

## Selected Bibliography of Alternative Sources for Latin America

The United States' arch-enemy in Latin America is, of course, Cuba. As a result of a 40-year long embargo, a propaganda campaign, and U.S. restrictions on travel, it is difficult to find information that deviates from the U.S. view of things.

### Books:

Brenner, Peter et al. *The Cuba Reader: the making of a revolutionary society*, NY: Grove Press. 1988. Out-of-print but worth trying to get through used book sources. It is a collection of articles on all aspects of the Cuban revolution before the fall of worldwide socialism.

Elliston, Jon. *Psywar on Cuba: a declassified history of U.S. anti-Castro propaganda*, Ocean Press: 1999. ISBN 1-876175-09-5. Taken from CIA documents, this title describes that U.S. agency's 40-year long covert war.

Franklin, Jane. *Cuba and the United States: a chronological history*. Ocean Press, 1997. ISBN 1-87528-492-3. The whole sorry saga of U.S. - Cuba relations is covered minutely from 1959 through 1995, with a chapter on history back to Columbus. Authoritative, documented, and useful to scholars, students and the interested public.

For a selection of many other relevant book titles, request a catalog from Ocean Press, e-mail: [ocean\\_press@msn.com](mailto:ocean_press@msn.com).

### Periodicals:

#### *Cuba Update*

<http://www.cubaupdate.org/cuba.htm>

Published quarterly by the Center for Cuban Studies, 124 W. 23<sup>rd</sup> Street, New York NY 10011; \$45 institutional subscription. The Center, a membership organization, also has its own library and art space.

### Web Sites:

#### Center for Cuban Studies

<http://www.cubaupdate.org/cuba.htm>

Major source of information about Cuba in the U.S. Sponsors legal travel to Cuba, publishes information, sells Cuban art and literature. This site has a great set of links to virtually all other Cuba-related sites.

#### Cuban Government

<http://www2.cuba.cu>

Most of the site is in Spanish, but some documents and Cuban government positions on world affairs are translated. Other interesting links as well.

### Other Key Sources on Latin America & Foreign Affairs

This is but a small selection. An extensive listing on non-mainstream publications can be found at the website of *Alternative Press Index*, <http://www.altpress.org>. Double-check prices directly with the publishers.

#### *Covert Action Quarterly*

<http://www.caq.com>

Extensive and truly "behind the scenes" coverage of U.S. international activities. Costs \$47.00 for an institutional sub, some articles available online and back issues can be ordered.

#### *Extra: the Magazine of FAIR*

<http://www.fair.org>

Examinations and critiques of domestic and foreign policy issues as presented in the *New York Times* and other mainstream media. \$19.00 institutional subscription.

#### *Haiti Info: News Direct from the People and Organizations of Haiti's Grassroots Democratic Movement*

Published by the Haitian Information Bureau at [hib@igc.apc.org](mailto:hib@igc.apc.org).

*In These Times*

<http://inthesetimes.com>

Biweekly published by the Institute for Public Affairs; \$59 for institutional subscription.

*Latin American Perspectives: A Journal on Capitalism and Socialism*

Quarterly published by Sage Publications, e-mail: [libraries@sagepub.com](mailto:libraries@sagepub.com). Institutional subscription is \$171.00.

*NACLA Report on the Americas*

<http://www.nacla.org>

Founded in 1966, the North American Congress on Latin America has been providing policy makers, academics, analysts, journalists, activists, organizers and religious and community groups, with information on major trends in Latin America and its relations with the United States. Bimonthly magazine, \$50 institutional subscription, [nacla@igc.apc.org](mailto:nacla@igc.apc.org).

*World Policy Journal*

<http://www.worldpolicy.org>

Published by the World Policy Institute of the New School for Social Research in New York City. Alternative views on U.S. international relations around the globe. Special links to United States-Cuba relations information and project sites. Searchable site with back issues available for several years. Institutional subscriptions are \$35.

*Compiled by Ann Sparanese*

## **“Enemies”: An Annotated Bibliography for a Middle School Social Studies Curriculum**

What is an enemy? Who is an enemy? Why is it that people who appear to be enemies sometimes turn out not to be? Who decides who is an enemy and who is not? What happens when a friend or family member becomes an enemy? Are enemies in wars the same as enemies in school?

These are some of the questions young people ask within the context of their daily lives and entry into society. Such questions also arise during discussions in the classroom on topics as diverse as foreign wars and peer mediation, historic events and today's school violence, international affairs and self-discovery.

The following books are recommended for use within any unit of study where the concept of “enemy” plays a major role. The annotations and sequence suggest a line of inquiry for students and teachers.

### *Enemies in Literature*

These novels each portray the various enemies encountered in life – enemies created by the political contingencies of war, enemies created by the continued acceptance of racism within society, and enemies created within and supported by the family. Beginning this unit of study with literary works will help students identify with the characters who struggle with enemies, and will also initiate reflections on the role literature plays in creating or dismantling the stereotypes that inform personal and public opinion.

*Dangerous Skies* by Suzanne Fisher Staples. New York: Harper Trophy, 1996; 0-06-440683-0; \$4.95. The candid story of two children whose lifelong friendship is destroyed by racism. The narrator, a white thirteen-year-old boy, becomes conscious of the horrors of the racism with which his friend, a black girl, silently lives. An important focus for student exploration is the question asked continually by the narrator: why do adults refuse to see the evil character of one “pillar of society” that is so starkly and clearly evident to the children? Why don't they know this