

## Online Course Syllabus

**Course Name and Number:** *Power of One-Cuba: Progress and Tradition, Preservation and Transformation within the Context of Cuba, IS610AM*

**Credit Hours 3.0**

**Term/Term Section/Year** Fall II 19

### Course Introduction

<b>Instructor:</b>	<b>Instructor will post this information in Week 1 welcome announcement.</b>
<b>Office and Hours:</b>	
<b>Phone:</b>	
<b>E-mail:</b>	

### Official Course Description:

Power of One: Cuba. will explore progress and tradition, preservation and transformation within the context of Cuba. Cuba continues to undergo transformations, while preserving its unique history and many aspects of its traditions. This course will focus on learning about Cuba's history, business, health care system, environmental initiatives, and its culture and includes an immersive experience in which students will study about and learn from Cubans themselves.

### Institutional Learning Goals, Competencies and Outcomes

#### Institutional Learning Goals

##### **Diversity**

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

##### **By the end of this course, students will be able to...**

1. Demonstrate knowledge of the world-view of the local culture within the context of psychology.
  - a. Articulate how history impacts Cuban culture.
  - b. Demonstrate understanding of social life in Cuba.
  - c. Demonstrate understanding of work-life and business psychology in Cuba.
  - d. Articulate how art reflects culture and psychology.
2. Analyze differences between host culture and own culture.
  - a. Analyze how different national histories can create cultural and psychological differences.
  - b. Articulate how differences in social life can reflect and influence differences in culture.
  - c. Articulate how differences in art reflect differences in culture.
  - d. Analyze differences in environmental and farming practices between Cuba and other countries.
3. Examine global perspective in relation to their professional and academic goals.
  - a. Articulate gap between current state of their global perspective and their goals and their plan to address it in this course.
4. Explain personal, professional and academic impact of their experience abroad.
  - a. Articulate how they are transformed by their experience in Cuba.

##### **Professional Behavior**

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

##### **By the end of this course, students will be able to...**

1. Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
  - a. Articulate intentions to reflect cultural awareness, sensitivity and humility.
2. Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
  - a. Anticipate one's behavior in ambiguous situations.
3. Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
  - a. Demonstrate understanding of the value of cultural competence and cultural humility.
4. Demonstrate ability to be self-reliant in non-classroom environment.
  - a. Reflect on areas of competence and development in self-reliance skills.

### Required and Optional Texts and Electronic Reserves

#### Required Texts

Title	ISBN	Publisher's Price
1. Cuba: What Everyone Needs to Know	ISBN 978-0-19-062037	\$16.95
2. Cuba: Castro, Revolution, and the End of the Embargo	ISBN 978-1-942411-31-4	\$8.99

#### eReserve Readings

AAUW (2013). Gender equality and the role of women in Cuban society. [http://www.aauw.org/files/2013/01/Cuba\\_whitepaper.pdf](http://www.aauw.org/files/2013/01/Cuba_whitepaper.pdf)

Lowenthal, A. S., Danson, C., & Lowenthal, B. B. (1985). Psychology and human services in Cuba: Personal perspectives. *Journal of community psychology*, 13(2), 105-116.

Gomez, A.S. & Hare, P.W. (2015) How education shaped communist Cuba. Atlantic <http://www.theatlantic.com/education/archive/2015/02/how-education-shaped-communist-cuba/386192/>

Bullock, M. (2013). APA sponsors second professional visit to Cuba. *Psychology International*. Available at [www.apa.org/international/pi/2013/12/visit-cuba.aspx](http://www.apa.org/international/pi/2013/12/visit-cuba.aspx)

El-Ghoroury, N. (2014). Psychology in Cuba. *Psychology International*. Available at [www.apa.org/international/pi/2014/12/cuba.aspx](http://www.apa.org/international/pi/2014/12/cuba.aspx)

Goodheart, C. (2012). APA delegation visits Cuba. *Psychology International*. Available at [www.apa.org/international/pi/2012/06/cuba.aspx](http://www.apa.org/international/pi/2012/06/cuba.aspx)

Gorry, C. (2013). Community mental health services in Cuba. *MEDICC Review*. Available at [www.medicc.org/mediccreview/index.php?issue=26&id=323&a=vahtml](http://www.medicc.org/mediccreview/index.php?issue=26&id=323&a=vahtml)

#### Additional Readings

None

#### Weblinks/Videos

- The Chicago School of Professional Psychology
  - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
  - [Pre-Departure Orientation – Health & Safety](#)
  - [TCSPP - International Travel Registration](#)

Cuba without Fidel (<https://www.youtube.com/watch?v=CoAUBSgmDLY>)  
Documentary from 2013 from the series "I Love Democracy" – 54 Minute Video

"The Resilience of Cuba." Interview with Cuban permaculturist Roberto Perez Rivero (by Jim Cloutier of Sustainable World Radio). October 2013;  
[http://www.google.com/url?q=http%3A%2F%2Fpdcastsusworldradio.libsyn.com%2Fthe-resilience-of-cuba-an-interview-with-permaculturist-roberto-perez&sa=D&sntz=1&usg=AFQjCNH45q1\\_rmgWW-XtUwfvJPRP37yfZA](http://www.google.com/url?q=http%3A%2F%2Fpdcastsusworldradio.libsyn.com%2Fthe-resilience-of-cuba-an-interview-with-permaculturist-roberto-perez&sa=D&sntz=1&usg=AFQjCNH45q1_rmgWW-XtUwfvJPRP37yfZA).

Bullock, M. (2013). APA sponsors second professional visit to Cuba. *Psychology International*. Available at [www.apa.org/international/pi/2013/12/visit-cuba.aspx](http://www.apa.org/international/pi/2013/12/visit-cuba.aspx)

Clay, R. (2015, June). Getting to know Cuba. Retrieved September 15, 2016, from <http://www.apa.org/monitor/2015/06/cover-cuba.aspx>

Emily Achtenberg. "Gentrification in Cuba? The Contradictions of Old Havana." NACLA Weekly Blog Rebel Currents. January 31, 2013; <https://nacla.org/blog/2013/1/31/gentrification-cuba-contradictions-old-havana>.

Prieto, D. (2013, October 22). Cuba is White, Black and Mixed Race Because it is Diverse. Retrieved September 15, 2016, from <http://www.havanatimes.org/?p=99545>

N.A. (2016). Visiting the quiet LGBT revolution in Cuba | Lesbian News. Retrieved September 15, 2016, from <http://www.lesbiannews.com/visiting-quiet-lgbt-revolution-in-cuba/>

Beyer, S. (2015). A look at how Cuba's working class lives. National Review. <http://www.nationalreview.com/article/426334/cuba-working-class-communism-castros-poverty>

Althaus, D. (2016). Cuba moves to legalize small and medium size business. Wall St. Journal. <http://www.wsj.com/articles/cuba-moves-to-legalize-small-and-medium-size-businesses-1464132702>

Tummino, A. & Fleder, A. (2014) Cuba's new business class. Americas <http://www.americasquarterly.org/content/cubas-new-business-class>

Schneider, G.S. (2014). Everything you ever wanted to know about life in Cuba. Pan Am Post. <https://panampost.com/guillermina-sutter-schneider/2014/11/14/everything-you-ever-wanted-to-know-about-life-in-cuba/>

Cuban Society, Culture, Customs, Religion and People. (n.d.). Retrieved September 15, 2016, from <http://www.cubacuban.com/culture/customs.shtml>

Ellis-Petersen, H. (2016, April 10). The woman trying to change Cuba's cultural landscape – and stay out of jail. Retrieved September 15, 2016, from <https://www.theguardian.com/world/2016/apr/10/the-woman-trying-to-change-cubas-cultural-landscape-and-stay-out-of-jail-tania-bruguera-pussy-riot>

Mosquera, G. (2015, June 17). Tania Bruguera: Artivism and Repression in Cuba. Retrieved September 15, 2016, from <http://www.walkerart.org/magazine/2015/tania-bruguera-artivism-gerardo-mosquera-cuba>

McChrystal, R. (2016, January 12). Cuban artists still condemned to silence - Index on Censorship. Retrieved September 15, 2016, from <https://www.indexoncensorship.org/2016/01/cuban-artists-still-condemned-to-silence/>  
Watson, G. Sustainable Food Systems in Cuba: Report of the Schumacher Center Cuban Sustainable Food Systems Delegation, November 2, 2014; <http://www.centerforneweconomics.org/sites/default/files/Schumacher%20Center%20CR%20Cuban%20Sustainable%20Food%20Systems.pdf>.

Sinan Koont. "The Urban Agriculture of Havana." Monthly Review 60, no. 8 (January 2009); <http://monthlyreview.org/2009/01/01/the-urban-agriculture-of-havana/>.

Miguel A. Altieri and Fernando R. Funes-Monzote, "The Paradox of Cuban Agriculture," Monthly Review 63, no. 8 (January 2014); <http://monthlyreview.org/2012/01/01/the-paradox-of-cuban-agriculture/>.

Forth, C. (2015) Twelve Things not to do in Cuba. Destination Tips. <http://www.destinationtips.com/destinations/12-things-not-to-do-in-cuba/3/>

Stehr, J. (2105.) Cuba Rediscovered: Daily life ins a socialist society. <http://www.wthr.com/article/cuba-rediscovered-daily-life-in-a-socialist-society>

Gomez, A. (2015). Religious history complicated in Communist Cuba. USA Today. <http://www.usatoday.com/story/news/2015/09/22/cuba-religion-pope-francis-visit/3255192/>

### Optional but Recommended Texts and Readings

None

### Rubrics

Course Rubric				
Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<b>Diversity</b> A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.	Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.	Demonstrates basic knowledge of the world-view of the local culture within the context of psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.	Demonstrates knowledge of the world-view of the local culture within the context of psychology; Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.	Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.
<b>Professional Behavior</b> A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.	Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.	Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.

**Discussion Forum Scoring Rubric**

1. Initial Posts are due by 11:59pm, Wednesday, Central Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation).  4 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed.  3.5 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element.  3 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed.  2.5 points or lower	4 Points
Follow-Up Posts: Participation as Member of Learning Community	Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic.  4 points	Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic.  3.5 points	Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week.  3 points	Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays).  2.5 points or lower	2 Points Each (minimum of two posts)
Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds	Student participates in the discussion forum at least (3) separate days of the week, responds to all feedback received on student's initial post, and responds to	Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on	2 Points

	to instructor's feedback to initial post.  2 points	instructor's feedback to initial post. Responses are proficient but not as substantive as the "exemplary" category.  2 points	instructor's feedback to initial post. Responses show attention to feedback received but are not substantive.  2 points	initial post, or response to instructor's feedback to initial post.  2-0 points	
<b>Max Points - 10</b>	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>7 points or lower</b>	

### Assignment Rubric- Capstone Assignment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Plan for learning in-country	Student fails to identify learning objectives for time spent in-country. Does not include a plan for achieving learning objectives  0 points	Student identifies learning objectives for time spent in-country. Does not include a plan for achieving learning objectives  10 points	Student identifies learning objectives for time spent in-country but does not include a specific, actionable plan for achieving learning outcomes.  17 points	Student identifies learning objectives for time spent in-country including specific behaviors, skills, and knowledge that they will "take-away". Includes a plan for how this will be accomplished in clear, actionable steps.  20 points
Topics of interest	Student does not identify topics of interests about Cuba.  0 points	Student identifies one topic of interest about Cuba but does not use scholarly references for support.  5 points	Student identifies one topic of interest about Cuba and includes less than three scholarly references as support.  7 points	Student discusses two topic of interest s about Cuba and includes scholarly support for these topics. Student includes at least 3 scholarly articles or books as support.  10 points
Interview protocol	Student does not discuss review of interview protocol and fails to revise questions.  0 points	Student discusses review of interview protocol but fails to revise questions.  5 points	Student discusses review of interview protocol and revises questions. Student fails to include reasoning for changes made.  7 points	Student discusses review of interview protocol and revises questions based on time spent in this course, including resources provided. Student outlines changes made to protocol with clear reasoning.  10 points
APA format/style and grammar	Four or more of the following: Student fails to follow APA style and format guidelines (Times New Roman 12pt font, double-spaced, with title page and reference page). Paper exceeds 10 pages of content. Grammatical and spelling errors throughout.  0 points	Three or more of the following: Student fails to follow APA style and format guidelines (Times New Roman 12pt font, double-spaced, with title page and reference page). Paper exceeds 10 pages of content. Grammatical and spelling errors throughout.  5 points	Two or more of the following: Student fails to follow APA style and format guidelines (Times New Roman 12pt font, double-spaced, with title page and reference page). Paper exceeds 10 pages of content. Grammatical and spelling errors throughout.  7 points	Paper does not exceed 10 pages, is in Times New Roman 12pt font, double-spaced, with title page and reference page. Paragraphs are 3-5 sentences in length. Paper is free from grammatical errors.  10 points
<b>Total</b>				<b>50 total points</b>

## Course Schedule, Assignments, and Grading

### Extra Assignments for a Study Abroad Course:

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment
- Global Perspectives Inventory Post-Test (Post-GPI) – Frist Week upon Return

Module/PLO's/MLO's/CLO's	Unit/Overview	Readings	Assignments/Points Please include DAY due and MLO addressed for each assignment/activity	Assessment Method/Tool Used
<p>Module 1 <b>Orientation to Global Perspectives and Study Abroad in Cuba</b></p> <p><b>Overview– attach powerpoint:</b> If we want to help individuals and communities deal effectively with change, we may find no more hospitable environment to study than that of Cuba. If we want to learn to be culturally competent we may find no better or more welcoming venue. If we are looking for example of cutting edge healthcare, human services, or ecology practices we are going to the right place. We are excited to learn with you about the people and society of Cuba.</p> <p><b>PLO addressed:</b></p>	<p>Unit 1 <b>Overview/Title:</b> <b>Orientation to Global Perspectives and Study Abroad in Cuba Part I</b></p> <p>In this unit you will get to know your classmates (and future travel-mates), take a Global Perspectives Inventory and share your perspectives with others. This will help you begin your journey of self-development and “showing up” appropriately in your study abroad experience.</p> <p><b>PLO addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender,</p>	<p><u><a href="#">“What to Know Before You Go”</a></u> TCSPP Study Abroad Pre-Departure Handbook</p> <p>Students will need to complete International Travel Registration one month prior to travel at the latest- please list where you wish: <a href="https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx">https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</a></p>	<p><b>Introduce Yourself (Required for Attendance Purposes)</b> Initial Post due Wednesday, 11:59pm, CST, of the first week of class.</p> <p><b>Complete Pre-Survey: Global Perspectives Inventory (GPI):</b> log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p> <p><b>Unit 1 Discussion 1:</b> What is your Global Perspectives? Initial Post Due Wednesday, 11:59pm,CST Final post due no later than Sunday, 11:59pm, CST What has been the extent of your contact with the country in which we will travel?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations).</p> <p>What did you learn about yourself from completing the Global Perspectives Inventory? How do you</p>	<p>0 Points</p> <p>2 Points</p> <p>10 Points</p>

<p>Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Examine global perspective in relation to their professional and academic goals.</p> <p><b>Module Learning Outcomes (MLO):</b></p> <p>Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p>	<p>sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Examine global perspective in relation to their professional and academic goals.</p> <p><b>MLOs Addressed:</b> Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p>		<p>anticipate your perspective will change after your international experience?</p>	
	<p>Unit 2 <b>Overview /Title:</b> In this unit you will reflect on the results of your GPI and how you hope you will develop as a result of this experience.</p> <p><b>PLO addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Examine global perspective in relation to their professional and academic goals.</p>	<p>Required text: Cuba, Castro and the End of the Embargo (whole book—it is a quick read)</p>	<p><b>Unit 2: Written/Activity</b> Based on the results of your GPI, what personal and professional goals for continued growth do you hope to achieve by visiting Cuba? How will your goals impact your work with others? Why is it important for your work to learn about other cultures? Why Cuba in particular?</p>	<p>20 Points</p>



	<p><b>MLOs addressed:</b> Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p>			
<p>Module 2 <b>Overview– attach powerpoint:</b> Economic and Political Forces of Change</p> <p>This module addresses the economic and political forces that have and continue to shape Cuba’s culture. While we can only scratch the surface of Cuba’s history, it is remarkable the degree to which Cuba’s culture has sustained itself, and this serves as the backdrop to our study throughout this course.</p> <p><b>PLO addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b>  Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p>	<p>Unit 3 <b>Overview /Title:</b> Economic and Political Forces of Change Part I</p> <p>This unit and the next will focus on how Cuba’s unique history has shaped and been shaped by its culture. All nations have unique cultures, but that of Cuba is truly exceptional due to its changing alliances and relative isolation resulting is a culture that has demonstrated adaptability at the same time it has remained, in many ways stable and carefully preserved.</p> <p><b>PLO addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	<p><b>Orientation:</b> log in information will be sent to you via email.</p> <p>From Required text: Sweig, J.E. (2016): Cuba: What everyone needs to know. Pp 1-72.</p> <p>Clay, R. (2015, June). Getting to know Cuba. Retrieved September 15, 2016, from <a href="http://www.apa.org/monitor/2015/06/cover-cuba.aspx">http://www.apa.org/monitor/2015/06/cover-cuba.aspx</a></p> <p>Cuba: What Everyone Needs to Know pp. Pp. 35-72</p> <p>Emily Achtenberg. “Gentrification in Cuba? The Contradictions of Old Havana.” <i>NACLA Weekly Blog Rebel Currents</i>. January 31, 2013; <a href="https://nacla.org/blog/2013/1/31/gentrification-cuba-contradictions-old-havana">https://nacla.org/blog/2013/1/31/gentrification-cuba-contradictions-old-havana</a>.</p>	<p><b>Unit 3 Discussion:</b></p> <p>What are some of your preconceptions about Cuba and how did you come to them? Was it the media? Cuban immigrants or descendants of Cuban immigrants you have met? Literature or art? Anything else?</p> <p>How might you expect these to evolve in this course and on your trip?</p> <p>How might the restoration of diplomatic relations with the US will impact Cuba and Cubans both economically and culturally?</p>	<p>10 Points</p>

<p>Analyze differences between host culture and own culture.</p> <p><b>MLOs Addressed:</b> Articulate how history impacts Cuban culture.</p>	<p><b>CLOs Addressed:</b></p> <p>Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p><b>MLOs Addressed:</b> Articulate how history impacts Cuban culture.</p>			
	<p>Unit 4 <b>Overview:</b> Economic and Political Forces of Change, Part II</p> <p>This unit will allow students to continue to reflect upon the effect of economic and political forces of the psychological life of Cubans.</p> <p><b>PLO addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b></p>	<p>From Required text: Sweig, J.E. (2016): Cuba: What everyone needs to know. Pp. 125-160, 207-226.</p>	<p><b>Unit 4: Written/Activity</b></p> <p>Write a 1000-1200 word paper addressing:</p> <p>What are some of the major economic and political forces that contributed to the evolution of Cuba?</p> <p>What has been the impact on psychological experience and/or on the field of psychology?</p> <p>How would you compare and contrast some aspect of “Cuban worldview” with that of your own culture?</p> <p>How is it possible to balance growth and change while preserving culture? In what ways has Cuba done this so far? What questions will you have for the Cubans you meet?</p>	<p>20 Points</p>

	<p>Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p><b>MLOs Addressed:</b> Articulate how history impacts Cuban culture.</p> <p>Analyze how different national histories can create cultural and psychological differences.</p>			
<p>Module 3 <b>Overview/Title:</b> DOMESTIC POLICY IN CUBA</p> <p>This module addresses civic life and the delivery of health and human services in Cuba.</p> <p><b>Overview– attach powerpoint:</b></p> <p><b>PLO Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p>	<p>Unit 5 <b>Overview /Title:</b> Diversity Within Cuba</p> <p>This unit covers what it means to be “Cuban” how this is reflected in civic life and how various demographic and identity groups in Cuba and how they relate to the society as a whole.</p> <p><b>PLO Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	<p>From Required text: Sweig, J.E. (2016): Cuba: What everyone needs to know. Pp. 258-315</p> <p>The Cuban Reader</p> <p>Prieto, D. (2013, October 22). Cuba is White, Black and Mixed Race Because it is Diverse. Retrieved September 15, 2016, from <a href="http://www.havanatimes.org/?p=99545">http://www.havanatimes.org/?p=99545</a></p> <p>N.A. (2016). Visiting the quiet LGBT revolution in Cuba   Lesbian News. Retrieved September 15, 2016, from <a href="http://www.lesbiannews.com/visiting-quiet-lgbt-revolution-in-cuba/">http://www.lesbiannews.com/visiting-quiet-lgbt-revolution-in-cuba/</a></p>	<p><b>Unit 5 Discussion:</b></p> <ul style="list-style-type: none"> <li>How are women, ethnic identities/minorities, LGBT individuals, generations, and other identity groups viewed in Cuba society? How is this reflected in legislation? What has been the direction and evolution and what do you expect in the future? What questions will you have for the Cubans you will meet?</li> </ul>	<p>10 Points</p>

<p>Analyze differences between host culture and own culture.</p> <p><b>MLOs Addressed</b> Demonstrate understanding of social life in Cuba.</p>	<p><b>CLOs Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p><b>MLOs Addressed</b> Demonstrate understanding of social life in Cuba.</p>	<p>AAUW (2013 )Gender equality and the role of women in Cuban society. <a href="http://www.aauw.org/files/2013/01/Cuba_whitepaper.pdf">http://www.aauw.org/files/2013/01/Cuba_whitepaper.pdf</a></p>		
	<p>Unit 6 <b>Overview /Title:</b> Health and Human Services in Cuba</p> <p>This unit covers how health and human services, including healthcare and education function in Cuba as compared to other countries. These services have an impact on Cuban psychology and are also in part a reflection of it.</p> <p><b>CLOs Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p><b>MLOs Addressed</b> Demonstrate understanding of social life in Cuba.</p>	<p>Lowenthal, A. S., Danson, C., &amp; Lowenthal, B. B. (1985). Psychology and human services in Cuba: Personal perspectives. <i>Journal of community psychology, 13</i>(2), 105-116.</p> <p>Gomez, A.S. &amp; Hare, P.W. (2015) How education shaped communist Cuba. Atlantic <a href="http://www.theatlantic.com/education/archive/2015/02/how-education-shaped-communist-cuba/386192/">http://www.theatlantic.com/education/archive/2015/02/how-education-shaped-communist-cuba/386192/</a></p> <p>Bullock, M. (2013). APA sponsors second professional visit to Cuba. <i>Psychology International</i>. Available at <a href="http://www.apa.org/international/pi/2013/12/visit-cuba.aspx">www.apa.org/international/pi/2013/12/visit-cuba.aspx</a></p> <p>El-Ghoroury, N. (2014). Psychology in Cuba. <i>Psychology International</i>. Available</p>	<p><b>Unit 6 Written Assignment:</b> Choose one of the following topics and cite 3-4 sources</p> <p>1)How are health and human services in Cuba different from your culture? What can other countries learn from Cuba in this area?</p> <p>or</p> <p>2) How is education in Cuba different from your culture? How might this change in the future? What would you like to ask Cuban college students?</p>	<p>20 Points</p>

	<p>Articulate how differences in social life can reflect and influence differences in culture.</p>	<p>at <a href="http://www.apa.org/international/pi/2014/12/cuba.aspx">www.apa.org/international/pi/2014/12/cuba.aspx</a></p> <p>Goodheart, C. (2012). APA delegation visits Cuba. <i>Psychology International</i>. Available at <a href="http://www.apa.org/international/pi/2012/06/cuba.aspx">www.apa.org/international/pi/2012/06/cuba.aspx</a></p> <p>Gorry, C. (2013). Community mental health services in Cuba. <i>MEDICC Review</i>. Available at <a href="http://www.medicc.org/mediccreview/index.php?issue=26&amp;id=323&amp;a=vahtml">www.medicc.org/mediccreview/index.php?issue=26&amp;id=323&amp;a=vahtml</a></p> <p>And any other relevant resources you can find.</p>		
<p>Module 4 Work and Family Life in Cuba <b>Overview– attach powerpoint:</b></p> <p><b>PLO Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLO Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p><b>MLO Addressed:</b> Demonstrate understanding of social life in Cuba.</p>	<p>Unit 7 <b>Overview /Title:</b> Worklife in Cuba</p> <p>This unit addresses worklife in Cuba from the perspective of the workers.</p> <p><b>PLO Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLO Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p>	<p>Beyer, S. (2015). A look at how Cuba's working class lives. <i>National Review</i>. <a href="http://www.nationalreview.com/article/426334/cuba-working-class-communism-castros-poverty">http://www.nationalreview.com/article/426334/cuba-working-class-communism-castros-poverty</a></p> <p>Althaus, D. (2016). Cuba moves to legalize small and medium size business. <i>Wall St. Journal</i>. <a href="http://www.wsj.com/articles/cuba-moves-to-legalize-small-and-medium-size-businesses-1464132702">http://www.wsj.com/articles/cuba-moves-to-legalize-small-and-medium-size-businesses-1464132702</a></p> <p><a href="https://www.youtube.com/watch?v=CoAUBSgmDLY">https://www.youtube.com/watch?v=CoAUBSgmDLY</a> ( Cuba without Fidel (Documentary of 2013 from the series "I Love Democracy") – 54 Minute Video</p>	<p><b>Unit 7 Discussion:</b></p> <ul style="list-style-type: none"> <li>How is Cuban culture reflected in its business environment? What is the climate and culture of Cuban workplaces? What are the concerns of Cuban workers? How might this change as Cuba becomes more accessible and fewer businesses remain state-owned?</li> </ul>	<p>10 Points</p>

<p>Demonstrate knowledge of worklife and business psychology in Cuba.</p>	<p><b>MLOs Addressed:</b></p> <p>Demonstrate knowledge of worklife and business psychology in Cuba.</p> <p>Demonstrate understanding of social life in Cuba.</p>	<p>Tummino, A. &amp; Fleder, A. (2014) Cuba's new business class. Americas <a href="http://www.americasquarterly.org/content/cubas-new-business-class">http://www.americasquarterly.org/content/cubas-new-business-class</a></p>		
	<p>Unit 8 <b>Overview /Title:</b> Family Life in Cuba This unit addresses family and domestic life in Cuba.</p> <p><b>PLO Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p><b>MLO addressed:</b> Demonstrate understanding of social life in Cuba.</p>	<p>Schneider, G.S. (2014). Everything you ever wanted to know about life in Cuba. Pan Am Post. <a href="https://panampost.com/guillermi-sutter-schneider/2014/11/14/everything-you-ever-wanted-to-know-about-life-in-cuba/">https://panampost.com/guillermi-sutter-schneider/2014/11/14/everything-you-ever-wanted-to-know-about-life-in-cuba/</a></p>	<p><b>Unit 8: Written/Activity</b> Create an interview protocol for what you want to ask Cubans about work and/or family life, and how you would do so. You may pick a specific environment or occupation or otherwise narrow your topic based on your program or interests. Cite 3-4 sources that have provided you with background information to support your rationale.</p>	<p>20 Points</p>
<p>Module 5 <b>Overview– attach powerpoint:</b></p>	<p>Unit 9</p>		<p><b>Unit 9 Discussion</b></p>	<p>10 Points</p>

<p>The Role of Community Life and the Arts in Preserving and Transforming Cuban Culture</p> <p>So far you have learned something about home, school, work and healthcare In Cuba. In this module you will learn about community life and the arts in Cuba and how these aspects of Cuban life inform its culture</p> <p><b>PLO Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p><b>MLOs Addressed:</b> Articulate how art reflects culture and psychology.</p> <p>Articulate how differences in art reflect differences in culture.</p>	<p><b>Overview /Title:</b> The Role of Community Life in Preserving and Transforming Cuban Culture</p> <p><b>PLOs Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p><b>MLO Addressed:</b> Articulate how differences in social life reflect differences in culture.</p> <hr/> <p>Unit 10 <b>Overview/Title</b></p>	<p>Stehr, J. (2105.) Cuba Rediscovered: Daily life ins a socialist society. <a href="http://www.wthr.com/article/cuba-rediscovered-daily-life-in-a-socialist-society">http://www.wthr.com/article/cuba-rediscovered-daily-life-in-a-socialist-society</a></p> <p>Gomez, A. (2015). Religious history complicated in Communist Cuba. USA Today. <a href="http://www.usatoday.com/story/news/2015/09/22/cuba-religion-pope-francis-visit/32551927/">http://www.usatoday.com/story/news/2015/09/22/cuba-religion-pope-francis-visit/32551927/</a></p> <p>Cuban Society, Culture, Customs, Religion and People. (n.d.). Retrieved September 15,</p>	<p>What you are most curious about and how you would go about inquiring of the Cubans you will meet?</p> <p><b>Unit 10 Written Assignment:</b> Using the suggested readings and 2-3 resources of your own, answer the following questions:</p>	
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	<p>The Role of the Arts in Preserving and Transforming Cuban Culture</p> <p>Art plays a role in virtually all cultures both as a reflection of various shared assumptions and as expressions of views that may be contrary to the mainstream. Even in societies where art is state-sponsored and regulated art can tell us a great deal about the people and culture who have created it and appreciate it.</p> <p><b>PLO addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p><b>CLOs Addressed:</b> Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p><b>MLOs addressed:</b></p> <p>Articulate how art reflects culture and psychology.</p>	<p>2016, from <a href="http://www.cubacuban.com/culture/customs.shtml">http://www.cubacuban.com/culture/customs.shtml</a></p> <p>Ellis-Petersen, H. (2016, April 10). The woman trying to change Cuba's cultural landscape – and stay out of jail. Retrieved September 15, 2016, from <a href="https://www.theguardian.com/world/2016/apr/10/the-woman-trying-to-change-cubas-cultural-landscape-and-stay-out-of-jail-tania-bruguera-pussy-riot">https://www.theguardian.com/world/2016/apr/10/the-woman-trying-to-change-cubas-cultural-landscape-and-stay-out-of-jail-tania-bruguera-pussy-riot</a></p> <p>Mosquera, G. (2015, June 17). Tania Bruguera: Artivism and Repression in Cuba. Retrieved September 15, 2016, from <a href="http://www.walkerart.org/magazine/2015/tania-bruguera-artivism-gerardo-mosquera-cuba">http://www.walkerart.org/magazine/2015/tania-bruguera-artivism-gerardo-mosquera-cuba</a></p> <p>McChrystal, R. (2016, January 12). Cuban artists still condemned to silence - Index on Censorship. Retrieved September 15, 2016, from <a href="https://www.indexoncensorship.org/2016/01/cuban-artists-still-condemned-to-silence/">https://www.indexoncensorship.org/2016/01/cuban-artists-still-condemned-to-silence/</a></p>	<ul style="list-style-type: none"> <li>• What is the cultural heritage of Cuba and how did art or dance or theater contribute to the preservation and formation of its culture as it is known today?</li> <li>• How is Cuba's evolution reflected in its arts? Compare and contrast this with your own culture's art and culture.</li> <li>• What is the role of varying degrees of freedom of expression in culture?</li> </ul>	
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	<p>Articulate how differences in art reflect differences in culture.</p>			
<p>Module 6 Sustainable Cuba: From Agriculture to Eco-Tourism <b>Overview— attach powerpoint:</b></p> <p>From its farming practices to the pioneering eco-village of Las Terrazas, Cuba has made a virtue of the necessity for sustainability. In so doing it has achieved what others with greater economic and geographical advantages as yet have not.</p> <p><b>CLOs Addressed:</b> Analyze differences between host culture and own culture.</p> <p><b>MLOs Addressed:</b> Analyze differences in environmental and farming practices between Cuba and other countries.</p>	<p>Unit 11 <b>Overview /Title:</b> Sustainable Cuba CLOs</p> <p>Cuba’s food policies are like no others—and it starts with its farming practices.</p> <p>Addressed: Analyze differences between host culture and own culture.</p> <p><b>MLOs Addressed:</b> Analyze differences in environmental and farming practices between Cuba and other countries.</p>	<p>Greg Watson. Sustainable Food Systems in Cuba: Report of the Schumacher Center Cuban Sustainable Food Systems Delegation, November 2, 2014; <a href="http://www.centerforneweconomics.org/sites/default/files/Schumacher%20Center%20CR%20Cuban%20Sustainable%20Food%20Systems.pdf">http://www.centerforneweconomics.org/sites/default/files/Schumacher%20Center%20CR%20Cuban%20Sustainable%20Food%20Systems.pdf</a>.</p> <p>Sinan Koont. “The Urban Agriculture of Havana.” <i>Monthly Review</i> 60, no. 8 (January 2009); <a href="http://monthlyreview.org/2009/01/01/the-urban-agriculture-of-havana/">http://monthlyreview.org/2009/01/01/the-urban-agriculture-of-havana/</a>.</p> <p>Miguel A. Altieri and Fernando R. Funes-Monzote, “The Paradox of Cuban Agriculture,” <i>Monthly Review</i> 63, no. 8 (January 2014); <a href="http://monthlyreview.org/2012/01/01/the-paradox-of-cuban-agriculture/">http://monthlyreview.org/2012/01/01/the-paradox-of-cuban-agriculture/</a>.</p> <p>“The Resilience of Cuba.” Interview with Cuban permaculturist Roberto Perez Rivero (by Jim Cloutier of Sustainable World Radio). October 2013; <a href="http://www.google.com/url?q=http%3A%2F%2Fpdcastsusworldradio.libsyn.com%2Fthe-resilience-of-cuba-an-interview-with-permaculturist-roberto-perez&amp;sa=D&amp;sntz=1&amp;usg=AFQj">http://www.google.com/url?q=http%3A%2F%2Fpdcastsusworldradio.libsyn.com%2Fthe-resilience-of-cuba-an-interview-with-permaculturist-roberto-perez&amp;sa=D&amp;sntz=1&amp;usg=AFQj</a></p>	<p><b>Unit 11 Discussion:</b></p> <ul style="list-style-type: none"> <li>• How do Cuba’s sustainable farming practices compare to the type of farming typically found in other countries.?</li> <li>• How does this reflect and reinforce other aspects of Cuban culture?</li> <li>• What can other countries learn from Cuba?</li> </ul>	<p>10 Points</p>

	<p>Unit 12 <b>Overview /Title:</b> Ecology and Eco-Tourism Cuba’s ecological practices are very advanced, although its economy still has room for improvement. Some say that one way to preserve Cuba’s ecology while improving its economy via tourism is to incorporate eco-tourism.</p> <p><b>CLO’s Addressed:</b> Analyze differences between host culture and own culture.</p> <p><b>MLO Addressed:</b> Analyze differences in environmental and farming practices between Cuba and U.S.</p>	<p><a href="#">CNH45q1_rmgWW-XtUwfVJPRP37yfZA.</a></p> <p>Readings: Continued from above.</p>	<p><b>Unit 12 Written Assignment</b> Write a short (maximum 1000 words) paper on the current and potential future ecological of Cuba. What forces may support Cuba’s remaining unspoiled as its development continues? What cautions and concerns do you have?</p>	<p>20 Points</p>
<p><b>Module 7 Overview– attach powerpoint:</b> Local Customs &amp; Etiquette: Being the Best Guest</p> <p>We are almost there!</p> <p>You now have a sense of all that Cubans have been through in their recent history and how it has affected them, and how they have preserved and transformed themselves and their culture. As our trip draws near we will</p>	<p>Unit 13 <b>Overview /Title:</b> Cuba Next Week!</p> <p>Now that you have some background it is time to get up-to-speed on what is happening in Cuba today.</p> <p><b>PLOs Addressed:</b> Apply theoretical and practical knowledge about ethnic, racial, gender,</p>	<p>Readings:</p> <p>Forth, C. (2015) Twelve Things not to do in Cuba. Destination Tips. <a href="http://www.destinationtips.com/destinations/12-things-not-to-do-in-cuba/3/">http://www.destinationtips.com/destinations/12-things-not-to-do-in-cuba/3/</a></p> <p>And find your own!</p>	<p><b>Unit 13 Discussion:</b> Find, cite, and share a current events article about something that interests you in Cuba and answer the following questions:</p> <p>Why did this interest you?</p> <p>What does it spark you to inquire of the Cubans you will meet?</p> <p>Also feel free to share: What are you most excited about? What scares you? How could you help to support your classmates in their travels and</p>	<p>10 Points</p>

<p>consider how to apply this knowledge to our actions and interactions as respectful visitors.</p> <p><b>PLOs Addressed</b> Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>Function in a professional and ethical manner in classroom, off-site training, and work settings.</p> <p><b>CLOs Addressed:</b> Examine global perspective in relation to their professional and academic goals.</p> <p>Explain personal, professional and academic impact of their experience abroad.</p> <p>Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.</p> <p>Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p>Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.</p>	<p>sexual, cultural and religious, age, and ability difference in professional work.</p> <p>Function in a professional and ethical manner in classroom, off-site training, and work settings.</p> <p><b>CLOs Addressed:</b> Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.</p> <p>Explain personal, professional and academic impact of their experience abroad.</p> <p>Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p>Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.</p> <p><b>MLOs addressed:</b></p>		<p>interactions with Cubans? What final questions do you have before we depart?</p>	
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<p><b>MLOs Addressed:</b>          Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p> <p>Articulate intentions to reflect cultural awareness, sensitivity and humility.</p> <p>Anticipate one’s behavior in ambiguous situations.</p> <p>Demonstrate understanding and appreciation of the value of cultural competence and humility.</p> <p>Reflect on areas of competence and development in self-reliance skills.</p>	<p>Articulate intentions to reflect cultural awareness, sensitivity and humility.</p> <p>Articulate how they are transformed by their experience in Cuba.</p> <p>Anticipate one’s behavior in ambiguous situations.</p> <p>Demonstrate understanding and appreciation of the value of cultural competence and humility.</p> <p>Reflect on areas of competence and development in self-reliance skills.</p>			
	<p>Unit 14  <b>Overview /Title:</b></p> <p><b>PLOs Addressed:</b>          Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>Function in a professional and ethical manner in classroom, off-site training, and work settings.</p>	<p>No additional readings. Review your Interview Protocol for incorporation into Capstone Assignment.</p>	<p><b>Unit 14: Written/Activity</b></p> <p>1) Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email.          Complete no later than Sunday, 11:59pm, CST</p> <p>2)Capstone Assignment: Building on your work this term, write a 5-10 page paper on how you plan to “show up” in Cuba , including what you want to learn, take away and “leave behind” and how you plan to do so. Include research on 1-2 specific topics that interest you related to Cuba and supported by academic sources. Review your Interview Protocol and refine the approach and questions you will ask the Cubans you meet and reflect these changes here.</p> <p>3) Reflection Journal (<b>Due the last day of the trip</b>)</p>	<p>20 Points</p> <p>2 Points</p> <p>50 Points</p> <p>25 Points</p>

	<p><b>CLOs Addressed:</b> Examine global perspective in relation to their professional and academic goals.</p> <p>Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.</p> <p>Explain personal, professional and academic impact of their experience abroad.</p> <p>Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p><b>MLOs addressed:</b> Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p> <p>Articulate how they are transformed by their experience in Cuba.</p> <p>Articulate intentions to reflect cultural awareness, sensitivity and humility.</p> <p>Demonstrate understanding of the value of cultural</p>		<p>How has your visit to Cuba impacted you and your understanding of your “self”? What lessons will you take with you from your time in Cuba? How will your work with others be affected?</p> <p><b>In-Country Attendance</b></p>	<p>200 Points</p>
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	<p>competence and cultural humility.</p> <p>Reflect on areas of competence and development in self-reliance skills.</p>			
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**Below Appendixes are All for study abroad course only**

**Appendix A – Tentative Itinerary**

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to [accommodations@thechicagoschool.edu](mailto:accommodations@thechicagoschool.edu)

Activities will include:

- Walking/hiking (miles/day) - walking a total of 1 hours a day on level surfaces. During the excursion days it will be up to 2 hours a day
- Heat, cold or humidity (general weather) - expect warm humid conditions during the day with the possibility of rain (tropical climate)
- Terrain (sidewalks vs. dirt, hills, etc.) - sidewalks and dirt roads on excursion day, Old Havana has many cobblestone streets which may be difficult for some students to navigate
- Availability of variety of food - if notified in advance, gluten free, vegetarian, pescatarian, vegan available
- Sleeping comfortability - single and double rooms
- Motor vehicle comfort - air conditioned bus and van
- Bottled water provided and recommended when drinking water in general

<p>Day 1 12/10/19</p>	<p>Orientation that includes emergency response and safety orientation.</p> <p>Check in to lodging</p>	<p><b>Havana</b></p>
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<p>Day 2 12/11/19</p>	<p>Centro de Estudios Martianos- Welcome and US Cuba History Presentation- tour this beautiful colonial mansion with its lush courtyards and gallery originally owned by the family of Jose Marti, the George Washington of Cuba. This research institute will be our home base during the trip with respect to the academic portion of our program</p> <p>Lunch included</p> <p>Walking tour of Old Havana consisting of visits to the Old Square, Cathedral Square, San Francisco Square, Square of Arms, and Callejon de Hamel—an area in Central Havana where cultural rescue has been undertaken by the artist Salvador Gonzalez. Portions of this area date back five centuries and visitors will feel as if they are walking through some of the grand streets and squares of Spain or Italy with a tropical backdrop. On the streets you will see American cars from the 30's, 40's and 50's.</p> <p>Welcome Dinner included</p> <p>Attend the festive “Firing of the Cannon ceremony” at the Fortress of San Carlos de La Cabaña. See this impressive local tradition unfold where soldiers dressed in 1700's colonial garb light up the sky overlooking Havana while they fire the ancient cannon from this spectacular medieval fortress guarding the harbor into Havana</p>	
<p>Day 3 12/12/19</p>	<p>Visit the Center for Psychological and Sociological Research (CIPS)</p> <p>Lunch (included)</p> <p>Spend the afternoon at Finca Viglia also known as the Hemingway estate in the fishing village of Cojimar, the setting of the Pulitzer prize winning <i>Old Man and the Sea</i>. Ernest Hemingway loved Cuba and Cuba loved Ernest Hemingway. Tour the house and grounds from which Hemingway wrote some of his classic novels. The estate looks very much like it did sixty years ago when “Papa” walked its grounds. You will also see his boat the “Pilar” used during WWII by Hemingway to patrol the Cuban archipelago for German U-boats.</p> <p>Dinner on your own</p>	
<p>Day 4 12/13/19</p>		



	<p>10:00 am Orientation to the Cuban Health Care System: visit to Hospital</p> <p>1:30 pm Lunch (included)</p> <p>3:00 pm Visit to a Mental Health Clinic</p> <p>5:00 pm Group debriefing</p> <ul style="list-style-type: none"> <li>• Dinner on your own</li> </ul>	
<p>Day 5 12/14/19</p>	<p>Day trip to Valle de Vinales, take a day trip to western Cuba and visit the lush tobacco growing region of Vinales. Vinales has been blessed with some of the most fertile soil in the world allowing it to produce some of the richest and most flavorful tobacco in the world. Meet ordinary Cubans working in agriculture and in contrast to Havana, have an opportunity to view small town life in Cuba. Observe the remarkable landscape on the road to Vinales marked with “mogotes”, the Cuban version of mesas and bluffs that exist the Southwest of the United States.</p> <p>Visit the Cueva del Indio at the foot of an impressive mogote, with a boat ride on the subterranean river running through this impressive 3 mile cave system with 400 foot walls. The cave was named for the Indian remains found inside</p> <p>Lunch (included)</p> <p>Tour of the Francisco Donatién Cigar Factory. Have an opportunity to meet with elite cigar makers engaged in their craft while they roll some of the worlds finest cigars using local tobacco grown and harvested in Vuelta Abajo in the Vinales valley.</p> <p>Visit Vinales Botanical Garden-this unusual botanical garden marked by eccentricities contains some of the lush local fauna and fruit trees that are found throughout Cuba.</p> <p>Return to Havana</p> <p>Dinner on your own</p>	
<p>Day 6 12/15/19</p>	<p>Travel to Mayabeque Province</p> <p>Visit the fascinating Alamar Organic community, site of your service learning project. This organic produce farm is run by a cooperative that leases its land from the state. It is an example of successful urban agriculture used to provide fresh produce to urban city dwellers.</p>	

	<p>Lunch (included)</p> <p>Return to Havana</p> <p>Dinner on your own</p>	
<p>Day 7 12/18/19</p>	<p>Latin American School of Medicine visit-speak with students and faculty about access to education, university resources, and preparation for careers.</p> <p>Tour one of Cuba’s National Art Schools.</p> <p>Travel to a Community Day Care Center</p> <p>–Lunch at a local restaurant and discussion about private enterprise in Cuba (Included).</p> <p>Modern Havana tour, including visits to locations such as the famous Revolutionary Square-site of fiery speeches made by the organizers of the Cuban Revolution well as the site of many rock/pop concerts and visits by recent popes. The University of Havana-one of the oldest universities in the Americas with its dramatic campus located in Vedado, the Malecon sea wall where thousands of Cubans gather every night along the water to socialize and have fun, the Miramar neighborhood-marked by foreign embassies and mansions of yesteryear, and the Cemetery Colon-one of the finest examples of massive colonial cemeteries in the world-marked by dramatic monuments to famous fallen soldiers, great poets and artists.</p> <p>Dinner on your own</p> <p>Introduction to Afrojazz, Cubajazz, and Sonjazz at La Zorro y el Cuervo Jazz Club in Havana-one of the best site in the Americas to witness some of the highest quality jazz music in this underground swanky club often visited by celebrities from around the world</p>	
<p>Day 8 12/17/19</p>	<p>Debrief Breakfast and Depart for Miami</p>	
<p><b>Students Have Officially Completed the Program:</b></p>		

12/17/19 @ 1:00 pm (arrive in Miami)		
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## Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program.  0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders.  60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders.  80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance.  100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners.  0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates.  60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners.  80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners.  100 points
<b>Total</b>				<b>200 total points</b>

## Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
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Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners.  0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners.  20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.  50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.  80 points
<b>Total</b>				<b>80 total points</b>

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

## Student Academic Supports and Resources

### **STUDENT PORTAL FOR UNIVERSITY RESOURCES**

[my.thechicagoschool.edu](http://my.thechicagoschool.edu)

The student portal is a place where you can find quick links to the below resources in one place.

### **ACADEMIC CATALOG AND STUDENT HANDBOOK**

<http://catalog.thechicagoschool.edu/>

### **BOOKSTORE**

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

### **CANVAS SUPPORT**

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
  - a. Submit a ticket with your question or issue by filling out the form provided in the course.
  - b. Contact the Help Desk by phone: 855-745-8169
  - c. Have a live IM chat with a HelpDesk representative.

### **IT SUPPORT**

Students may contact HelpDesk by:

**Phone:** (800) 747-8367

**Email:** [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu)

**Website:** <http://helpdesk.tcsedsystem.edu>

## Hours

	Pacific time	Central time	Eastern time
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
<b>Weekend</b>	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

## **LIBRARY RESOURCES**

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

## **WRITING CENTER**

### **A. MA and Doctoral students:**

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) for assistance.

### **B. BA students:**

Please submit your paper for feedback to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu). Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

### **C. APA Style Hotline:**

Email your question to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) and expect a reply within several hours.

## **ONLINE RESOURCES**

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)

- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSPP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)