will be: **The gallery walk**- where personal photos, images, and or video clips (from TV sitcom Que pasa USA) will be shown to offer participants a personalized visual representation of the above mentioned content; **Encountering Cuban American voices**- where participants will practice the above mentioned analytical framework using a variety of narratives. As a group, participants will discuss how this framework can be adapted to fit additional areas in the history curriculum; and **Examining** **Cuban American current events**- through the use of newspapers, magazines, graphic novels, and pop culture etc. participants will be develop possible scenarios for Cuba’s changing future. Presenters will provide interactive handouts that address the C3 framework and can be modified to fit a variety of history content.

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* The gallery walk- where personal photos, images, and or video clips (from TV sitcom Que pasa USA) will be shown to offer participants a personalized visual representation of the above mentioned content.
* Encountering Cuban American voices- where participants will practice the above mentioned analytical framework using a variety of narratives. As a group, participants will discuss how this framework can be adapted to fit additional areas in the history curriculum.
* Examining Cuban American current events- through the use of newspapers, magazines, graphic novels, and pop culture etc. participants will be develop possible scenarios for Cuba’s changing future.

Presenters will provide interactive handouts that address the C3 framework and can be modified to fit a variety of history content. Participants will leave with a set of narratives, handouts of content and maps, and additional student resources.