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| Image result for southern oregon university emblem | **Summer Language Institute (Guanajuato, Mexico)**  **Southern Oregon University**  Master of Arts in Spanish Language Teaching  **SPAN 541:**  **Identidad en la mesa:**  **La creación del nacionalismo mexicano a través de la gastronomía**  24 de junio-12 de julio, 2024 |

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| Professor: | Dr. Enrique Chacón |
| E-mail: | chaconl@sou.edu |

**Descripción**

**Objetivos:**

El objetivo de este curso es reflexionar sobre la importancia de la comida en la cultura y la historia de México. El curso observará momentos importantes en la historia de México en el que la identidad nacional se va definiendo para diferenciarse de los lazos coloniales. Al igual que otros elementos de la cultura mexicana, como la literatura, la música y la noción de raza, la comida jugó un rol muy importante en la definición de lo que significa la nueva nación y la identidad diferenciada de otras naciones. Este curso incluirá una amplia variedad de textos teóricos, históricos, literarios y algunos recetarios de cocina.

**Materiales del curso**

Todos los materiales del curso estarán en Moodle. Para la mayoría de las sesiones habrá lecturas que van de las 10 a las 20 páginas. También habrá películas, videos y documentales, por lo que es importante encontrar el tiempo y el espacio para revisar atentamente los materiales.

**Asistencia y participación**

Según los lineamientos de nuestro programa SLI, no se permite ninguna falta durante el curso. Cada ausencia causará penalización con un 10% de la nota final. En caso de una causa razonable para no asistir a una sesión, el estudiante deberá comunicarse con el profesor y la coordinación de nuestro programa.

La participación debe ser activa y se espera que cada estudiante participe en las actividades asignadas. Toda la discusión y la escritura será en español. La gramática y el contenido serán calificados de manera detallada. Puesto que esta clase requiere una preparación para cada clase, cada estudiante debe participar en cada sesión. La participación también tendrá una calificación importante para el curso. La puntualidad en la clase también será calificada, los retardos serán penalizados también.

**El profesor se reserva el derecho de hacer modificaciones a los materiales de la clase, y a modificar las reglas de faltas y retardos.**

**No se aceptan trabajos enviados de manera tardía**, en caso de que el alumno decida faltar a una clase o no pueda hacerlo por dificultades técnicas, debe notificar al profesor y enviar la tarea o el trabajo asignado para la sesión.

**Presentación**

La presentación se hará sobre uno de los temas que se abordan durante el curso. Se sugiere que este tema sea abordado también en el trabajo final para que una investigación impacte dos actividades y esta sea más extensa y profunda.

Dependiendo del número de estudiantes en la clase, la presentación debe tener una duración de entre 10-15 minutos. Quien presente debe ofrecer preguntas para que la clase contribuya a la discusión.

**Ensayo final**

Se hará un ensayo breve de máximo 7 páginas. El ensayo es un escrito en el que se exploren las técnicas de discusión del curso y los conocimientos generados en el curso. Este ensayo debe contener citas de fuentes secundarias investigadas. El ensayo se escribirá en dos etapas. La primera parte se entregará al finalizar la segunda semana de clases, la segunda parte al finalizar el curso.

**Actividades en clase**

Durante cada sesión se realizarán actividades en clase que expandirán y profundizarán en el conocimiento, en general estas actividades serán en grupo.

**Distribución de la calificación**

Asistencia y participación 15%

Actividades en clase 10%

Presentación 20%

Tarea 25%

Trabajo final 30%

Calificación

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| 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% |

**Semana 1 Comer por hambre o comer por cultura.**

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| 24 de junio | **Para abrir boca. El significado cultural de la comida.**  Levi-Strauss, Claude. “The Culinary Triangle” (40-47) |
| 25 de junio | **Comerse el pasado: El nuevo mundo y las descripciones objetivas**.  Sahagún, Bernardino de. *Historia general de las cosas de la Nueva España*. Capítulo XIII. “De las comidas que usaban los señores”. (54-29, 107-108, 113-116, 166-160)  El códice florentino. Imágenes. https://florentinecodex.getty.edu |
| 26 de junio | **Eres lo que comes, comes lo que puedes: Pintura de Castas, clase, raza y comida.**  Scott, Nina M. “Measuring Ingredients: Food and Domesticity in Mexican *Casta* Paintings. (70-79)  Ver Pinturas de Castas de Miguel Cabrera.  **Presentación 1** |
| 27 de junio | **Comida y costumbres nacionales.**  Ángel de Campo. La mesa chica. (42-48)  Max Aub. De como Julián Campo se arruinó por segunda vez. (46-54)  **Presentación 2** |
| 28 de junio | **Comida mágica o la romantización de la tradición.**  Película. Arau, Alfonso. *Como agua para chocolate.*  **Presentación 3** |

**Semana 2 Semana del mole**

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| 1 de julio | **El contexto histórico de la mexicanidad.**  Jeffrey Pincher. *¡Vivan los tamales!* “La conquista del trigo. Encuentros culinarios en el siglo XIX”. p 49-70  **Presentación 4** |
| 2 de julio | **Pseudo-Historia, ficciones o mitos.**  Valle Arizpe, Artemio de. “El mole de guajolote”. 3 páginas.  Reyes, Alfonso. “Memoria de Cocina y bodega” 4 páginas.  **Presentación 5** |
| 3 de julio | **Más ingredientes al mole.**  Carrington, Leonora. “La invención del mole”. 199-207  Ricardo Pérez Monfort. El mole como símbolo de la Mexicanidad. (72-85)  **Presentación 6** |
| 4 de julio | **¿Mole o viva México?**  Paco Ignacio Taibo I. La hermandad del mole. (108-116)  Manifiesto estridentista. 2 páginas.  **Presentación 7** |
| 5 de julio | **Nacionalismo a precios inalcanzables.**  Documental, comercial o lo que sea: A Chef’s Table. Enrique Olvera.  **Presentación 8**  **Entrega del avance del trabajo final. 3 páginas.** |

**Semana 3. Comidas varias**

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| 8 de julio | **Comidas de la nación moderna, exportar e importar sabores.**  Jeffrey Pincher. *¡Vivan los tamales!* “Los apóstoles de la enchilada”. 187-216  **Presentación 9** |
| 9 de julio | **Comidas, obligaciones e inventos.**  Paz, Octavio. “Festines y Ayunos”. 46-60  Vasconcelos, José. “De Robinson a Odiseo” 147-156  **Presentación 10** |
| 10 de julio | **Cocinar sin querer cocinar.**  Castellanos, Rosario. “Receta de cocina”. 15-25  Dávila, Amparo. “Alta cocina”. 2 páginas.  **Presentación 11** |
| 11 de julio | **Seguimos con el nacionalismo en el cine.**  Mariscal, Jordi. *Canela*.  **Presentación 12** |
| 12 de julio | **Para cerrar el curso.**  Sumario del curso, conclusiones, comentarios finales.  **Entrega del trabajo final el domingo 14 de julio.** |

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| Criterios evaluación presentación oral | **Excelente:** **4** | **Buen nivel:** **3** | **Aceptable:** **2** | **Insuficiente:** **1** | **Puntos** |
| **C**  **O**  **N**  **T**  **E**  **N**  **I**  **D**  **O** | Estudiante demuestra un conocimiento completo sobre el tema y responde a todas las preguntas con explicaciones y detalles.  Profundiza en los temas y ofrece información de fondo.  Buen apoyo para los puntos. Evidencia relevante, actual. Se presentaron y refutaron las opiniones contrarias. Se tomó en cuenta al público.  Uso de vocabulario claro y preciso, relevante al tema. | Cubre los diferentes temas. Buena comprensión y exposición del tema.  La información responde a las preguntas principales y da 1-2 ideas secundarias y/o ejemplos.  Estudiante se siente cómodo y responde a todas las preguntas aunque no elabora sobre ellas.  El vocabulario es adecuado, pero no particularmente preciso o expresivo. | Ideas correctas pero incompletas. Comprensión básica del material, no muy a fondo.  Identifica parcialmente la información importante. Responde a las preguntas principales, pero no da detalles y/o ejemplos.  Estudiante no se siente cómodo con su dominio del tema y sólo puede responder básicamente a las preguntas de la audiencia.  El vocabulario es un poco limitado, a veces se recurren a términos imprecisos y traducciones literales. | Ideas simplistas, no desarrolladas. La investigación y la exposición del material es superficial. La información tiene poco o nada que ver con las preguntas planteadas.  Estudiante no domina la información y no puede responder a las preguntas sobre el tema.  El vocabulario es muy limitado, con interferencia del inglés y obvia falta de dominio del vocabulario relevante al tema. |  |
| **O**  **R**  **G**  **A**  **N**  **I**  **Z**  **A**  **C**  **I**  **Ó**  **N** | Clara, con transiciones lógicas y efectivas.  La información es presentada de manera lógica y coherente que la audiencia puede seguir fácilmente.  Conclusión clara y efectiva. | La mayor parte de la información es presentada de manera lógica y generalmente bien organizada, pero hace falta mejores transiciones de una idea a otra. | Organización adecuada, pero floja. No siempre clara. Falta de conexiones claras entre las partes de la presentación, las partes parecen aisladas entre sí.  La audiencia tiene dificultad en seguir la presentación. | Mal estructurada y  difícil de entender.  Desorganizada. No hay secuencia lógica en la información.  Presentación no fluye bien, con oraciones inconexas. Desarrollo del tema es confuso y sin lógica aparente. |  |
| **C**  **O**  **M**  **U**  **N**  **I**  **C**  **A**  **C**  **I**  **Ó**  **N** | Articulación y pronunciación claras. apropiado y lenguaje preciso y con buena pronunciación.  Estudiante mantiene contacto visual con la audiencia y rara vez utiliza sus notas.  Involucra a la audiencia en la presentación. | En general, articula claramente y la pronunciación es en su mayoría correcta.  El estudiante mantiene contacto visual con la audiencia la mayor parte del tiempo pero frecuentemente usa sus notas. | Habla en voz un poco baja y comete algunos errores de pronunciación, pero es comprensible en general.  El estudiante ocasionalmente mira a la audiencia y lee la mayor parte de su informe. | Presentación no es clara. A menudo habla entre dientes o demasiado bajo y no se le puede entender. O comete errores de pronunciación que dificultan la comprensión.  Estudiante lee todo el informe y apenas mira a la audiencia. |  |

**Ensayos:**

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| **Rúbrica para evaluar los ensayos (1=aceptable, 2=buen nivel, 3=excelente)** | | **Niveles** | | |
| **Criterios** | **Indicadores** | **1** | **2** | **3** |
| **Introducción 20%** | Especifica de lo que se trata el ensayo. |  |  |  |
| Indica el objetivo que se pretende alcanzar. |
| Expone las características del ensayo que va a desarrollar. |
| Establece para quién y para qué es importante el ensayo. |
| **Desarrollo 30%** | Explica, analiza, compara y ejemplifica algunas de las ideas. |  |  |  |
| Fundamenta las ideas en un sustento teórico. |
| Expone y defiende sus ideas personales con base en su experiencia. |
| **Conclusiones – Recomendaciones 20%** | Discute sus ideas, retoma el objetivo del ensayo y enumera sus hallazgos. |  |  |  |
| Identifica aquellos aspectos que pueden/deben tomarse en cuenta en el futuro. |
| **Claridad 20%** | Las oraciones están bien construidas (sintaxis); cada párrafo desarrolla una sola idea siguiendo un orden lógico, por lo que se comprende el mensaje fácilmente. |  |  |  |
| El lenguaje se usa de manera precisa y adecuada. |
| Las palabras están escritas correctamente. |
| **Citas bibliográficas y lista de obras citadas 10%** | Usa el estilo de citación MLA para la organización del documento, referencias entre paréntesis y lista de obras citadas. |  |  |  |
| Presenta las referencias bibliográficas consultadas y/o citadas que fundamentan la teoría. |
|  | **Total** |  | | |

**Syllabus Statements**

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 contact the Student Health and Wellness Center to speak to a confidential resource. All other reports can be made to 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.