

**Span 516: Cómo incorporar narrativas de transnacionalismo y desplazamiento en la enseñanza de idiomas.**

**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: 4:15-6:15pm (L/X/V)

**Descripción:**

“Migración” y “transnacionalismo” son temas cruciales en los estudios culturales contemporáneos. Una parte sustancial de la población estudiantil alrededor del mundo ha experimentado o está familiarizada con narrativas personales de desplazamiento, y ha visto a su alrededor a grupos humanos adaptarse a un nuevo entorno cultural. Este curso introducirá actividades y materiales que los profesores pueden usar al abordar la enseñanza de un idioma, ya que conecta con un tema tan cercano a la vida cotidiana de los ciudadanos modernos: las culturas transnacionales y los flujos migratorios. A través de prácticas reflexivas e instructivas que pueden ser utilizadas como parte de nuestro trabajo habitual en el aula, exploraremos y ampliaremos conocimientos lingüísticos, simbólicos y culturales tradicionalmente asociados a conceptos como *identidad cultural* y *sentido de pertenencia*.

En líneas generales, exploraremos cómo construir actividades que le permitan a los estudiantes identificar en distintos tipos de discursos (literarios, visuales y artísticos) aquellos elementos que puedan ser experiencias compartidas por toda una comunidad. ¿Cómo enfocarnos en el aprendizaje del español a través de aquellos elementos que puedan resultar familiares para estudiantes en las sociedades modernas de un mundo globalizado? Aunque el curso utiliza la cultura y literatura cubanas como ejemplos de una identidad transnacional en transformación permanente, su análisis nos permitirá encontrar aspectos compartidos por otras comunidades hispanas en la diáspora.

En la primera semana, nos detendremos en el análisis de obras artísticas centradas en el eje *emigración/identidad nacional*, producidas por artistas cubanos contemporáneos. De este modo, practicaremos el aprendizaje de un nuevo vocabulario temáticamente orientado, conceptos teóricos de los estudios culturales que pueden ser discutidos en la lengua de aprendizaje, y prácticas discursivas como la descripción. Durante la segunda semana, aprenderemos a usar como referencia una obra audiovisual para crear diferentes tipos de ejercicios (por ejemplo, identificar personajes, tema, trama, significado, etc.) que nos permitan un análisis integral a partir de una cuestión teórica determinada. Así, teniendo como referencia de base la identidad cubana transnacional, exploraremos formas de interpretar una obra desde una perspectiva holística. En la última semana nos enfocaremos en analizar narrativas de desplazamiento para encontrar vías de interpretación y argumentación susceptibles de ser integradas en un discurso más complejo, como lo es el ensayo.

**Objetivos:**

Al finalizar el curso, las estudiantes podrán:

* utilizar un eje temático para producir actividades de enseñanza del español con diferentes grados de complejidad y objetivos;
* diseñar ejercicios que involucren la experiencia del mundo por parte del estudiante como elemento interpretativo de obras artísticas y literarias;
* desarrollar y consolidar un vocabulario específico para hablar de temas como la emigración y culturas transnacionales;
* reflexionar cómo experiencias comunes a un grupo humano pueden ser objeto de identificación por otras comunidades.

**Materiales:**

Los materiales de lectura y visionado del curso estarán en Moodle. Utilizaremos algunos audiovisuales de la clase SPAN 525 como material de análisis.

**Plan:**

Cada semana, utilizaremos un tipo de narrativa predominante (visual, audiovisual y textual, respectivamente) para generar actividades que tengan como meta tanto el aprendizaje del español como el de cuestiones teóricas esenciales en los estudios culturales de la actualidad (por ejemplo, conceptos como el de ciudadanía transnacional y sentido de pertenencia). En el contexto de un formado de taller y de discusión colectiva, cada participante tendrá la ocasión de crear sus propias estrategias de análisis y enseñanza.

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

**Lecturas:**

Todas las lecturas y visionados deben ser realizados por los estudiantes antes de asistir a la clase.

**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, la estudiante debe consultar con el profesor y la coordinación del SLI.

**Actividades (20%)**

Las estudiantes diseñarán y entregarán un total de cinco actividades. Las actividades deben contener un breve apartado (~200 palabras) que justifique la lógica de su funcionamiento.

**Presentación (20%)**

La presentación se hará sobre un tema que se aborda durante el curso ese día. Cada presentación debe tener una duración de 7 minutos y finalizar con preguntas para iniciar la conversación en clase.

**Dossier (30%)**

El dossier contiene cuatro (de las cinco) actividades preparadas durante el curso. El dossier está presentado con un breve ensayo introductorio de una página.

**Reflexión final (10%)**

Esta reflexión informal considera cómo utilizar en la enseñanza de una lengua realidades sociales percibidas por el estudiante. Es necesario en esta reflexión el uso de una fuente teórica utilizada en el curso (~500-700 palabras).

**Fechas de entrega y formato de los escritos**: No se aceptará ninguna actividad o escrito fuera de la fecha de entrega.

**Escala de calificación:**

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

**Programa (Tentativo)**

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| **Semana 1** |
| 17 de julio | Introducción al curso. Lectura 1: *“*La diáspora cubana y sus discursos” (Eliana Rivero)Lectura 2: “La diáspora cubana desde una perspectiva transnacional” ([Jorge Duany](http://otrolunes.com/archivos/08/html/este-lunes/este-lunes-n08-a14-p03-2009.html)) |
| 19 de julio | *Presentación* *1*: Sandra Ceballos & Leandro Soto*Presentación 2*: Tania Bruguera Lectura 3: “Formaciones diaspóricas cubanas: una poética del movimiento y la indeterminación postnacional” (Andrea O’Reilly Herrera)Lectura 4: “Tania Bruguera: Movimiento Inmigrante Internacional” (*[ArtNexus](https://www.artnexus.com/es/news/5d5c389bc70855f6b9ef7caf/tania-bruguera-immigrant-movement-international)*)Lectura 5: “Tania Bruguera” ([*BBC*](https://www.bbc.com/mundo/noticias-45730527)) |
| 21 de julio | Taller de actividades 1 y 2. Trabajo grupal1. Nuevo vocabulario y estudios culturales
2. La descripción
 |
| **Semana 2** |
| 24 de julio | *Presentación 3:* Celia Cruz & Habana Abierta*Presentación 4:* Willy Chirino & Gloria StefanLectura 6: *Vidas en vilo* (Pérez Firmat, capítulo)Lectura 7: “Cuba sí, Cuba no: la problemática del ser y el no ser” (Eliana Rivero, fragmentos)Entregar actividades 1&2 |
| 26 de julio | *Presentación* *5*: Arquetipos del emigrado en [*El Súper*](https://www.youtube.com/watch?v=mQXXlU0xAKc&t=1629s)*Presentación 6*: Generaciones y asimilación cultural en [*El Súper*](https://www.youtube.com/watch?v=mQXXlU0xAKc&t=1629s)Lectura 8*:* “El soporte audiovisual en la clase” ([Giovanni Brandimonte](file:///Users/arturomatutecastro/Downloads/Dialnet-ElSoporteAudiovisualEnLaClaseDeELE-1159666.pdf))Lectura 9: “Estrategias para desarrollar diferentes tipos de textos a través de las películas” ([Martha Florez](https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/72232/00820083000347.pdf?sequence=1&isAllowed=y)) |
| 28 de julio | Taller de actividades 3 y 4. Trabajo grupal1. Personajes principales, trama, tema, escenas.
2. Cómo utilizar material audiovisual para diseñar actividades de enseñanza que incorporen los estudios culturales
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| **Semana 3** |
| 31 de julio | *Presentación 7:* La obra de Eliana Rivero*Presentación 8:* Cómo definir el concepto de “cubanos *plus*” y “Cuba (tras)pasada”Lectura 10: “La poscubanidad: una historia personal” (Eliana Rivero) IILectura 11: “Buscando un hogar” (Ruth Behar)Entregar actividades 3&4 |
| 2 de agosto | *Presentación 9:* Ciberactivismo: Yoani Sánchez *Presentación 10:* Blog *Generación Y*Lectura 12: “Buena Vista Social Blog” (Yoani Sánchez)Lectura 13: “Internet, comunidad y democracia: la blogosfera cubana teje su propia ‘isla virtual’” (Beatriz Calvo-Peña, selección) |
| 4 de agosto | Taller de actividades 5. Revisión del dossier (*peer review*)Conclusiones, reflexiones finales.El caso cubano en el contexto de las latinidades. |
| 6 de agosto | Entregar reflexión final y dossier |

**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.