

**SPN 385R-Primavera 2014**

***Cuba: revolución y evolución***

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**Libros de texto:**

Chomsky, Aviva. *A History of the Cuban Revolution*. Wiley-Blackwell, 2011

*The remainder of course texts, both critical as well as literature, will be provided by the professor in pdf form in the course Blackboard site.*

**SPN 385R COURSE GRADE**

- 20% - Two essays handed in on days indicated on syllabus; these essays are written in Spanish and suggested topics will involve a review of linguistic structures being studied as well as reflection on the concepts studied in our course
- 30% - Three course exams, objective information and essay based
- 10% - Examencitos - quizzes, both announced and unannounced, intended to check understanding and progress (25 minutos max)
- 10% - Participation in the discussion board (*El foro*) on BB
- 10% - Attendance and ACTIVE participation (see Syllabus)
- 5% - Mini presentaciones
- 15% - Final presentation

**Grade scale:**

A = 93-100    A- = 90-92.99

B+ = 87-89.99    B = 83-86.99    B- = 80-82

C+ = 77-79    C = 73-76    C- = 70-72

D+ = 67-69    D = 63-66

F = 0-62

***No extra credit for spring 2014.***

**COURSE DESCRIPTION:** Spanish 385R is an advanced level, integrated skills language course that forms part of the Spanish minor and major for Emory College. This special topics course is a multi-disciplinary approach to the study

of the concept of revolution in Cuba, in Latin America and the world and includes critical, historical as well as anthropological articles to inform the student experience. Primary sources include essay, short story, poetry, one drama and several film selections that illustrate both the revolution and its 'discontents' in Cuba, both on and off the island.

### Course objectives:

As a result of SPN 385, students will be able to:

- \_\_\_\_\_ 1. state (orally and in writing) the main facts and opinions from an oral or written passage or video selection in Spanish;
- \_\_\_\_\_ 2. draw significant inferences from an oral, written, or video selection on Cuba and/or the Cuban revolution
- \_\_\_\_\_ 3. state (orally and in writing) facts about Cuba, the concept of revolution and its larger context, historical and geographical facts about the country
- \_\_\_\_\_ 4. express cultural similarities and differences between themselves and Cubans, Cuban Americans, as well as between writers on the island and exiled ones
- \_\_\_\_\_ 5. critically state and support their opinions about the issues presented in class.

### COURSE SET-UP - The course has several components, both in class and out of class:

#### IN CLASS

We meet as a class 3 days per week (MWF). In class, we practice the assigned material for the session (see Syllabus / "Programa"). Note that the syllabus shows the material that will be focused on for each day and that you are expected to prepare **BEFORE** class. To prepare, you should:

- 1. Study and learn the new points featured in the assigned textbook sections and any additional texts.
- 2. Read thoughtfully and multiple times. Try for the gist first, and then move on to identifying words that are preventing your understanding of the material. Gloss your text, or take appropriate notes. OJO: Trying to "wing it" in SPN 385 just won't suffice. Do the reading in the assigned textbook pages that you can do as an individual and try rehearsing your answers for the comprehension questions.
- 3. Review recent previously-assigned material and consider the links between old and new.

Your participation grade reflects your preparation and **active participation** in class. Again, study the pages assigned for the day before you come to class so that you will be able to ask and answer questions and participate in all activities. Active participation means always speaking Spanish in the classroom, contributing significantly to group work, and volunteering as much as possible without dominating the class.

Recapitulación y reflexión (Oral participation= 10%): During the course of the semester, you and your classmates will have the opportunity to reflect on the course material and/or your learning experience up to that point. Attendance will be taken daily. If you are absent, it is your responsibility to find out what you missed so that you come prepared on the day that you do return to class. If your absence is excused, you must inform your instructor immediately upon return and provide official documentation. If you have a valid excuse for one or more of your first three missed classes, these count as your three permitted absences. **Please note that after the three classes have been missed for ANY reason, 1 percentage point will be subtracted from your final grade for each additional unexcused absence.**

Also note that if you are late to class three times, it will count as one unexcused absence (and six times = 2 unexcused absences, etc). If you have extenuating circumstances that may make you late to class frequently, you need to inform Profe as soon as possible!

Exams (40% of SPN 385): On the dates indicated on the syllabus, we have tests (*exámenes*) focusing on the material for the previous segment of the course. Before each of these three tests, Profe Gunnels will indicate specific materials to be examined (*Study guides will be available on the course BB site*). A missed exam results in a grade of zero. Some of the information for the exams may be cumulative.

Examencitos (10%): announced, and perhaps, unannounced, quizzes that test your comprehension of the material studied during the time frame of quiz; short answer and multiple choice. The best way to make sure you do well on the examencitos is to review notes every day and pay particular attention to themes, dates, names and events that we spend a lot of discussion time with.

Mini-presentaciones (10%): each student will add to class discussion one time during the semester with a brief presentation of information that extends beyond that on the syllabus. For example, for our film selections, students will present information about the director of the film, the reviews and critical interpretations, and then select a scene that the class will then discuss. Students will not be required to hand in written work on their extension, but an outline will be expected for the class.

## OUTSIDE OF CLASS

195 minutes of class per week are not enough for developing proficiency in a language, so there are other important components for this course that you will do outside of class:

Discussion Group, or El foro (10%): You are required to make multiple contributions in Spanish over the course of the semester to the class electronic discussion group on BB. El foro will provide you the opportunity to Describe, Examine, and Articulate Learning (DEAL) related to your reaction to the material and upon return from CR, your service learning experience. *Further details on el foro will be available on the course BB site.*

Facebook Forum (5%): All students will be invited to the Facebook forum where we can interact with other students, professionals and academics interested in Cuba, such as leading scholars, playwrights and others. This will prove to be one of the most engaging aspects of our course of study.

Critical Essays (30% total of SPN 385): You will write two compositions outside of class. The topic will relate in some way relate to the curriculum at each juncture of the course. *Detailed instructions on the composition will be available on the course blackboard site.* Please note that students are cautioned to be certain that they understand the Honor Pledge and its implications to these assignments, as discussed in the instruction documents. Essays are written in Spanish, 12 point font, TNR, MLA style for all in-text citation and Works Cited. Double-spaced, left-side justified, appropriate paragraphs and transitions expected. A rubric will be posted for essay grading and expectations. 4 page maximum, not including Works Cited. All essays must include at least 1 critical reference.

Final Project (10% total of SPAN 385): Students will work on a course-related project that incorporates elements from our course, both cultural and grammatical, into a culminating project that centers on the concept of *revolución y evolución*. Work is individual. Students choose topics after the first module, and the project questions are to be made in consultation with the professor. Project themes are to be interdisciplinary (1 additional approach minimum, 2 maximum). You must carefully plan your presentation so that it is engaging to your classmates and practice your presentation so that you appear to be speaking extemporaneously (you may NOT read from notes or a PowerPoint presentation). *Further details will be available on the course BB site.*

**\*\*\*Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.\*\*\***

**PROGRAMA DE ESTUDIO****ENERO*****La revolución como concepto e introducción a Cuba***

Miércoles (M) 1/15

Introducciones generales: compañeros, profesores, materia, preguntas

Viernes (V) 1/17

actividad de orientación: organizar encuesta

Lunes (L) 1/20

**MLK** – no hay clases

M 1/22

Definir *revolución*

V 1/24

Definir *revolución*

L 1/27

contexto histórico de las revoluciones latinoamericanas (BB)

M 1/29

José Martí (lectura en BB) “Nuestra América”

V 1/31

**Recapitulación y reflexión / Examencito****FEBRERO*****¿Qué hicieron? - (1961-65, 1971-75)***

L 2/3

Chomsky – las reformas agrarias, del arte y de la educación

M 2/5

“El robo del cochino”

V 2/7

“El robo del cochino”

**ENSAYO 1**

L 2/10

Fidel Castro, Che Guevara (**BB**)

M 2/12

*El Quinquenio gris* (**BB**) **El caso padilla**

V 2/14

Recapitulación y reflexión

L 2/17

**EXAMEN 1*****ICONOS DE LA REVOLUCION***

M 2/19

José Martí – (**BB**)

V 2/21

Fidel Castro – “La historia me absolverá” (**BB**)

L 2/24

Che Guevara – “El socialismo y el hombre nuevo” (**BB**)

M 2/26

Comparación Guevara/Castro

V 2/28

Cine: “Memorias del desarrollo”

**MARZO**

L 3/3

M 3/5

V 3/7

L

M

V

L 3/17

M 3/19

V 3/21

L 3/24

M 3/26

V 3/28

L 3/31

**ABRIL**

M 4/2

V 4/4

L 4/7

M 4/9

V 4/11

L 4/14

M 4/16

V 4/18

L 4/21

M 4/23

V 4/25

L 4/28

**MARIEL y los 70, 80**

Introducción del Mariel – causas, reintroducción de cubanos, presentaciones

Presentación del Sr. Bird sobre los Marielitos

TBD

**Vacaciones de primavera****Vacaciones de primavera****Vacaciones de primavera**

Mariel, Miami y Hollywood – presentación especial

Carlos Victoria, “Siesta” , Iván de la Nuez (BB)

Carlos Victoria, “Siesta” (BB)

**Recapitulación y reflexión****EXAMEN 2**

Cine: “La vida es silbar”

Cine: “La vida es silbar”

**El Periodo Especial y Post-Castro**

Manteca (BB)

Manteca (BB)

Nevarra / **examencito**

Senel Paz: “El lobo, el bosque y el hombre nuevo”

Senel Paz: “El lobo, el bosque y el hombre nuevo” **ENSAYO 2**

Cine: “Juan of the Dead”

“Nevada” – Abel González Melo

**Recapitulación y reflexión****EXAMEN 3**

Presentaciones (4)

Presentaciones (4)

Conclusiones del curso