



Empathetic Reportage

The success of the Cuban Revolution was not celebrated by the American government. We have discussed in class the Bay of Pigs invasion, the sabotage campaigns sponsored by the CIA, Operation Mongoose (which was established to assassinate Fidel Castro) as well as the Cuban Missile Crisis.

For this exercise you have been given the declassified¹ 1962 USA Department of Defence memorandum entitled “Justification for US Military Intervention in Cuba.”² The memorandum explores ways in which American forces could attack Cuba without appearing to be the aggressors. In Annex to Enclosure A (Page 7) we read that

“The courses of action which follow are a preliminary submission suitable only for planning purposes. They are arranged neither chronologically nor in ascending order.”

This means that the comprehensive list of ways in which to **“lead inexorably to the objective of adequate justification for US military intervention in Cuba”** had not been prioritised in terms of dates or of likelihood of success. This is now your task!

You are to assume the voice of either a member of the Intelligence Directorate (the Cuban intelligence agency) or of the Central Intelligence Service (the American intelligence agency). Assume that you have been handed a copy of the memorandum – either officially (in the case of the CIA) or through circuitous route (in the case of the ID).

In character you are to write a report in which you select 2 of the suggestions (from pages 7 – 12) and then explore them in more detail.

- If you opt to be from ID then you need to make it clear which are the greatest threats AND how you could prepare for them.
- If you opt to be from the CIA then you need to make it clear which have the greatest chance of success AND how you would implement them.

The report should have a maximum length of 1000 words and must adopt the terse style and feel of the memorandum. Download TypewriterFont1942 and use this to give the paper the correct look.

¹ 18 November 1997,

² <http://www2.gwu.edu/~nsarchiv/news/20010430/northwoods.pdf>

Please pay attention to the Learning Requirements against which you will be assessed.

Knowledge and Understanding	Inquiry and Analysis	Reflection and Evaluation	Communication
<p>Demonstrate knowledge and understanding of people, places, events and ideas in the history of societies in selected periods and places since c 1500.</p> <p>Formulate hypotheses and/or focusing questions and apply them to explain historical concepts.</p>	<p>Apply the skills of historical inquiry, including critical analysis.</p> <p>Construct reasoned historical arguments based on a critical understanding of evidence from the sources.</p>	<p>Reflect on the short-term and long-term impacts of individuals, events, and phenomena.</p> <p>Evaluate why individuals and groups acted in certain ways at particular times.</p>	<p>Communicate relevant arguments using subject-specific language and conventions.</p>