

BARD COLLEGE
at Simon's Rock
Division of Language and Literature

Español 205: El cine subversivo en el mundo hispanohablante

Primavera de 2012

Profesora	Holly Brown
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Teléfono	528-7281
Horas de oficina	miércoles 1:30-2:30 pm jueves 10:00- 12:00 pm y según sea necesario
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COURSE DESCRIPTION and OBJECTIVES

Spanish 205 is an intermediate-level language course that is content-based in the cinema of Spain and Latin America that most conscientiously convey a sense of national identity, human rights and or protest. Continuing beyond the elementary level, the course will solidify the student's grasp of Spanish through practice of the coordinated skills of speaking, listening, writing, and reading. Course objectives for this semester include accelerated vocabulary acquisition, mastery of the subjunctive mood, and the development of a critical voice in Spanish. Additional grammatical concepts will be reviewed as necessary. The class is conducted in Spanish. (Completion of Spanish 204 or permission of instructor required.) No formal knowledge of film is necessary.

REQUIRED TEXT

Kupferschmid and Polansky, *¡Eso es! Breve gramática para la comunicación*. Boston: Houghton Mifflin, 2001.

A good Spanish-English dictionary such as Harper-Collins, Larousse, University of Chicago, or Random House is required.

ADDITIONAL READINGS will be provided as hand-outs.

FILMS (will include)

- La historia oficial*, Luis Puenzo (1985) 114 min.
- Barrio*, Elías Querejeta (1999) 98 min.
- El Bola*, Achero Mañas, (2000) 87 min.
- Balseros*, Josep María Domenech (2002) 120 min.
- El viaje de carol*, Imanol Urribe (2002) 100 min.
- Voces inocentes*, Luis Mandoki (2004) 111 min.
- Machuca*, Andrés Wood (2004) 121 min.
- Viva Cuba*, Juan Carlos Cremata Malberti (2005) 80 min.

EVALUATION AND GRADING

Participation (initiative, contributions, and preparation)	20 %
Compositions (2)	20 %
Response journal (<i>Diario de reacciones</i>)	20 %
Mid-term oral exam (<i>Proyecto en equipo</i>)	10 %
Final oral exam	10 %
Final creative project and presentation	20 %

PARTICIPATION: Language learning is interactive. The more you practice listening, speaking, reading and writing in Spanish, the more you will hone these skills. Therefore, attentiveness and *active* participation *in Spanish* are essential and obligatory for every class meeting. Class participation is measured not only by your attendance, but equally by your preparedness, your alertness and your contributions to discussions and activities.

ATTENDANCE POLICY

The maximum number of allowable absences for ANY reason--illness, dentist appointments, interviews, etc.--(with the exception of religious observance) is TWO over the course of the semester. If you must miss a class, please let me know in advance, whenever possible, the reason for your absence. You can either call me, leave a message on my voice mail, or communicate via e-mail. Repeated late arrivals to class will be treated the same as absences. According to Simon's Rock policy, you will receive a written warning after 2 absences; after 4 absences you will be dropped from the course with an F. (Do not expect reinstatement.)

RESPONSE JOURNAL/DIARIO DE REACCIONES

Each student will keep a response journal *in Spanish* which will be read or collected several times, as indicated on the syllabus. Entries may include reactions to what we've done in class (discussions, activities, presentations) or your reaction to readings and films, preparing for class, learning a language, etc; you may also use them to record your learning process over the course of the semester and to track your progress.

Sometimes I will give a topic from class or a question for a particular response.

Response journals will not be graded for grammatical accuracy or compositional fluidity; try to write accurately, but simply, if necessary.

Each week you should list **at least 10 new vocabulary words or expressions** in your journal entries. These words and expressions can come from the textbook, films, hand-outs, readings, class discussion, or your own research. You should choose the vocabulary that most interests you or that you think will be most useful to you, and then try to use it in your journal entries, other writing, and in class. The idea is for you to take an active role in building your own personal vocabulary, based on your needs and interests.

Format: type (double-spaced) and print your entries with dates, and place them in a pocketed folder to turn in.

GROUP PROJECTS / PROYECTO EN EQUIPO (midterm oral exams)

In groups of 3-4 students you will design a screenplay for a protest film short. Precise instructions will be given at the relevant time.

CREATIVE PROJECTS / PROYECTO FINAL

Each student will complete a final creative project that explores an aspect of Spanish film or film culture related to our course. The project should be grounded in some kind of writing in Spanish (3-5 pages long) and will be presented to the class orally and informally (or formally, if the project warrants) during the last week of class.

Some possible formats for projects: a folio of 2-3 reviews of a certain director's films, including films not viewed for our class; a collection of photos, paintings, etc. (your own or not) that are thematically related to our course with accompanying process notes; a short scene/script for a possible film; a description of your "director's" vision for a particular story or work that we have confronted this term.

SPECIAL NEEDS

Any student with a special need or learning issue is invited to discuss it with the instructor and arrange for accommodations.

ACADEMIC HONESTY

“Honesty and integrity in the performance of all academic assignments are expected of all students at Simon’s Rock. Academic dishonesty in any form will not be tolerated.

A student who submits, without acknowledgment, work that is not his or her own has committed plagiarism. Giving or receiving assistance on any examination or quiz or falsifying data are also serious forms of academic dishonesty.”

PLEASE NOTE: any material (including just a phrase) taken from an internet source must be acknowledged as a quotation and properly cited. If you are not sure how to do this, ask the instructor.

Please see the *Bard College at Simon’s Rock Catalogue* for further discussion of Academic Policies.

EE = *¡Eso es!* textbook
 DR = *Diario de reacciones*

N.B. This syllabus is subject to change.

enero <u>Semana I - Introducción</u>	miér. 25 viernes 27	Introducción al curso leer "Film as Art" hacer EE p. 25 H DR, Cortometraje
febrero <u>Semana II –Sobre el cine . . .</u>	miér. 1 viernes 3	hacer EE p. 25-27 "En resumen" hacer actividad de vocabulario Leer selección de artistas cubanos en clase DR en clase
<u>Semana III: Las raíces de la discriminación</u>	miér 8 viernes 10	hacer EE pp. 48-52 <i>to become</i> ver <i>Viva cuba</i> en clase leer "Picking out Patterns" y discutir <i>Viva Cuba</i> en clase DR
<u>Semana IV: Cuba y Estados Unidos</u>	miér 15 viernes 17	leer "Cuba's last wave" hacer EE pp. 57-8 <i>se me olvidó</i> , etc. ver <i>Balseros</i> ver <i>Balseros</i> y hacer EE p. 59-60F <i>pero/sino</i> hacer p. 58 E 3 & 4 en DR Entegar DR
Vacaciones de febrero	miér 22 viernes 24	
<u>Semana V:</u> marzo	miér 29 viernes 2	hacer EE p. 130-2 <i>time</i> ; traer reseñas a clase; Leer "Procesando un presunto..." Entregar composición I Ver Machuca
<u>Semana VI: Las guerras sucias</u>	miér 7 viernes 9	hacer EE p. 262A,B; p. 264C <i>Los pronombres relativos</i> DR, Discutir Machuca hacer EE pp. 266E, 267F, 269 "En resumen"
<u>Semana VII: Las guerras sucias II</u>	miér 14	Leer "Madres de la plaza..." Ver <i>La historia oficial</i> hacer EE 204A y B, 206D <i>el subjuntivo</i>

	viernes 16	DR; Discutir <i>La historia oficial</i> hacer EE 209 I <i>el imperfecto de subjuntivo</i>
<u>Semana VIII: la guerra y los niños</u>	miér 21	Examen oral - no hay clase
	viernes 23	Entregar DR; Discutir <i>Voces inocentes</i> hacer EE 212K y L <i>el pluscuamperfecto / ojalá</i>
Vacaciones de primavera	miér 28	
	viernes 30	
abril <u>Semana IX: la guerra y los niños II</u>	miér 4	Leer: "La guerra civil española en el cine" Ver <i>El viaje de Carol</i> hacer EE pp. 213-218 <i>la concordancia de tiempos</i>
	viernes 6	DR; discutir <i>El viaje de Carol</i> hacer EE p. 220A, 221B y C
<u>Semana X: Los niños y la violencia</u>	miér 11	DR; hacer EE p. 223D y E <i>Usos del subjuntivo</i>
	viernes 13	Leer "Guión <i>El bola</i> " Ver <i>El Bola</i> , hacer EE p. 226H y "En resumen"
<u>Semana XI</u>	miér 18	DR; discutir/ actividad de <i>El Bola</i> hacer EE 230 A
	viernes 20	Ver <i>Barrio</i> ; hacer EE 230A, 236G, 240 "En resumen"
<u>Semana XII</u>	miér 25	Entregar composición II hacer EE p. 244A, 246C leer "tba"
	viernes 27	DR; presentación de proyectos hacer EE p. 253A, 254B
mayo <u>Semana XIII</u>	miér 2	Entregar DR; presentación de proyectos hacer EE p. 255-6 C y D
<u>Semana XIV</u>	viernes 4	Examen oral
	miér 16	Entregar proyecto final 5:00PM a mi oficina

Guía para corregir las composiciones

Ortografía

ort	error de ortografía
ac	falta de acento o acento mal puesto
m	uso erróneo de minúscula/ mayúscula

Puntuación

p	puntuación equivocada o falta de puntuación
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Gramática

a/a	adjetivo en vez de adverbio o viceversa
a/s	adjetivo en vez de sustantivo o viceversa
a	“a” personal omitida o innecesaria
art	artículo equivocado
con	falta de concordancia
gen	género: femenino/ masculino
fp	faltan palabras
ger	gerundio incorrecto
nn	no necesario
neg	expresión negativa incorrecta
op	orden de palabras equivocado
p/p	uso incorrecto de por y para
pron	pronombre equivocado
prep	preposición equivocada, omitida o innecesaria
ref	reflexivo equivocad, omitido o innecesario
num	singular/ plural
s/e	uso equivocado de ser/ estar
vm	modo equivocado

Estilo y sentido

cc	conclusión insuficiente, débil u omitida
ct	contradicción
dp	desarrollo defectuoso del párrafo
oi	oración incompleta
par	nuevo párrafo
red	redundante
rep	repetitivo
rev	revisar/ escribir de nuevo
uc	uso de comillas necesario o incorrecto

Vocabulario

ang	anglicismo
exp	expresión o frase mal construida
is	escríbelo "in Spanish" por favor
reg	registro equivocado
vocab	palabra no apropiada

Signos complementarios (diacríticos)

¿	no muy comprensible
¿??	absolutamente incomprensible
[_]	indica el principio y fin de una corrección
OjO	falta grave y repetido