**Summer Language Institute (Guanajuato, Mexico)**

**Southern Oregon University**

Master of Arts in Spanish Language Teaching

**SPAN 541: IMAGINAR LO INDÍGENA: INDIGENISMO, FOTOGRAFÍA Y FILM**

10:00-11:50am de lunes a viernes

Verano 2023 / Primera sesión

**Profesor:** Dr. Enrique E. Cortez

**Email:** [ecort2@pdx.edu](mailto:ecort2@pdx.edu)

**Descripción del curso:** Este curso examina la representación de lo indígena y la discusión sobre el llamado “problema indio” en algunas obras literarias, fotográficas y fílmicas del área andina y México. A través de la lectura atenta de ensayos sobre la cuestión indígena de Manuel González Prada y José Carlos Mariátegui, de novelas canónicas de Clorinda Matto de Turner y Mariano Azuela, de cuentos fundamentales del indigenismo literario de Ventura García Calderón, Enrique López Albujar y César Vallejo, analizaremos la importancia de la literatura como un modo de defensa de la situación indígena. El visionado de la obra fotográfica de Martín Chambi y Tina Modotti; y el tratamiento de la figura del “indio” en la cinematografía mexicana y boliviana nos permitirá cerrar este curso analizando la importancia de lo visual en la construcción de una ciudadanía más inclusiva en América Latina.

**Objetivos del curso:**

1. Entender la importancia de la representación de las poblaciones nativas en la imaginación de la idea de nación contemporánea en el área andina y México.
2. Estudiar los contextos de producción de la escritura sobre lo indígena y cómo a partir de ella es posible entender los modernos nacionalismos en América Latina.
3. Familiarizar al estudiante con un conjunto de productores culturales canónicos en la cultura latinoamericana.
4. Lograr una comprensión comparativa de la diferencia entre el indigenismo andino y el de México.

**Textos:**

Todos los textos podrán encontrarse en Moodle.

**Asistencia:**

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 su nota por 10%. En el caso de enfermedad u otra emergencia, el estudiante debe consultar con el profesor y la directora del SLI.

**Distribución de la nota:**

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| --- | --- |
| Preparación y participación en clase | 10% |
| Reflexiones en Moodle | 20% |
| Presentación oral | 15% |
| Ensayos cortos | 30% |
| Ensayo escrito en clase | 25% |
| TOTAL | 100% |

Gradación de calificaciones

A 94 - 100 % C 74 - 76 %

A- 90 - 93 % C- 70 - 73 %

B+ 87 - 89 % D+ 67 - 69 %

B 84 - 86 % D 64 - 66 %

B- 80 - 83 % D- 60 - 63 %

C+ 77 - 79 % F 0 - 59 %

Preparación y Participación

La participación activa de cada estudiante es esencial. Para participar eficazmente, es necesario llegar a clase con la tarea preparada y participar activamente en todas las actividades. Cada estudiante recibirá una nota de participación según el siguiente sistema:

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| --- | --- |
| 9-10 pts | Siempre está bien preparado para contestar preguntas. Ofrece muchos comentarios inteligentes voluntariamente. Es uno de los líderes en las actividades de grupo. Anima a otros que participen en la clase. |
| 8-9 pts | Casi siempre está preparado. Ofrece muchos comentarios voluntariamente. |
| 7-8 pts | Generalmente está preparado, pero no siempre. Ofrece algunos comentarios voluntariamente. |
| 6-7 pts | Está preparado a medias. Participa voluntariamente raras veces. |
| 5-6 pts | No participa voluntariamente. No suele estar preparado. |
| 0-5 pts | No participa. No está preparado. |

Reflexiones en Moodle

Se asignarán preguntas de reflexión sobre las lecturas que ustedes contestarán por Moodle. La calificación reflejará la profundidad del pensamiento del estudiante. Así que, una respuesta debe tener 1-2 párrafos sustanciales (un buen párrafo probablemente tendrá 5-10 oraciones que se relacionan entre sí), y debe indagar más allá de la superficie de los textos. La hora límite para subir una reflexión es las 10:00 am, antes del comienzo de la clase. En total, deberán escribir 8 reflexiones.

Presentación

Lxs estudiantes presentarán un artículo académico durante 15 minutos máximo, destacando las ideas principales, acompañado al final de una evaluación personal. Para ello, deberán preparar una ayuda de memoria (handout) de unas 2 páginas máximo. Además, quien presente debe ofrecer preguntas para que la clase contribuya a la discusión.

Ensayos cortos

Dos ensayos entre 1-2 páginas que se enfocarán en la lectura y análisis detallado de los textos leídos en clase. Deben presentar una lectura crítica pero no debe repetir las discusiones que sobre el texto se hayan ofrecido en clase. Se deben entregar **en Moodle** el día de la fecha límite. No se aceptan ensayos tardes. Todos los ensayos serán de doble espacio, Times New Roman, 12 pt., márgenes de 1 in. y de estilo MLA (8th ed.).

Ensayo escrito en clase

El último día de clases los estudiantes tendrán la oportunidad de reflexionar sobre lo aprendido en clase. Para ello, el profesor dará 3 temas de los cuales los estudiantes escogerán uno y escribirán un ensayo que articule los diversos temas revisados en el curso. Podrán usar sus apuntes y todas las lecturas estudiadas en los días anteriores.

**Calendario del curso**

| **Fecha** | **Tema** |
| --- | --- |
|  | Semana 1 |
| 26 jun | **Introducción al curso**  **Módulo 1: Indios y Nación**  Leer: Benedic Anderson, “Los pioneros criollos” (Capítulo de libro) |
| 27 jun | Leer: Manuel González Prada, “Nuestros indios” (Ensayo)  Leer: Clorinda Matto de Turner, *Aves sin nido* (Novela, Primera parte)  **Hacer:** Subir reflexión 1 en Moodle sobre los materiales revisados en esta clase. |
| 28 jun | Leer: Clorinda Matto de Turner, *Aves sin nido* (Novela, Primera parte)  Leer (opcional para presentación): Cecilia Méndez, “Incas sí, indios no”  **Hacer:** Subir reflexión 2 en Moodle sobre los materiales revisados en esta clase. |
| 29 jun | Leer: Clorinda Matto de Turner, *Aves sin nido* (Novela, Segunda parte)  Leer (opcional para presentación): Ana Peluffo, “Why can’t an Indian be More Like a Man”  **Hacer:** Subir reflexión 3 en Moodle sobre los materiales revisados en esta clase. |
| 30 jun | Leer: Clorinda Matto de Turner, *Aves sin nido* (Novela, Segunda parte)  Leer (opcional para presentación): Elizabeth Austin, “Insufficient Motherhood and Ideological Psychosis in Matto de Turner's *Aves sin nido*”  **Hacer:** **Entregar el Ensayo 1 sobre *Aves sin nido*** |
|  | Semana 2 |
| 03 jul | **Módulo 2: Indigenismo y modernización**  Leer: Ventura García Calderón “La venganza del cóndor” (Cuento)  Leer: Enrique López Albujar, “Ushanan Jampi” (Cuento)  Leer (opcional para presentación): Francisco López Alfonso, “Narrativa indigenista y racismo: Ventura García Calderón, Enrique López Albujar y Luis E. Valcárcel”  **Hacer:** Subir reflexión 4 en Moodle sobre los materiales revisados en esta clase. |
| 04 jul | Leer: José Carlos Mariátegui, “El problema del indio” (Ensayo)  Leer: César Vallejo, “Paco Yunque” (Cuento)  Leer (opcional para presentación): Roland Forgues, “ Para una lectura de" Paco Yunque" de César Vallejo”  **Hacer:** Subir reflexión 5 en Moodle sobre los materiales revisados en esta clase. |
| 05 jul | La fotografía de Martín Chambi  Ver: “Alternative Modernities in the Andes: Martín  Chambi and His Visual World”, a talk by Dr. Ananda Cohen-Aponte (Cornell University)  Leer (opcional para presentación): Jorge Coronado, “Martin Chambi and the Limits of Lettered Culture”  **Hacer:** Subir reflexión 6 en Moodle sobre los materiales revisados en esta clase. |
| 06 jul | La pintura de José Sabogal y Julia Codesido  Conferencia (invitado): Dr. José Cornelio (Ursinus College)  Leer (opcional para presentación): TBA |
| 07 jul | Ver: *La nación clandestina* (Película, Bolivia 1989). Director: Jorge Sanjinés.  Leer (opcional para presentación): Leonardo García-Pabón, “*The Clandestine Nation*:  Indigenism and national subjects of Bolivia in the films of Jorge Sanjinés”  **Hacer:** **Entregar el Ensayo 2 sobre indigenismo** |
|  | Semana 3 |
| 10 jul | **Módulo 3: Revolución mexicana e indigenismo**  Mariano de Azuela, *Los de abajo* (Novela, Primera parte)  Leer (opcional para presentación): Santiago Daydí-Tolson, “Race and Social Class in Azuela's Characterization of the Bandido”  **Hacer:** Subir reflexión 7 en Moodle sobre los materiales revisados en esta clase. |
| 11 jul | Mariano de Azuela, *Los de abajo* (Novela, Segunda y Tercera partes)  Leer (opcional para presentación): Chris Harris, “Mariano Azuela’s *Los de abajo*: Patriarchal Masculinity and Mexican Gender Regimes under Fire”  **Hacer:** Subir reflexión 8 en Moodle sobre los materiales revisados en esta clase. |
| 12 jul | La fotografía indigenista de Tina Modotti  Leer (opcional para presentación): TBA |
| 13 jul | Ver: *María Candelaria* (Película, México 1943). Director: Emilio “El Indio” Fernández.  Leer (opcional para presentación): Andrea Noble, “Image wars in *María Candelaria*” |
| 14 jul | Conclusión y ensayo escrito en clase |

**RÚBRICAS**

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| **CRITERIA for Oral Presentations** | Excellent-Very Good | Good-Adequate | Needs Work | Poor |
| **20** | **19 - 18** | **17 - 16** | **15 - 0** |
| 1. Student **makes** an effective introduction to the subject and captures the attention and interest of the audience. |  |  |  |  |
| 2. Student uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. |  |  |  |  |
| 3. Student communicates, organizes and synthesizes information from primary and secondary sources to fully achieve a specific purpose, with clarity and depth. |  |  |  |  |
| 4. Student uses the foreign language with precision, respecting syntax and grammar rules. |  |  |  |  |
| 5. Student **engages the audience** with an independent intellectual and ethical disposition so as to further or maintain a disciplinary conversation. |  |  |  |  |

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| **Essay Evaluation Criteria** | | | |
| **Focus/Content**  **35%** | 35–30 | Excellent—Very Good | Has fully anticipated reader questions in selecting information; topic well-thought-out and carefully developed with effective supporting detail; thorough; relevant; on target; interesting to read |
| 29–25 | Good—Adequate | Has anticipated most reader questions in selecting information; topic may not be fully explored; development is adequate although some ideas may be incompletely supported or irrelevant; interesting ideas in places |
| 24–20 | Needs Work | Has anticipated few reader needs in selecting information; topic is inadequately developed with many ideas unsupported or irrelevant |
| 19–15 | Poor | Shows little or no awareness of reader needs; ideas superficial and/or uninteresting with little development |
| **Organization**  **20%** | 20–18 | Excellent—Very Good | Has fully anticipated reader needs in organizing and presenting information; clear thesis; flow of ideas fluid and logical; main points and details are well connected |
| 17–16 | Good—Adequate | Has anticipated most reader needs in organizing and presenting information; main ideas stand out, but sequencing of ideas sometimes choppy or disconnected; reader may sometimes have difficulty following flow of ideas |
| 15–13 | Needs work | Has anticipated few reader needs in organizing and presenting information; there is some order to the content, but ideas are frequently confused and/or disconnected, with logical breakdowns apparent; reader frequently has difficulty “getting the point” of message as communicated |
| 12–11 | Poor | Shows little awareness of reader needs; limited order to content; logical organization absent; very choppy; disjointed |
| **Grammar**  **(25%)** | 25–23 | Excellent—Very Good | Wide range of structures with few or no significant errors |
| 22–20 | Good—Adequate | Adequate range of structures, but little variety; tends to overuse simple constructions; both significant and minor errors (e.g., agreement) present, but meaning seldom obscured |
| 19–18 | Needs work | Limited range of structures with control of grammar uncertain; errors frequent, especially when more complex constructions attempted; meaning often confused or obscured |
| 17–15 | Poor | Frequent and persistent errors of basic grammar and sentence construction; complex grammar is mostly absent; meaning blocked as text dominated by errors |
| **Vocabulary**  **(20%)** | 20–18 | Excellent—Very Good | Language choices appropriate for topic, purpose and reader; excellent use of idioms and precise, colorful vocabulary |
| 17–16 | Good—Adequate | Language choices usually appropriate for topic, purpose and reader; vocabulary accurate but may be somewhat limited; some errors or interference from English may be present but meaning rarely obscured |
| 15–13 | Needs work | Language choices sometimes inappropriate for topic, purpose and reader; vocabulary very limited, with overuse of imprecise or vague terms; English interference evident, particularly with respect to idioms; meaning often confused or obscured |
| 12–11 | Poor | Language choices often inappropriate for topic, purpose and reader; range of vocabulary extremely limited; English interference frequent |

**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.