

**REPRESENTACIÓN DE SUJETOS MARGINALES EN LA CULTURA LATINOAMERICANA
CONTEMPORÁNEA
SPAN 660**

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Office hours: Mondays 10am-noon or by
appointment
Spring 2008

Texts:

- Rivera Cusicanqui, Silvia. “Metáforas y retóricas en el levantamiento de octubre”. (Carmen)
- Mamani Condori, Carlos. “Desde el Qullasuyu bajo el signo de la violencia y la muerte”. (Carmen)
- Rivera Cusicanqui, “Indígenas y mujeres en Bolivia” (Carmen)
- Rivera Cusicanqui, “Violencia e interculturalidad. Paradojas de la etnicidad en la Bolivia de hoy” (Carmen)
- Paredes, Julieta y María Galindo. *¿Y si fuésemos una, espejo de la otra?* Bolivia: Ediciones Gráfica, 1992. (Carmen)
- Foucault, Michel. “Introduction” en Herculine Barbin. *Being the Recently Discovered Memoirs of a Nineteenth Century French Hermaphrodite*. New York: Pantheon Books, 1980.
- Torres, Daniel. *Mariconerías. Escritos desde el margen*. República Dominicana: Isla Negra Editores, 2006.
- Lins, Paulo. *City of God*. New York: Black Cat, 2006.
- Eltit, Diamela y Paz Errázuriz. *El infarto del alma*. Santiago: Zegers, 1994. (Carmen)
- Eltit, Diamela. *El padre mío*. Santiago: Lom Editores, 2003.
- Textos en CARMEN

Films:

- *¿Quién mató a la llamita blanca?*, Bolivia, 2006. Dir. Rodrigo Bellott
- *XXY*, Argentina, 2007. Dir. Lucía Puenzo.
- *Bus 174*, Brasil, 2002. Dir. José Padilha.
- *Un hombre mirando al sudeste*, Argentina, 1986. Dir. Eliseo Subiela.

Description:

In this class we'll examine the representation of marginal subjects in Latin American contemporary cultures. How are these subjects represented discursively and visually? Can they speak by themselves? Or are they always represented through the Other's discourse? We will reflect on these topics from four different axes: the ethnic (indigenous women), the sexual and gender (diverse sexualities), the racial (shantytown youth) and the crazies. From these multiple social, political, and cultural differences (age, gender and sexuality, class, racial and ethnicity), an analysis on the strategies, the possibilities, the

contradictions, and the limits of representation of these marginal subjects through narrative, poetic and visual texts will be performed.

Expected Learning Outcomes: Students are expected to consolidate their competence in Spanish, particularly their oral fluency through class participation and oral presentations, their reading abilities through the in depth use of primary texts and intermediate theoretical and critical essays, and their writing skills through the formulation of comments and questions and the writing of a research paper. The latter will ultimately prepare them for their transition to graduate studies. The class is taught entirely in Spanish. The most important learning outcome is the mastery of the concept of representation through its identification in a wide range of written and visual texts; and its socio-historical contextualization in different geo-cultural areas of several Latin American countries.

Grading scale (see breakdowns below under Requirements)

Research project draft	15%
Final essay (research project)	30%
Question/comments for each class	20%
Oral presentations	20%
Participation	15%

Requirements:

Participation: A senior seminar is a **discussion based** class. Your consistent participation is a key component of our learning environment. In this class, reading all readings for the week is absolutely required. We expect you to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Therefore, no more than two (2) **unexcused absences** will be allowed. In the case of more than two unexcused absences, your grade will be affected in the following way: each two unexcused absences, you will lose half a letter (from A to A-). (15% of final grade on attendance and participation, meaning contributing with intelligent questions and comments every day)

Questions: You are required to formulate one question/comment in relation to the text or texts to be discussed in each class. Send them by email to me the day before the scheduled class. (20% of final grade, 1% each question)

Research Project: You will pursue a research project that will focus on a specific topic chosen according to your interests but in consultation with the professor. A list of possible topics will be posted in Carmen. Moreover, Carmen will be used to flesh out the ideas and concepts previously discussed in class. The project will be presented in two steps: first, a **midterm draft** (4-5 pages) due **April 23rd**, in which the main topic and major lines of argumentation are discussed; it should include the bibliography. Second, the midterm should be reworked and edited as a **final paper** (8-10 pages) due **June 4th**.

All written in Spanish. For this paper, students must use the contents of texts and ideas discussed in class and a minimum of five scholarly bibliographical sources. (45 % of final grade: 15% for the draft (9% content and 6% vocab/syntax/grammar structures); 30% for the final (20% on hypothesis/argumentation/evidence and 10% lexical and grammatical clarity of expression)

Oral presentations: You will organize **two** in-class presentation-discussion. The first one will deal with one of the texts discussed within the class schedule. The second one will be about your research project for the final paper. A written outline of the main points to be discussed is due two weeks before the presentation. (20% of final grade (10% each): 6% topic presentation and 2% Spanish structures and 2% easiness in the usage of foreign language)

Academic Misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).”

Disability: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

In the unlikely event of **class cancellation** due to emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you our next class meeting.

Any essay that is not turned in on due time will be penalized with a weekly lower letter or half a letter by missed class. For instance, if your grade is an A but it was turned in a week after the deadline, your grade will be lowered to a B. If your grade is an A but the essay was turned in just one day of class late, the grade will be an A-

Tentative calendar

March

- 24 **Introducción**
 De lo étnico: *¿Quién mató a la llamita blanca?* (film)
- 26 **Lo indígena...**
 "Representación" (Textos en Carmen)
 "Representation." *The New Princeton Encyclopedia of Poetry and Poetics* (1037-43)
 "Representación". *Términos críticos de sociología de la cultura* 206-9
 Rivera Cusicanqui, "Metáforas y retóricas en el levantamiento de octubre" (online no pagination)
 Mamani, "Desde el Qullasuyu bajo el signo de la violencia y la muerte" (online no pagination)
- 31 **Las mujeres indígenas...**
 Rivera Cusicanqui, "Violencia e interculturalidad" (online no pagination)
 Spivak, "Can the Subaltern Speak?" *The Postcolonial Studies Reader* (24-28)

April

- 2 **Las mujeres indígenas...**
 Rivera Cusicanqui, "Indígenas y mujeres en Bolivia" (online no pagination)
 Guaygua, "Los caminos de la interculturalidad: la tradición aymara diseminada en la cultura juvenil alteña" (15-20)
- 7 **De lo genérico-sexual: XXY (Film)**
 Foucault, "Introduction." *Herculine Barbin* (vii-xvii)
 Hall, "The Work of Representation." *Representation: Cultural Representations and Signifying Practices* (1-62)
- 9 **Las sexualidades diversas...**
 Paredes y Galindo, *¿Y si fuésemos una, espejo de la otra?* (59-87)
 Bhattacharyya, "Representing Sexuality." *Sexuality and Society* (124-44)
- 14 **Las sexualidades diversas...**
 Torres, *Mariconerías* (41-89)

Bhattacharyya, "Spaces of sexuality." *Sexuality and Society* (145-65)

16 **Las sexualidades diversas...**
Torres, *Mariconerías* (41-89)

21 **De lo racial/lo etario:** *Bus 174* (Film)
Hall, "The Spectacle of the Other." *Representation: Cultural Representations and Signifying Practices* (235-55)

23 **Los jóvenes favelados...**
Lins, *City of God* (First chapter)
Abramovay, "Violencia y vulnerabilidad" (17-28)

DRAFT DEADLINE (April 23rd)

28 **Los jóvenes favelados...**
Lins, *City of God* (Chapter 5)
Abramovay, "La situación de la juventud latinoamericana" (33-53)

30 **Los jóvenes favelados...**
Lins, *City of God* (Last chapter)
Hall, "The Spectacle of the Other." *Representation: Cultural Representations and Signifying Practices* (256-77)

May

5 **De la locura:** *Hombre mirando al sudeste* (Film)

7 **Los locos...**
Eltit/ Errázuriz, *El infarto del alma* (1-50)

12 **Los locos...**
Eltit/ Errázuriz, *El infarto del alma* (51-78)
Foucault, "Los rostros de la locura"

14 **Los locos...**
Eltit, *El padre mío*
Foucault, "Los rostros de la locura"

- 19 Conclusión
- 21 Oral presentations
- 26 *Holiday*
- 28 Oral presentations

FINAL ESSAY (June 4th)