

**Span 525: De “el barrio” a la diáspora global: arte, literatura y cine cubanos desde la experiencia migratoria.**

**Southern Oregon University Summer Language Institute 2023**

[**Guanajuato, México**](http://www.google.com/search?hl=en&client=safari&rls=en-us&ei=syItSsyAHJLCMYH-yNAJ&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=Guanajuato,+Mexico&spell=1)

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Sesión 2, Verano 2023

Horario: 10 - 11:50 am (L/M/M/J/V)

**Descripción:**

¿Cómo nos redefinimos cuando el mundo que contextualiza nuestras identidades desaparece y nos encontramos dentro de nuevos paisajes, tanto simbólicos como geográficos? Este curso aborda las artes y las letras cubanas, asumiendo que ambas han sido determinadas y moldeadas, desde sus fuentes fundacionales, por la emigración y el transnacionalismo. Al observar la producción de artistas, escritores y cineastas cubanos de las últimas cuatro décadas, analizaremos diferentes narrativas del “yo” y cómo los movimientos migratorios y el multiculturalismo socavan, en el caso cubano, las definiciones tradicionales de identidad cultural y nacionalismo.

Desde una perspectiva transdisciplinar, el curso estará enfocado en el análisis de obras artísticas, audiovisuales y literarias producidas por la comunidad cubana en la diáspora. Por su relevancia dentro de la condición postnacional de la sociedad cubana en el siglo XXI, incluiremos el estudio de la blogosfera, el ciberespacio, prácticas transnacionales, y el periodismo independiente cubanos.

**Objetivos:**

Al finalizar el curso, las estudiantes podrán:

* comprender la dinámica cultural cubana a partir de su condición transnacional;
* reconocer la utilidad de los estudios culturales para ahondar en el conocimiento de tradiciones e identidades nacionales, así como facilitar la comprensión de obras literarias y artísticas;
* diferenciar las particularidades de los flujos migratorios de la sociedad cubana en relación con sus vecinos continentales;
* incrementar las habilidades del estudiante para llevar a cabo presentaciones orales y ensayos interpretativos de una manera exitosa.

**Materiales:**

Todos los materiales de lectura y visionado del curso estarán en Moodle.

**Dinámica del curso y distribución de la calificación**

**Asistencia y participación (20%)**

Debido al formato intensivo del programa SLI, la puntualidad y la asistencia a clase son sumamente importantes.  No se permite ninguna falta a clase.  Cada ausencia bajará la nota un 10%. En el caso de enfermedad u otra emergencia, lxs estudiantes deben consultar con el profesor y la coordinación del SLI.

La participación activa de cada estudiante es muy importante para garantizar tanto la comprensión de las actividades como para hacer más diversa la interpretación de las obras. Para participar eficazmente, es imprescindible estudiar antes el contenido asignado en el calendario para el día de la clase. Modelo de la nota de participación:

10 pts Participación voluntaria activa y buena colaboración con lxs compañerxs de clase.

9 pts Estudiante siempre está preparadx. Ofrece muchos comentarios voluntariamente.

8 pts Generalmente está preparadx, pero no siempre. Ofrece algunos comentarios voluntariamente.

7 pts Está preparadx a medias. Participa voluntaria escasa.

6 pts No hay participación voluntaria y existe poca preparación.

0-5 pts No hay participación, ni preparación.

Importante: el profesor asume que en todas las clases cada estudiante debe tener acceso y usar su propio material de estudio para realizar las actividades con facilidad y eficacia.

**Comprobaciones de lectura (10%)**

Las estudiantes deberán completar cada día un breve cuestionario de comprobación de lectura.

**Reportes de lectura (20%)**

Siguiendo un modelo presentado por el profesor, lxs estudiantes deberán elegir cada semana 2 artículos y/o obras literarias u audiovisuales sobre las que deben escribir un breve reporte, de cada uno de los textos, en el que incluyan su visión personal de cuestiones como: contenido o sinopsis, tesis, ideas esenciales y propuesta de interpretación. (Extensión mínima de cada reporte: 2 páginas a doble espacio)

**Dossier preparatorio (20%)**

El dossier contendrá las fases preparatorias del ensayo final: propuesta o tesis, bibliografía anotada, bosquejo y página introductoria.

**Presentación oral del ensayo final (15%)**

Dependiendo del número de estudiantes en la clase, la presentación debe tener una duración de entre 15 y 20 minutos. Se espera que lxs estudiantes estén preparados para responder preguntas de la audiencia al final de cada presentación.

**Ensayo final (15%)**

Este breve ensayo debe incluir al menos tres fuentes teóricas vistas en el curso y analizar una o dos obras de los autores incluidos en el programa de clase. Extensión: 5 páginas a doble espacio (~1500 palabras)

**Fechas de entrega y formato de los escritos**: No se aceptará ninguna actividad o escrito fuera de la fecha de entrega. Todos los textos irán a doble espacio, letra Times New Roman, 12 pt., márgenes de 1 in. y de estilo MLA (8th ed.)

**Escala de calificación:**

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| --- | --- | --- | --- |
| A 100-94  A- 93-90  B+ 89-87 | B 86-84  B- 83-80  C+ 79-77 | C 76-74  C- 73-70  D+ 69-67 | D 66-64  D- 63-60  F 59-0 |

**Programa (Tentativo)**

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| --- | --- |
| **Semana 1** | |
| 17 de julio | Introducción al curso.  Lectura: *“*Del exilio histórico a la diáspora contemporánea” (Jorge Duany)  Temas: categorías de la emigración cubana – oleadas migratorias |
| 18 de julio | Lectura: “Latinounidenses: identidad, cultura, textos” (Eliana Rivero)  Temas: latinounidenses – identidad de diásporas hispanas en EE.UU. |
| 19 de julio | Lectura: ““Qué pasa, Little Havana”: Los paisajes transnacionales de la diáspora cubana en Miami” (Jorge Duany)  Lectura: “Destierro y destiempo” (Gustavo Pérez Firmat, fragmentos)  Temas: prácticas transnacionales – literatura del exilio |
| 20 de julio | Documentales: [*Tent City: la ciudad de las carpas*](https://rialta.org/aiovg_videos/tent-city-la-ciudad-de-las-carpas-documental/)(Miñuca Villaverde) y [*En sus propias palabras*](https://rialta.org/aiovg_videos/en-sus-propias-palabras/) (Jorge Ulla & Lawrence Ott, Jr.)  Visitar Wikipedia: “[Exodo del Mariel](https://es.wikipedia.org/wiki/%C3%89xodo_del_Mariel)”  Temas: éxodo del Mariel – literatura del exilio |
| 21 de julio | Lectura: [*Revista Mariel*](https://rialta.org/expediente-revista-mariel-1983-1985/#1586280831899-a5af183e-9e5e)(selección)  Lectura: “[Final de un cuento](https://circulodelectores.pe/final-de-un-cuento-reinaldo-arenas-2022/)” (Reinaldo Arenas)  Visitar: “[Reinaldo Arenas](https://www.biografiasyvidas.com/biografia/a/arenas_reinaldo.htm)”  Temas: éxodo del Mariel – las revistas del exilio |
| **Semana 2** | |
| 24 de julio | Lectura: “[La generación del Mariel](https://www.cubaencuentro.com/var/cubaencuentro.com/storage/original/application/a1e71a6c2f1e87e43bf9bccfc3618ecc.pdf)”(Jesús J. Barquet)  Lectura: *La casa de los náufragos* I (Guillermo Rosales)  Visitar Wikipedia: “[Guillermo Rosales](https://es.wikipedia.org/wiki/Guillermo_Rosales)”  Temas: Literatura del Mariel – exilio cubano |
| 25 de julio | Lectura: *La casa de los náufragos* II (Guillermo Rosales)  Temas: Literatura del Mariel – exilio cubano |
| 26 de julio | Lectura: *Atiéndeme, quiero decirte algo* (Zenaida Madurka, ed.; selección)  Temas: testimonio de emigrados cubanos |
| 27 de julio | Lectura: “Lazos transnacionales e identidades postnacionales” (Jorge Duany)  Lectura: “Sentir en cubano, escribir en español” (Uva de Aragón, fragmentos)  Temas: Literatura cubana transnacional |
| 28 de julio | Lectura: “Ni de aquí ni de allá: música cubana para una ciudadanía posnacional” (Beatriz Calvo-Peña)  Videos: [Ibeyi](https://www.youtube.com/watch?v=n8HEp6fh_W4), [Cimafunk](https://www.youtube.com/watch?v=w0l7Cybs0GU), “[Patria y Vida](https://www.youtube.com/watch?v=pP9Bto5lOEQ)”  Temas: Diaspora cubana contemporánea – cultura cubana global |
| **Semana 3** | |
| 31 de julio | Lectura: “En busca de la ‘Generación Y’: Yoany Sánchez, la blogosfera emergente y el periodismo ciudadano de la Cuba de hoy” (Ted Henken)  Visitar: [*Generación Y*](https://www.14ymedio.com/blogs/generacion_y/)  Temas: ciberactivismo – blogosfera cubana |
| 1ro de julio | Lectura: “[Panamá selfies](https://revistaelestornudo.com/panama-selfies/)” (Carlos Manuel Alvarez)  Visitar: “Migración cubana: las rutas hacia Europa” ([*El Estornudo*](https://migracioncubana.revistaelestornudo.com/))  Temas: Periodismo independiente – Generación Cero |
| 2 de agosto | Lectura: “[Hago fotos de Miami para que ella pueda ver por dónde yo voy pasando](https://revistaelestornudo.com/hago-fotos-de-miami-para-que-ella-pueda-ver-por-donde-voy-pasando/)” y “[Umami Miami Restaurant](https://revistaelestornudo.com/umami-miami-restaurant/)” (Legna Rodríguez Iglesias)  Opcional: “[Estación Miami: la experiencia diaspórica en crónicas de Legna Rodríguez Iglesias](https://revistas.uns.edu.ar/csl/article/view/2790)” (Arturo Matute Castro)  Temas: Periodismo independiente – Generación Cero |
| 3 de agosto | Presentaciones I. |
| 4 de agosto | Presentaciones II. Conclusiones, reflexiones finales. |
| 6 de agosto | Entregar ensayo final |

**Rúbrica del ensayo final:**

**Contenido**

|  |  |
| --- | --- |
| 45-50 | Trabajo excepcional. Capta la atención del lector. Muy original. Argumentos bien formados. Contenido analítico. Demuestra buena comprensión del tema. |
| 35-44 | Es apropiado, a veces predecible. Desarrollo adecuado del tema. Falta desarrollo y/o detalles. Argumentos bien formados en su mayoría. Analítico pero le falta originalidad. |
| 25-34 | Falla en establecer bien el argumento o desarrollar el tema con datos concretos. Hay huecos notables en el desarrollo. El lector se queda con preguntas. El contenido necesita más investigación. |
| 0-24 | El lector no entiende el objetivo. Tema poco desarrollado. No hay bastante para evaluar. |
| **Comentarios** | |

**Uso de la lengua**

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| --- | --- |
| 23-25 | Vocabulario apropiado al tema. Uso excepcional de estructuras y tiempos/modos verbales. Mucha variedad de estructuras. Demuestra sofisticación con lenguaje preciso y llamativo. |
| 18-22 | Vocabulario bastante apropiado para el tema. No es siempre efectivo. Se entiende pero hay algunas estructuras forzadas o presencia de errores gramaticales. Hay influencia del inglés. |
| 13-17 | Repite las mismas estructuras con frecuencia. Uso limitado o inapropiado de tiempos/modos verbales. Mucha influencia del inglés. El lector tiene problemas de comprensión. |
| 0-12 | No se entiende por la cantidad de errores. No hay bastante para evaluar. |
| **Comentarios** | |

**Organización**

|  |  |
| --- | --- |
| 23-25 | Introducción llamativa. Tesis claramente presentada. Desarrollo bien elaborado. Conclusión original. Transiciones sofisticadas. Marcadores del discurso. Uso preciso de acentos, puntuación, tipo de letra, márgenes. Deletreo correcto. Estilo MLA. Inclusión de “Obras citadas” |
| 18-22 | Introducción, desarrollo y/o conclusión básicos. Hacen falta más conectores o marcadores. Hay que prestar más atención a las transiciones entre ideas. Algunos problemas con acentos, puntuación, tipo de letra, márgenes, deletreo. |
| 13-17 | Tesis imprecisa o tema demasiado amplio. A veces el lector se pierde en el texto por falta de transiciones u organización clara. No sigue el estilo MLA. |
| 0-12 | La falta de organización dificulta la comprensión. No hay bastante para evaluar. No sigue el estilo MLA. |
| **Comentarios** | |

**Rúbrica para la presentación oral**

Nombre del alumno \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hora comienzo: \_\_\_\_\_\_\_\_ Hora fin: \_\_\_\_\_\_\_\_ Número de minutos: \_\_\_\_\_\_\_\_/15-20 minutos

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| --- | --- |
| **La introducción**  Interesante, captó el interés del público.  Dio información necesaria para contextualizar al público sobre el tema en cuestión.  Presentó un propósito claro. | **\_\_\_ / 15** |
| **La organización**  Clara, con transiciones lógicas y efectivas entre cada presentador.  Llevó la presentación a la conclusión. Se terminó en el tiempo asignado.  8 diapositivas | **\_\_\_ / 15** |
| **El contenido**  Información sustancial que se relaciona directamente con el tema.  Se observa un proceso exhaustivo de investigación. | **\_\_\_ /20** |
| **El apoyo visual**  Efectivo, apropiado, no llenaron las diapositivas de texto.  **Sin errores ortográficos.**  Evidencia un preparación concienzuda del material | **\_\_\_ / 10** |
| **La conclusión**  Se reforzaron los puntos principales y se dio un cierre al tema. | **\_\_\_ / 10** |

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| --- | --- |
| **La presentación**  Se habló de manera clara, audible, natural, entusiasta. Controló la velocidad de su voz, fue fluida y entendible  Evitó repetir la misma información. Fue claro y conciso  Evitó al máximo utilizar palabras en inglés.  **No leyó en su presentación** | **\_\_\_ / 30** |
| **Comentarios**: |  |

**Syllabus Statements for Summer 2023**

**Raider Reminder**

All students must abide by the [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](https://inside.sou.edu/assets/policies/GEN.009_Final-2022_v3.pdf). Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](https://sou.edu/president/vision-mission-values/). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

**COVID-19 Response**

We continue to monitor national and regional developments regarding Covid-related guidelines. We also monitor and modify our internal SOU policies and procedures to reflect the changes to Jackson County Public Health, OHA and CDC's guidelines. Please review the revised [vaccine policy](https://inside.sou.edu/assets/policies/COVID-19-Vaccination-Policy-FINAL.pdf) and [protocols](https://sou.edu/campus/wp-content/uploads/sites/16/2022/08/Covid-19-flowchart-8-30-2022.pdf).

To reduce risk to the campus community, all staff, faculty, students, and visitors are required to adhere to [SOU’s face covering policy](https://inside.sou.edu/hrs/leaves-of-absence-and-accommodations.html#sou-face-coverings).

We will continue our efforts to keep all members of the SOU community safe; those efforts will include attempts to limit contact between individuals and may include restricted access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's [COVID-19](https://sou.edu/campus/covid-19-and-sou/) pages and adhere to campus building closures and restrictions. Should these guidelines be adjusted, SOU will communicate any adjusted expectations to all students.

**SOU Cares and Equity Grievance Reporting**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to [www.sou.edu/cares](http://www.sou.edu/cares) to submit a note of concern.

The Dean of Students’ Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU’s Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L).

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.”

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf). In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

**Turnitin Originality Checker**

Per SOU’s [Code of Student Conduct,](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) each student’s education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](https://docs.google.com/document/d/1XxUSm4JS9AYbF_JgjJW0Zbv5Xpxm3yA_Z4zd7W4_HMM/preview) and review the terms and conditions.

**Emergency Notifications**

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU’s confidential advising](https://inside.sou.edu/gsj/reporting-options-survivor-support.html) or SOU’s [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form.](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L)

**SOU Academic Support/Disability Resources**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](https://inside.sou.edu/dr/index.html) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access since these services are not retroactive.

All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, ebook and Braille. [Learn more about file conversion](https://support.sou.edu/kb/articles/students-convert-files-to-other-formats).

**Statement on Military and Other Forms of Active Service Duty**

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

**Attendance and Financial Aid**

Students who receive federal financial aid are required to attend and participate in all of the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the [formal rules](https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation) at the USDE website):

●      Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students;

●      Submitting an assignment;

●      Taking an assessment or an exam;

●      Participating in an interactive tutorial or webinar;

●      Participating in an assigned study group, group project or an online discussion; or

●      Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

●      Living in campus housing or using an institutional meal plan,

●      Logging into an online class or tutorial without any further participation, or

●      Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.