

**SPAN 516: Encuentros culturales en la pedagogía del español**

**Southern Oregon University Summer Language Institute 2021**

[**Guanajuato, Mexico**](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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Second Session Summer Term 2021

**Class meeting time:** Esta clase combinará actividades sincrónicas y asincrónicas. Las estudiantes reservarán el horario de clases de 3:00 a 5:00 p.m. (PST) los lunes, miércoles y viernes. Las clases sincrónicas serán por zoom los lunes y miércoles de 3:00 a 5:00 p.m. (PST). Los viernes habrá actividades de tipo taller de 3:00 a 5:00 (PST); en ese horario, el profesor estará disponible para consultas.

**Descripción:**

En esta clase exploraremos cómo incorporar encuentros culturales, tanto reales como imaginarios, en el aula de español. Comenzaremos con el impedimento de los lenguajes desconocidos (¿cómo nos comunicamos cuando no conocemos el lenguaje y la cultura del otro?) Luego pasaremos a las presentaciones (¿cómo presentarnos y explicarles a otros quiénes somos y de qué pueblo/ciudad/planeta venimos?) Especularemos sobre encuentros ficticios (¿qué opinaría de nosotros un marciano?) y, por último, exploraremos encuentros culturales situados históricamente y, en general, encuentros que requieren asumir otras subjetividades concretas. En el proceso, reproduciremos el aprendizaje de un nuevo lenguaje y una nueva cultura que atraviesa quien está aprendiendo español, lo que les permitirá a las estudiantes entablar formas de autorreflexión y les demostrará en qué medida los contactos culturales son juegos de resolución de problemas. Según el nivel de desarrollo de las estudiantes, diseñaremos diferentes tipos de ejercicios de escritura, y evaluaremos sus virtudes y defectos en un formato de taller.

**Objetivos:**

Al finalizar el curso, las estudiantes podrán:

* reconocer y aprovechar oportunidades para enseñar el español mediante la configuración de encuentros con personas y grupos lingüística y/o culturalmente diferentes;
* planear ejercicios de práctica que involucren la creación de escenas de encuentro;
* desarrollar y consolidar un vocabulario específico para hablar de estos tipos de encuentros y traducciones;
* identificar la dimensión ética y las asimetrías de poder involucradas en los encuentros con culturas diferentes.

**Plan:**

La **asistencia, participación y puntualidad** son fundamentales. Durante el curso las estudiantes diseñarán y escribirán cinco **Actividades** para sus clases. Son también responsables de preparar una **Presentación en grupo** de dos o tres integrantes para hablar de dichas actividades. Hacia el final, se pedirá la entrega de un **dossier** con los trabajos realizados en clase y una **reflexión** escrita.

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

**Actividades (20%)**

Las estudiantes diseñarán y entregarán un total de cinco actividades. Las actividades deben contener un apartado 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 los cinco) ejercicios destinados a los diferentes niveles de encuentro cultural que fueron creados durante clase en su versión final. El dossier está presentado con un breve ensayo introductorio de una página.

**Reflexión final (10%)**

Esta reflexión informal considera las diferencias culturales y las asimetrías de poder cuando se produce un encuentro de culturas y dialoga explícitamente con un ensayo sobre el tema.

**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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| **Primeros encuentros (señas, gestos, traducciones)** |
| 12 de julio | Introducción al curso. La comunicación humana: de los gestos al lenguaje. El ejemplo de Colón: expectativas, estereotipos. La positividad de los prejuicios como puntos de partida. Plan.Lectura (opcional):Malpas, Jeff. “Gadamer, Hans Georg: ‘The Positivity of ‘Prejudice’’” (2 págs.) |
| 14 de julio | *Presentación 1Presentación 2*Lecturas/Materiales: a) Gestos en español ([aquí](https://www.fluentu.com/blog/spanish/spanish-gestures/))b) American body gestures ([aquí](https://www.englishclass101.com/blog/2019/08/16/american-body-gestures/))c) Benveniste, Émile. “Comunicación animal y lenguaje humano” (8 págs.)d) Colón, C. “Diario de abordo” (ver clase “Trad. y encuentros c”)e) Caminha, P. “Carta do achamento” (ver clase “Trad. y encuentros c.”)Opcional:f) O’Madagain, Cathal. “Gesture as language: why we point with a finger” ([aquí](https://theconversation.com/gesture-as-language-why-we-point-with-a-finger-122375))  |
| 16 de julio | Taller de actividades **1** y **2**. Trabajo grupal.a) Comunicación no verbal (imágenes, señales, danza, otros recursos)b) Primeras impresiones; diferentes culturas. Entregar las actividades antes de la clase del lunes. |
| **El juego de la comunicación: la traducción como equivalencia y comunicación** |
| 19 de julio | *Presentación 3**Presentación 4*Lecturas/Materiales: a) Jakobson, Roman. “Sobre los aspectos lingüísticos de la traducción” (8 págs.)b) Palabras a silbidos: “El silbo and the whistling sheperds of La Gomera” ([aquí](https://www.youtube.com/watch?v=6jrgsMg_5SA)) (youtube clip)c) Arte a palabra: ensayo sobre ecfrasis ([aquí](https://www.5metrosdepoemas.com/index.php/noticias/20-americas/161-ecfrasis-y-lecturas-iconotextuales)) (3 págs.)d) Una geografía a otra: “Carta a Santángel” (Colón) |
| 21 de julio | *Presentación 5**Presentación 6*Equivalencias entre idiomas y diferencia culturala) Refranes en español e inglés (handout)b) Publicidad: -Maheshwari, Sapna. “Different Ads, Different Ethnicities, Same Car” (2 page article)-Santa María, Soledad. “Nivea Beauty Is” Campaign Against “Belleza Es, Facetas” (3 page article)c) Comida: -Sancocho panameño ~ chicken soup (US) (handout)-Barthes, Roland. “Rhetoric of the Image” (2 pages) |
| 23 de julio | Taller de actividades **3** y **4**. Trabajo grupal.a) La búsqueda de equivalenciasb) Adaptaciones y valores culturales Entregar las actividades antes de la clase del lunes. |
| **El juego de la comunicación: convenciones y el poder de ser intermediario** |
| 26 de julio | *Presentación 7**Presentación 8*Convenciones del lenguaje y cómo traducirlasa) Wittgenstein, Ludwig. *Investigaciones filosóficas* (§1-§28), (8 págs.)b) Graff, Martin. “What to say (or Not) When Introducing Yourself. How to Approach Someone you Like” ([here](https://www.psychologytoday.com/us/blog/love-digitally/201711/what-say-or-not-when-introducing-yourself))c) Convenciones del español (handout)d) Comparative grammars (handout) |
| 28 de julio | *Presentación 9**Presentación 10*La Malinche, Jerónimo de Aguilar y otros bilingües a) Glantz, Margo. “Doña Marina y el Capitán Malinche” (frag.)b) Fuentes, Carlos. “Las dos orillas” (frag.)c) on Malinchismo (handout)d) *También la lluvia* (clip)e) *The Prince and the Showgirl* (clip)f) *The ballad of Gregorio Cortez* (clip) |
| 30 de julio | Taller: actividad 5 sobre el bilingüismoActividad final: Borrador de reflexión final.Presentaciones finales y conclusiones. |
| 1 de agosto | Entregar ensayo final |

**Special Statements on COVID-19 for Summer 2021**

**Raider Reminder:**

Even with all of the changes to our learning and co-curricular environments, we remain upstanding Raiders who 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/Equal_Opportunity_Harassment_and_Sexual_Misconduct_092920.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 our virtual classrooms;  and no tolerance for racist, sexist, or other forms of hurtful discourse.

**COVID-19 Response**

In order to reduce risk to the campus community, all staff, faculty, students, and visitors are required to use face coverings when physically present in enclosed public or common areas. Face coverings are also required outdoors when 6-foot distancing is not possible. Face coverings should be worn in combination with other protective measures, such as physical distancing, hygiene etiquette, and proper hand washing.

Additionally, SOU is limiting contact between individuals and restricting access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's main [COVID-19](https://sou.edu/campus/notifications/) pages and adhere to campus building closures and restrictions. Until regular campus operations resume, access to faculty and many staff members will be limited to remote means. Students are reminded that they must comply with all campus 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 Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the [SOU Cares Report](https://cm.maxient.com/reportingform.php?SouthernOregonUniv&layout_id=4) to share concerns about yourself, a friend, or a classmate. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially at [https://jfe.qualtrics.com/form/SV\_7R7CCBciGNL473L.](https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L)

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.

**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.

**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 the confidential advising available at

<https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: <https://jfe.qualtrics.com/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 at <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.

**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 course work 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.