

**Span 522: Women Writers in Latin American Literature. An Alternative Canon**

**Southern Oregon University Summer Language Institute 2024**

[**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)

Profesora: Dr. María Julia Rossi

Email: @sou.edu

Sesión 1, Verano 2022

Horario: 10.00-11.50am (de lunes a viernes)

**Descripción**

Although not always visible, women writers have existed and worked for centuries in Latin America, producing a solid canon of underestimated works. In this course, students will read literature wrote by women writers and engage in meaningful discussions about gender inequalities in literature, literary studies, and Latin America at large. Starting in the 17thcentury and reaching our days, the course will be organized in three main sections: poetry and essays, stories, a short novel and film. By examining a wide range of works created by women through the centuries, this course will expose students to diverse styles, themes, and techniques that women from different countries have used in their writing. This course will also study the often-overlooked but powerful role of women as leaders and influencers in cultural movements via literary circles and international networks. By the end of the course, students will have a nuanced comprehension of the role of Latin American women in literature, will critically understand gender dynamics and its impact on canon formation trends, as well as a clear map of key women writers in Latin America.

Aunque no siempre visibles, las mujeres escritoras han existido y trabajado durante siglos en América Latina, produciendo un sólido canon de obras subestimadas. En este curso, las estudiantes leerán literatura escrita por escritoras y participarán en debates significativos sobre las desigualdades de género en la literatura, los estudios literarios y América Latina en general. Comenzando en el siglo XVII y llegando hasta nuestros días, el curso se organizará en tres secciones principales: 1. poesía y ensayo, 2. cuentos, 3. una novela y una película. Mediante el examen de una amplia gama de obras creadas por mujeres a lo largo de los siglos, este curso expondrá a los estudiantes a los diversos estilos, temas y técnicas que las mujeres de diferentes países han utilizado en su escritura. Este curso también estudiará el papel, a menudo ignorado pero poderoso, de las mujeres como líderes e influyentes en los movimientos culturales a través de los círculos literarios y las redes internacionales. Al final del curso, las estudiantes tendrán una comprensión matizada del papel de las mujeres latinoamericanas en la literatura, entenderán críticamente la dinámica de género y su impacto en las tendencias de formación del canon, así como un mapa claro de las escritoras clave en América Latina.

**Objetivos**

Al finalizar el curso, las estudiantes podrán:

* reconocer las personalidades y obras de las escritoras más notables de América Latina;
* describir los roles invisibilizados de las mujeres en la creación y difusión de movimientos culturales;
* identificar géneros textuales y sus particularidades en el tiempo y el espacio;
* desarrollar y consolidar una mirada de género crítica para comprender la literatura latinoamericana.

**Materiales.** Todos los materiales de lectura del curso estarán disponibles en línea o en Moodle, con la excepción de la película que está disponible en Netflix. En el calendario se encuentran las indicaciones de las fuentes.

**Plan.** Las tres semanas del curso se organizarán por período cronológico (con excepciones para contrastar) y por género literario o artístico. La primera semana nos dedicaremos al ensayo y la poesía de América Latina hasta el siglo XIX y primeras décadas del XX; la segunda leeremos cuentos del siglo XX y alguno del XXI; la tercera leeremos una novela del siglo XXI y una película basada en esa novela, también dirigida por una mujer latinoamericana. Cada semana, las estudiantes darán cuenta de las lecturas con tres pruebas de lectura y un comentario crítico breve (*reading responses*). El trabajo final del curso será un comentario crítico de índole comparativa entre dos obras literarias y una presentación oral sobre ese trabajo en modalidad de conferencia con el grupo.

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

**Asistencia y participación (20%)**

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

**Pruebas de lectura (3) (20%)**

Cada semana, las estudiantes deben completar una prueba de lectura (antes de la clase del miércoles). Las fechas de cada prueba están indicadas en el calendario. Cada prueba debe completarse antes del comienzo de la clase.

**Comentarios críticos semanales (3) (20%)**

Al final de cada semana, se debe entregar una respuesta crítica a las lecturas correspondientes. Debe ser un comentario razonado que demuestre tanto la lectura detallada de los textos como una reflexión personal propia.

**Presentación en clase del trabajo final (15%)**

El último día del curso, la clase tendrá el formato de una conferencia, donde cada estudiante presentará su trabajo final ante el grupo. Se pueden usar recursos visuales o de otra índole, y habrá un momento posterior de intercambio. La intención es que el *feedback* recibido durante esta exposición sirva para revisar el escrito.

**Trabajo final (25%)**

El trabajo final debe ser un ensayo personal de análisis crítico donde se elabore de manera personal en la relación entre dos o más obras (tratadas en el curso o no). Se recomienda que este trabajo sea la revisión y ampliación de uno de los comentarios críticos semanales. Al menos una de las obras debe ser de una escritora latinoamericana. El trabajo final tendrá una extensión de no menos de tres páginas y no más de cinco.

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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 |

**Escala de calificación**

**Calendario de lecturas y fechas de entrega**

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| **Primera semana. Poesía y ensayo** |
| Lunes | Introducción al curso y presentaciones. Sor Juana Inés de la Cruz. “Hombres necios que acusáis”. Disponible [aquí](https://ccat.sas.upenn.edu/romance/spanish/219/07colonial/sorjuanahombresnecios.html). Alfonsina Storni. “Tú me quieres alba”, Disponible [aquí](https://www.cervantesvirtual.com/obra-visor/tu-me-quieres-alba/html/6d0efdae-e014-4767-a2ff-200afd2db45e_2.html). Susana Thénon. “La antología”. Disponible [aquí](https://madameho.wordpress.com/2019/08/01/la-antologia-susana-thenon/).  |
| Martes | Sor Juana Inés de la Cruz. “Carta a Sor Filotea”, primera parte (páginas 1-19). Disponible [aquí](https://web.seducoahuila.gob.mx/biblioweb/upload/RESPUESTA%20A%20SOR%20FILOTEA.pdf). |
| Miércoles**Prueba 1** | Sor Juana Inés de la Cruz. “Carta a Sor Filotea”, segunda parte (páginas 20-38). Disponible [aquí](https://web.seducoahuila.gob.mx/biblioweb/upload/RESPUESTA%20A%20SOR%20FILOTEA.pdf). |
| Jueves | Josefina Ludmer: “Las tretas del débil”. Disponible [aquí](https://literaturaanimada.files.wordpress.com/2014/03/ludmer-tretas-del-dc3a9bil.pdf).Soledad Acosta de Samper. *El corazón de la mujer* *(Ensayo psicológico).* Introducción (páginas 1-3) Disponible [aquí](https://catalogoenlinea.bibliotecanacional.gov.co/client/es_ES/search/asset/57946).Gabriela Mistral, Alfonsina Storni y Delmina Agustini (buscar poemas) |
| Viernes | Teresa de la Parra. “Tres conferencias. La influencia de las mujeres en la formación del alma americana I” (páginas 471-489) Disponible [aquí](https://www.clacso.org.ar/biblioteca_ayacucho/detalle.php?id_libro=1774). (Recomiendo **mucho** mirar el catálogo). Entrega de **Comentario 1.** |
| **Semana 2. Cuentos**  |
| Lunes | Vicky Unruh: “Introduction. The ‘Fatal Fact’ of the New Woman Writer in Latin America, 1920s-1930s” in *Performing Women and Modern Literary Culture in Latin America* (páginas 1-29). Disponible en Moodle. |
| Martes | Silvina Ocampo “Las vestiduras peligrosas”, “El vestido de terciopelo” y “La cara en la palma””. Disponibles [aquí](https://lecturia.org/cuentos-y-relatos/silvina-ocampo-las-vestiduras-peligrosas/6088/), [aquí](https://www.pagina12.com.ar/diario/verano12/subnotas/138790-44851-2010-01-21.html) y [aquí](https://www.facebook.com/notes/10157731183261526/?comment_id=16685471&offset=0&total_comments=10&locale=hi_IN&paipv=0&eav=AfZ0labUd2HYzBFuCVj5YErFfc_7oiH8GuobHnrf-6B8OczlutD0Eg4TM-NAwvVnPaU). María Luisa Bombal. “La mano junto al muro”. Disponible en Moodle. Lectura optativa: Andrea Ostrov: “Género, escritura y reescritura”. Disponible [aquí](https://lecturesdugenrefr.files.wordpress.com/2019/03/ostrov_r9.pdf).  |
| Miércoles**Prueba 2** | Clarice Lispector “La mujer más pequeña del mundo” (original: “A menor mulher do mundo”, disponible [aquí](https://edisciplinas.usp.br/pluginfile.php/7623394/mod_resource/content/1/A%20MENOR%20MULHER%20DO%20MUNDO.pdf) en portugués) y Rosario Ferré “La muñeca menor”. Disponibles [aquí](https://ciudadseva.com/texto/la-mujer-mas-pequena-del-mundo/) y [aquí](https://resources.finalsite.net/images/v1589982030/sfuhs/vxfasgn6ewz0chu7utsx/LamunecamenordeRosarioFerre.pdf), respectivamente. |
| Jueves | Elena Garro. “La culpa es de los tlaxcaltecas”. Disponible [aquí](https://cdigital.uv.mx/bitstream/handle/123456789/968/1997102P123.pdf;jsessionid=F6BA9E060B5A51E7FD98D91D8D100BCA?sequence=1).  |
| Viernes | Dani Umpi. “¿A quién quiero engañar?” Disponible en Moodle y Camila Sosa Villada “Gracias, Difunta Correa”. Disponible [aquí](https://proassetspdlcom.cdnstatics2.com/usuaris/libros_contenido/arxius/50/49169_Soy_una_tonta_por_quererte.pdf). Entrega de **Comentario 2**. |
| **Semana 3. Novela y cine** |
| Lunes | Samanta Schweblin. *Distancia de rescate* (Edición en Libro: 11-59) (Edición Digital: 7-35). Hasta “Apago el interruptor general de luz…” |
| Martes | *Distancia de rescate* (EeL: 59-79) (ED: 35-50). Hasta “*¿Todavía me ves?”* |
| Miércoles**Prueba 3** | *Distancia de rescate* (EeL: 79-102) (ED: 50-63) Hasta “Veo a tu padre”  |
| Jueves | *Distancia de rescate* (Edición en libro: 103-124) (Edición digital: 63-76)Claudia Llosa (Dir.) *Distancia de rescate* (película). Disponible en Netflix |
| ViernesDomingo | Presentaciones finales y cierre del curso. Entrega de **Comentario 3.**Entrega del **Trabajo final** |

**Rúbricas de participación y escritura**

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| **Participación**  | Satisfactorio  | Necesita mejorar  | Insatisfactorio  |
| Interacción social  | Escucha a las compañeras e incorpora los puntos de vista ajenos  | Tiene dificultad para atender a las ideas ajenas y/o para incorporarlas en sus comentarios  | No escucha a las demás, no conversa con los puntos de vista ajenos  |
| Fundamentación  | Incluye referencias a los textos de los que habla en forma de citas o parafraseos  | Las referencias a los textos no son claras o son vagas o inexactas  | No hace referencia a los textos pertinentes  |
| Ideas propias  | Formula claramente los propios pensamientos  | No explica con claridad sus puntos de vista o sus ideas resultan confusas  | Las ideas propias no están formuladas claramente  |

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| **Escritos**  | Satisfactorio  | Necesita mejorar  | Insatisfactorio  |
| Forma  | Maneja un registro académico, sigue reglas ortográficas, estructura las ideas con coherencia  | Hay expresiones inadecuadas al registro, hay bastantes errores ortográficos y/o la relación entre las ideas es confusa  | El registro no corresponde al diálogo universitario, comete demasiados errores ortográficos y/o las ideas no se presentan de modo coherente  |
| Fundamentación  | Incluye referencias a los textos de los que habla en forma de citas o parafraseos  | Las referencias a los textos no son claras o son vagas o inexactas  | No hace referencia a los textos pertinentes  |
| Contenido  | Las ideas son claras y originales, además de estar conectadas con el tema del trabajo y el/los texto/s tratados  | Las ideas no están del todo claras o se desvían parcialmente del tema del trabajo yo/ de los textos tratados  | No hay ideas propias, no están relacionadas con el tema del trabajo y/o con los textos tratados  |

# Syllabus Statements for Summer 2024

# Raider Reminder

All students must abide by the [Code of Student Conduc](https://inside.sou.edu/assets/policies/SAD.015-Student-Code-of-Conduct-Rights-and-Responsibilites.pdf)[t](https://inside.sou.edu/assets/ed-health/hpe/docs/Bylaws/Section5-bylaws-final_3-29-2019.pdf) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](https://inside.sou.edu/assets/policies/GEN.009_Final_2022_v4.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

We continue to monitor national and regional developments regarding Covid-related guidelines. Please refer to the [Oregon Health Authority](https://www.oregon.gov/oha/covid19/pages/index.aspx) for guidance on what to do if you test positive for COVID.

## 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 person or source, 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 individual or source 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 or source; 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. The examples above include the use of any generative artificial intelligence tool such as ChatGPT, Dall-E 2, Stable Diffusion 2, etc. that is inconsistent with the faculty's expressed expectations for the entire course or any assignment. Note that students are responsible for any inaccurate, biased, offensive, or otherwise unethical content they submit regardless of whether or not it makes use of AI in any way*.*

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/SAD.015-Student-Code-of-Conduct-Rights-and-Responsibilites.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/SAD.015-Student-Code-of-Conduct-Rights-and-Responsibilites.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. Although Turnitin may provide your instructor with an "artificial intelligence detection score" for your work along with an originality score, such analysis is highly unreliable and no AI detection software analysis will be used as evidence in relation to Academic Honesty and the Code of Student Conduct. 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, and 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, mental health, 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).

## Student Health & Wellness Center (SHWC)

[SHWC](https://health.sou.edu/) is an integrative health center that provides both medical and mental health services to students. SHWC is open Monday - Friday 8am-5pm (Wednesdays 9am-5pm). Students can call (541) 552-6136 to schedule an appointment or go to their health portal at <https://health.sou.edu/> to schedule an appointment online. Students can be seen the same day if they have an urgent need. They can call or walk-in to be seen that day. SHWC also offers 24/7 free, confidential mental health and well-being support through the TELUS program. Students can go to [the TELUS home page](https://www.myssp.app/us/home) to talk or chat with a provider.

## 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.

**AI Policy**: Use prohibited. Students are not allowed to use artificial intelligence such as ChatGPT as a source or tool.