



La lengua de Buenos Aires

Class code

SPAN-UA 9103. 001

**Instructor
Details**Mariano López-Seoane
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Office hours: Tue & Thu 11:15 -11:45

Class Details

La lengua de Buenos Aires

Tue & Thu 11:45 – 1:15

Room: Ocampo

Prerequisites

Students must have passed all levels of Spanish as a second language and they should have taken (or be taking at the moment) the course *Advanced Grammar and Composition* in order to be able to attend this course.

**Class
Description**

La lengua de Buenos Aires is an advanced conversation course, which seeks to make students familiar with the most outstanding features of the Spanish of the Rio de la Plata area. It does also work as a map of the local effects of well known global processes. Buenos Aires is justly regarded as a cosmopolitan city, unique in Latin America for its multicultural mélange of European and American cultural influences. Yet Buenos Aires is cosmopolitan in another, deeper sense: as a city, it has been defined by the same global forces that affect and shape London, New York and Shanghai. The course will focus on six problems that can be studied in any major city in the world: tensions around immigration; poverty, social exclusion and its impact in urban life; discrimination and violence in connection to racial, sexual and class difference; drugs and the narco-machine; violence against women and femicide; religious tensions in a modern society. All these social, cultural and political problems are present everywhere, and global in their character. However, they assume peculiar and specific forms in Buenos Aires and Argentina. This tension between a global process and its local forms is what we will explore in the course.

**Desired
Outcomes**

This course aims at improving the students' oral skills in Spanish. At the end of the semester they will become more fluent and they will also be able to participate in discussions involving key issues in Argentine politics, history, literature, film and the arts.

Assessment Components

ATTENDANCE AND PARTICIPATION

Attendance is required to each class. Should an absence be unavoidable, make every effort to let your instructor know in advance. Late arrivals and early departures disrupt the flow of class and are unacceptable.

Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams). This means that if you are absent, it is your responsibility to show your instructor the homework due on the day(s) that you missed as well as the one due on the day you are in class.

For each day of class you will earn a maximum of 10 points for participation in all aspects of the class. If you are absent, you cannot participate and will not receive the points for that day. You will receive a participation grade report every four or five weeks. Every late arrival or early departure will be penalized -4 points.

Class participation is a key element in language learning, and is also a very important factor in your grade. Participation refers to your attendance, preparation, and contribution to the class activities. Participation means voluntary contribution to the class—do not wait to be asked. Your contributions should be informed and reflect that you have studied the material. The grade will also respond to questions such as: Do you take part in the various exercises? Do you attempt to correct your own errors when using the language? Do you consistently speak Spanish in class? Is the accuracy of your responses improving? English is not allowed in this class.

CLASS WORK

Classes will be conducted in Spanish. You are required to bring to class your course packet and participate. The course packet is available in NYU Classes.

HOMEWORK

Students must comply with the rules established in class for homework. They must prepare each lesson before class, read the assigned texts, see the films and complete the questions or exercises.

READINGS & OTHER MATERIALS

All the readings are either in NYU Classes or in the course packet.

WRITTEN ASSIGNMENTS

This course requires five written assignments:

- Two brief (2 pages, double-spaced, TNR 12) reaction papers (*Reaction paper no. 1* and *Reaction paper no. 2*). They will be responses to a guest lecturer or to special activities done outside the classroom (like visits to museums, etc.). In these responses you will be expected to reflect on the activity and connect it to the topics and concepts discussed in class.
- Three written assignments (2 pages, double-spaced, TNR 12) associated with the *Oral Presentation no. 1*, the *Oral Presentation no. 2*, and the *Oral Presentation no. 3*.

All written assignments must be handed in in class, they should be typed and double-spaced. Late or incomplete homework will NOT be credited.

ORAL PRESENTATIONS

Each student will be required to offer three different kinds of oral presentations, each accompanied by its corresponding written assignment:

- *Oral Presentation no. 1* (individual, around 12'): Each student will provide at least one oral presentation on a topic assigned by the instructor. This presentation should be around 12 minutes and the student will have to prepare some accompanying visual

material (a PowerPoint document or similar, a clip, images). The idea of these individual presentations is that students present a topic to the class so that we can have a group discussion about it. This presentation must be accompanied by a 2-page written assignment.

- *Oral Presentation no. 2* (group presentation, around 25'): There will be a group presentation in which students will present the results of their fieldwork on immigrant communities in Buenos Aires. Students will visit in groups a neighborhood densely populated by migrants and will conduct research guided by the instructor. This research will imply participant observation but also the development of some basic ethnographic skills. The presentation is expected to be audiovisual: students will be encouraged to prepare a PowerPoint document or similar in which they will present the information they gathered, together with relevant images and audio clips. Using this audiovisual document as point of departure they will be asked to present orally the conclusions of their research to the rest of the class. There will be a group grade reflecting the collective effort but then also each student will be evaluated bearing in mind his individual performance at the presentation. This presentation must be accompanied by an individual 2-page written assignment, in which students will reflect on the experience of this visit, with particular emphasis on how it helped them understand the issue of recent immigration.
- *Oral Presentation no. 3* (final, around 25'): Each student will have to do a final and longer final presentation of around 25 minutes. For this presentation the student will choose a topic connected to the ones discussed in class but not necessarily covered in class. For instance, we will be discussing slums in Buenos Aires and also forms of violence against women. Students could choose to present on violence against women in the slums, which is something we will not be covering but that is obviously connected to the questions of the course. The idea is then that students will use what they learnt in class (concepts, topics, areas of research) and use it to formulate their own topic or problem. This final presentation will be accompanied by a two-page text in which they students explain why they have decided to present on that topic and why they feel it is relevant to the class.

Note: No make-up tests will be given. Be sure to attend class on the day of the test. Under no circumstances is a student permitted to take an exam before the day it is scheduled; this includes the final exam and the compositions. You are advised to make travel plans accordingly.

GRADE BREAKDOWN

Final grades are calculated over one hundred points. Failure to submit or fulfill any required course component results in failure of the class.

Participation and preparation	20 %
Oral presentation no. 1 (individual)	20 %
Oral presentation no. 2 (group)	20 %
Written Assignments	20 %

(2 reaction papers + 3 written components of presentations; 4% each)	
Oral Presentation no. 3 (final)	20 %

SPANISH TUTORING SESSIONS

Spanish Tutoring Sessions are mandatory for all students who obtain a B- or below in any written or oral assignment. Students must enroll in the tutoring sessions with the Language Coordinator, Prof. Silvia Luppino (silvialuppino@nyu.edu). Tutoring policies are posted on NYUClasses.

Assessment Expectations

Grade A:

All requirements are met. Interesting content and presentation; ideas developed with sufficient examples; substantive, thorough development of thesis, relevant to assigned topic. Supports ideas with specific, appropriate evidence. The student writes comprehensive essays / exam questions and his /her work shows strong evidence of critical thought and reading.

Appropriate level of complexity in syntax with very few errors, if any. Excellent use of preterit/imperfect, indicative/subjunctive, verb/subject agreement, verb sequence, number and gender agreement, prepositions, etc.

Logical progression of ideas with well-executed transitions, fluent expression, ideas clearly stated, succinct, cohesive. The writer arranges the details supporting the topic sentences and the paragraphs supporting the thesis in a logical and orderly sequence. Sentence structure is fluid.

Uses appropriate and varied vocabulary, sophisticated range, effective word/idiom choice and usage, English influence not apparent.

Written works: Correct spelling (including accents) and punctuation. Composition typed with correct format as specified.

Oral: Fluent according to the level.

Grade B:

The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs. Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured.

Logical progression of ideas but often lacks transitions. Loosely organized but main ideas stand out, logical but incomplete sequencing

Vocabulary: Adequate range with some variety; occasional errors of word, form, choice, usage, but meaning not obscured.

Occasional errors of punctuation, capitalization, paragraphing, spelling. Errors of pronunciation don't affect comprehensibility.

Grade C:

Work is acceptable and shows a basic grasp of the research problem.

Errors frequently affect comprehensibility. Problems in complex constructions, tense, agreement, word order, articles, pronouns and prepositions. Some control of basic structures, tense, agreement, word order, articles, pronouns, and prepositions.

Gaps in logic transitions. The work fails to organize findings coherently and is in need of improvement. Non-specific vocabulary. Word repetitions, false cognates. Errors of

punctuation, capitalization, paragraphing, spelling. Some English spelling. Frequent errors of pronunciation affect comprehensibility.

Grade D:

The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research. Inadequate development of topic, redundancy, shift in point of view, points not sustained or not fully developed. Details do not support ideas. Short. Errors affect comprehensibility. Very little control of basic structures, frequent problems in simple and complex constructions, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic or no transitions, somewhat choppy; illogical sentence structure, ideas disorganized; examples, details, explanation follow an illogical order. Lack of variety in word choice, frequent errors of word, form, choice, usage, meaning confused or obscure. Problems with ser/estar, por/para, false cognates, etc. Literal translations. Numerous errors of punctuation, capitalization, paragraphing. Numerous English spelling. Numerous errors of pronunciation affect comprehensibility

Grade F

Cursory; gives the impression of writing just to complete the assignment. Little substance, no development of topic, directions not followed. Too short. Message is largely incomprehensible due to inaccurate grammar which alters or obscures it. Reader must know English to comprehend much of the message. Disorganized; appears to have been written as thoughts occurred to the writer, non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Few, if any logical connections. Only elementary vocabulary. Use of words in English. Numerous and serious errors of pronunciation affect comprehensibility.

Grade conversion

100-93	A	76-73	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-60	D
82-80	B-	59-0	F
79-77	C+		

Exams and Submission of work

Final Exam dates cannot be changed under any circumstance. Unexcused absences from exams are not permitted and will result in failure of the exam. Written work due in class must be submitted during the class time to the professor. Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

Attendance Policy

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted.**
- Each unexcused absence will be penalized by deducting 1% from the student’s final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academic Programs, Moira Pérez **within one week** of your return to class.

- A doctor's note excusing your absence is mandatory.
- **The date on the doctor's note must be the date of the missed class or exam**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director for Academic Programs, Moira Pérez moira.perez@nyu.edu
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director for Academic Programs, Moira Pérez moira.perez@nyu.edu)
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Academic Accommodations

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (<http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html>) for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#)

Plagiarism Policy

Academic Integrity

Academic Integrity is intimately related to the teaching and learning process. Especially in acquiring skills in a foreign language, what matters is not "perfection" as much as each student's natural, authentic expression in and use of the new language. Objectives for the learning process are set in accord with what would be expected for foreign speakers' levels, not with "perfect" use.

This is why it is so important that the work you do for your language class – organizing, writing, and rewriting compositions, as well as preparing oral presentations and homework – be your own, done without the help of others. This includes tutors, friends, family members, and on-line tools as well. The use of electronic translators and the excessive use of

dictionaries are counter-productive for the learning process and hence must be avoided (unless otherwise indicated by your professor).

When writing research papers, you need to keep in mind that plagiarism also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear acknowledgment of the original source. For formatting in your papers, refer to MLA guidelines.

On matters regarding academic integrity, refer to the section "Academic Standards and Discipline" in the College of Arts and Science Bulletin <http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS> and to "Statement on Academic Integrity" in NYU Expository Writing Program: Policies and Procedures: http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity

Required Text(s)

Laureano Barrera, "Los elegidos". Revista Crisis. Número 12. Septiembre 2015
Lohana Berkins, "Un itinerario político del travestismo". En Diana Maffia (compiladora). *Sexualidades migrantes. Género y transgénero*. Buenos Aires: Scarlett Press, 2003, pp. 127-137.

Adrián Caetano. *Bolivia* (2001)

M. J. Carozzi, "De los santos porteños". En *Sociedad y Religión*. Programa Sociedad, Cultura y Religión del CONICET. Buenos Aires, 2015, pp. 7-20.

Mariana Carbajal, "Los piropos en la mira". Página/12. Buenos Aires. 4 de mayo de 2015.

Mariana Carbajal, "El infierno de ser una mujer y tener precio". Página/12. Buenos Aires. 2 de enero de 2007.

La casa del encuentro, "Observatorio de femicidios en la Argentina". <http://www.lacasadelencontro.org/femicidios.html>

La casa del encuentro, "Violencia sexista – Trata de Personas" <http://www.lacasadelencontro.org/trata.html>

Mike Davis. *Planet of Slums*. London: Verso, 2006, pp. 1-50.

Fernando Devoto, *Historia de la inmigración en la Argentina*. Buenos Aires: Sudamericana, 2003, pp. 1-50.

E. Domenech y M. J. Magliano, "Migrantes e inmigrantes en la Argentina reciente: políticas y discursos de exclusion/inclusion". En *Pobreza, exclusion social y discriminación étnico-racial en América Latina y el Caribe*. Bogotá: CLACSO, 2008, pp. 423-448.

Ruben Dri, *Símbolos y fetiches religiosos en la construcción de la identidad popular*. Buenos Aires: Biblos, 2007, pp. 113-135.

Educ.ar, "Día internacional contra la discriminación por orientación sexual e identidad de género" <http://www.educ.ar/sitios/educar/blogs/ver?id=105027&referente=>

Mauro Federico. *País Narco*. Buenos Aires: Sudamericana, 2012, pp. 1-50.

Juan Cruz Esquivel, "Iglesia Católica, política y sociedad". En Programa Regional Becas CLACSO, Buenos Aires: Argentina, 2000.

Vera Fogwill. *Las mantenidas sin sueños* (2005)

Ezequiel Gatto y Juan Pablo Hudson, "Ciudad del boom, ciudad del bang". Revista Crisis. Número 12. Septiembre 2015.

Alejandro Grimson, "Nuevas xenofobias, nuevas políticas étnicas en Argentina" <http://ccp.ucr.ac.cr/noticias/migraif/pdf/grimson.pdf>

David Harvey. *Breve Historia del Neoliberalismo*. Madrid: Akal, 2007, pp. 7-45.

Natalia Jauri, "Las villas de la ciudad de Buenos Aires: una historia de promesas incumplidas". Revista de la Facultad de Periodismo y Comunicación Social de La Plata. Vol 1. Num. 29, 2011.

Jorge Miceli, "Cumbia villera y pobreza". <https://bibliotecavirtual.unl.edu.ar/ojs/index.php/Texturas/article/viewFile/2884/4186>

José Natanson, "Política, inmigración y prejuicios". Página/12. Buenos Aires. 13 de diciembre de 2010.

Blas Radi y Alejandra Sardá, "Coordenadas para pensar los crímenes de travestis y mujeres trans en Argentina"
<http://www.diariofemenino.com.ar/travesticidio-transfemicidio-crimenes-de-travestis-y-mujeres-trans/>

Pablo Trapero, *Elefante Blanco* (2012)

Vice news, "Paco: la droga de los pobres en la Argentina"
http://www.vice.com/es_mx/video/paco-la-droga-de-los-pobres-en-argentina

Hilario Wynarczyk, *Ciudadanos de dos mundos. El movimiento evangélico en la vida pública argentina 1980-2001*. Buenos Aires: UNSAM, 2009, pp. 1-40.

Supplement al Texts(s)

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Week 1

Problemas globales, efectos locales

Aug. 29,
Aug. 31

Clase 1, martes 29/8

Introducción al curso. Modo de trabajo

Clase 2, jueves 31/8

¿Qué es el neoliberalismo? La idea de aldea global

Discusión del texto de David Harvey

David Harvey. *Breve Historia del Neoliberalismo* (intro, pp. 7-45)

Tarea: Leer los siguientes artículos sobre la inmigración reciente:

José Natanson, "Política, inmigración y prejuicios", artículo entero.

E. Domenech y M. J. Magliano, "Migrantes e inmigrantes en la Argentina reciente: políticas y discursos de exclusion/inclusion", pp. 423-448

Empezar a preparar investigación sobre barrios (se entregará una guía detallada a los estudiantes)

Week 2

Migrantes

Sept. 5, 7

Clase 3, martes 5/9

La inmigración reciente en Argentina.

Discusión sobre los artículos leídos:

José Natanson, "Política, inmigración y prejuicios", artículo entero.

E. Domenech y M. J. Magliano, "Migrantes e inmigrantes en la Argentina reciente: políticas y discursos de exclusión/inclusión", pp. 423-448.

Tarea: Ver la película:

Bolivia, de Adrián Caetano

Clase 4, jueves 7/9

Discusión sobre la película *Bolivia*, vista fuera de clase como se consigna en la tarea.

Tarea

Leer el texto de Fernando Devoto *Historia de la inmigración en Argentina*, pp. 1-50.

Investigación sobre historias de inmigración de las familias. Los estudiantes interrogarán a un amigo o conocido de Argentina para conocer la historia de inmigración de su familia. Se entregará una guía de trabajo para que puedan hacer bien esta investigación

Week 3

Migrantes

Sept. 12, 14

Clase 5, martes 12/9

NO CLASES. Viaje académico del profesor

Clase 6, jueves 14/9

NO CLASES. Viaje académico del docente

Week 4

Clase 7, martes 19/9

Sept. 19, 21

Discusión a partir de un cuestionario del texto:

Fernando Devoto, *Historia de la inmigración en la Argentina*, pp. 1-50.

Presentación de los estudiantes sobre la investigación sobre historias de inmigración de las familias que hicieron como tarea.

Tarea: Preparar la presentación grupal sobre barrios de inmigrantes. Preparar el texto que se entrega junto con la presentación (2 páginas).

Make Up Class 1 (Martes 12/9): Martes 19/9, 7pm: Transitional Justice and Human Rights, by Valeria Vegh Weiss

Clase 8, jueves 21/9

Oral Presentation no. 2: Presentación grupal sobre barrios inmigrantes de acuerdo con la guía elaborada.

Esta presentación irá acompañada de un escrito de dos páginas en el que se reflexiona sobre la experiencia de esta visita, destacando especialmente cómo ayudó a entender la problemática de la inmigración reciente.

Tarea

Leer el texto de Mike Davis: *Planet of Slums*, Capítulos 1 y 2.

Week 5

Vidas marginales: villas, pobreza, exclusión

Sept. 26, 28

Clase 9, martes 26/9

Discusión grupal sobre el texto de Mike Davis: *Planet of Slums* indicado en la tarea del día anterior. Capítulos 1 y 2.

Tarea

Leer un texto sobre las villas en Buenos Aires

Natalia Jauri, "Las villas de la ciudad de Buenos Aires: una historia de promesas incumplidas" (artículo entero)

Clase 10, jueves 28/9

Las villas en Buenos Aires:

Natalia Jauri, "Las villas de la ciudad de Buenos Aires: una historia de promesas incumplidas"

Visionado en clase: Mundo Villa TV (producciones audiovisuales realizadas en la villa)

Tarea

Leer texto sobre cumbia villera:

Jorge Miceli, "Cumbia villera y pobreza" (artículo entero)

Week 6

Vidas marginales: villas, pobreza, exclusión

Oct. 3, 5

Clase 11, martes 3/10

Un fenómeno musical: la cumbia villera

Discusión sobre el texto leído:

Jorge Miceli, "Cumbia villera y pobreza"

Tarea

Ver la película: *Elefante Blanco*, de Pablo Trapero. Los estudiantes pueden pedir el DVD en la biblioteca de NYU o hacer streaming de la película.

Clase 12, jueves 5/10

Discusión en clase sobre *Elefante Blanco*, la película que se indicó que tenían que ver en la tarea de la clase anterior.

Tarea: Leer el artículo de Alejandro Grimson, "Nuevas xenofobias, nuevas políticas étnicas en Argentina" (artículo entero)

SEMESTER BREAK: October 9-15

Week 7

Discriminación

Oct. 17, 19

Clase 13, martes 17/10

Discriminación a inmigrantes.

Discusión grupal (en ronda, los estudiantes ofrecen sus opiniones y hacen preguntas. El profesor modera) sobre el texto de Alejandro Grimson, "Nuevas xenofobias, nuevas políticas étnicas en Argentina"

Tarea: Leer el artículo de Lohana Berkins, "Un itinerario político del travestismo" (artículo entero)

Leer la publicación del portal Educ.ar, "Día internacional contra la discriminación por orientación sexual e identidad de género"

Make Up Class 2 (Jueves 14/9): Martes 17/10, 7pm: What is poverty and what can we do about it?, by Mariano Tommasi

Preparar un reaction paper de dos páginas sobre la conferencia. Destacar cómo se se conecta la presentación del profesor Tommasi con las discusiones que tuvimos en clases sobre villas.

Clase 14, jueves 19/10

Discriminación por orientación sexual e identidad de género

Discusión de los artículos indicados

Lohana Berkins, "Un itinerario político del travestismo"

Educ.ar, "Día internacional contra la discriminación por orientación sexual e identidad de género"

Leer la introducción a *País Narco*, de Mauro Federico.

Week 8

Drogas: la narcomáquina y sus efectos sobre la sociedad argentina

Oct. 24, 26

Clase 15, martes 24/10

La guerra contra las drogas en Argentina

Discusión grupal a partir del texto:
Mauro Federico, *País Narco* (introducción)

Tarea: Leer los textos:

Laureano Barrera, "Los elegidos" (artículo entero)

Ezequiel Gatto y Juan Pablo Hudson, "Ciudad del boom, ciudad del bang" (artículo entero)

Clase 16, jueves 26/10

Drogas y crisis social

Discusión a partir de los textos indicados en la tarea:

Laureano Barrera, "Los elegidos" (artículo entero)

Ezequiel Gatto y Juan Pablo Hudson, "Ciudad del boom, ciudad del bang" (artículo entero)

Tarea: Prepararse para la discusión de la clase 17. Investigar sobre Paco en la web.

Week 9**Drogas: la narcomáquina y sus efectos sobre la sociedad argentina**

Oct. 31, Nov.
2

Clase 17, martes 31/10

El problema del PACO

Visionado del video: Vice news, "Paco: la droga de los pobres en la Argentina"

Los estudiantes deben ver el video en clase. Se hará una discusión a partir de los contenidos del video.

Tarea:

Ver la película: *Las mantenidas sin sueños*, de Vera Fogwill

Clase 18, jueves 2/11

Adicciones:

Discusión a partir de la película: *Las mantenidas sin sueños*, de Vera Fogwill

Tarea: Leer el artículo de Mariana Carbajal, "Los piropos en la mira" (artículo entero)

Week 10**Violencia de género**

Nov. 7, 9

Clase 19, martes 7/11

Lengua y violencia de género: insultos, piropos, etc.

Discusión a partir del artículo leído:

Mariana Carbajal, "Los piropos en la mira" (artículo entero)

Tarea: Leer los siguientes textos:

La casa del encuentro, "Observatorio de femicidios en la Argentina" (artículo entero)

Blas Radi y Alejandra Sardá, "Coordenadas para pensar los crímenes de travestis y mujeres trans en Argentina" (artículo entero)

Clase 20, jueves 9/11

Femicidio y transfemicidio

Discusión a partir de los textos leídos:

La casa del encuentro, "Observatorio de femicidios en la Argentina" (artículo entero)
Blas Radi y Alejandra Sardá, "Coordenadas para pensar los crímenes de travestis y mujeres trans en Argentina" (artículo entero)

Tarea: Leer los textos:

La casa del encuentro, "Violencia sexista – Trata de Personas" (artículo entero)
Mariana Carbajal, "El infierno de ser una mujer y tener precio" (artículo entero)

Week 11

Violencia de género

Nov. 14, 16

Clase 21, martes 14/11

La trata de mujeres en Argentina

Discusión a partir de los textos:

La casa del encuentro, "Violencia sexista – Trata de Personas" (artículo entero)
Mariana Carbajal, "El infierno de ser una mujer y tener precio" (artículo entero)

Tarea: Preparar preguntas para el diálogo con la activista invitada. Cada estudiante debe preparar al menos 5 preguntas. Tener en cuenta lo discutido en las últimas semanas y las lecturas trabajadas en clase.

Clase 22, jueves 16/11

Respuestas activistas: feminismo y Ni Una Menos.

Activista invitada: Florencia Minici

Diálogo con la activista Florencia Minici. A partir del diálogo los estudiantes tendrán que escribir un reaction paper de dos páginas conectando la visita con las lecturas de la clase. El trabajo debe ser impreso y entregado en mano al profesor a la clase siguiente.

Tarea: Leer el texto de Juan Cruz Esquivel, "Iglesia Católica, política y sociedad" (artículo completo). Hacer el reaction paper indicado más arriba.

Week 12

El cristianismo frente a la cultura global

Nov. 21, 23

Clase 23, martes 21/11

La iglesia católica en Argentina hoy

Discusión a partir del texto

Juan Cruz Esquivel, "Iglesia Católica, política y sociedad"

Tarea: Leer el texto de Hilario Wynarczyk, *Ciudadanos de dos mundos. El movimiento evangélico en la vida pública argentina 1980-2001* (pp. 1-40).

Clase 24, jueves 23/11

El crecimiento del movimiento evangélico

Discusión a partir del texto de Hilario Wynarczyk, *Ciudadanos de dos mundos. El movimiento evangélico en la vida pública argentina 1980-2001* (pp. 1-40).

Tarea: Leer el ensayo de M. J. Carozzi, "De los santos porteños" (artículo completo)

Week 13

El cristianismo frente a la cultura global

Nov. 28, 30

Clase 25, martes 28/11

Cristianismo mestizo: los santos populares en Buenos Aires
Discusión a partir del texto de M. J. Carozzi, "De los santos porteños" (artículo completo).

Tarea: Leer fragmentos del texto de Ruben Dri, *Símbolos y fetiches religiosos en la construcción de la identidad popular* (pp. 113-135)

Clase 26, jueves 30/11

Cristianismo mestizo: los santos populares en Buenos Aires

Discusión a partir del texto de Rubén Dri *Símbolos y fetiches religiosos en la construcción de la identidad popular* (pp. 113-135).

Week 14

Clase 27, martes 5/12

Oral Presentation no. 3: Presentaciones finales

Dec. 5, 7

Las presentaciones finales deben ir acompañadas de un escrito de dos páginas en el que se reflexione sobre la relación entre el tema de la presentación y los planteos centrales del curso.

Clase 28, jueves 7/12

Oral Presentation no. 3: Presentaciones finales

Las presentaciones finales deben ir acompañadas de un escrito de dos páginas en el que se reflexione sobre la relación entre el tema de la presentación y los planteos centrales del curso.

Week 15

EXAM WEEK

Dec. 11-15

Classroom Etiquette

Classroom etiquette is meant to optimize the learning environment and help create a sense of community, mutual respect and clear cooperation for all.

In that spirit, it is required that students not consume food or gum in the class. Also, electronic devices can only be used if the professor deems them appropriate. Cell phone calls, text messaging, social media, etc. have no place in the class and are obstacles to a learning community's group dynamic. Please use them only outside the classroom and with your professor's authorization.

**Required
Co-curricular
Activities**

Lecture Series: Transitional Justice and Human Rights, conferencia a cargo de Valeria Vegh Weiss, 19/9
Lecture Series: What is poverty and what can we do about it?, conferencia a cargo de Mariano Tommasi, 17/10
Conferenciante invitada: Florencia Minici, 16/11

**Suggested
Co-curricular
Activities**

TBA

**Your
instructor**

Mariano López Seoane earned a Ph. D. in Latin America Literature from New York University in 2010. He currently teaches Latin American literature and cultural studies at NYU and UNTREF, where he developed the Masters Program on Gender Studies and Policy. He is also the academic coordinator of the Research Centre for Gender and Sexuality at UNTREF. His current research areas focus on the cultures of sexual dissidence and queer studies as well as on drug culture in Latin American literature and the arts. Among his more recent publications: "Metonimia y constelación: el arte latinoamericano frente a la narcomáquina" (in Argentine journal *def-gh*), and "La imposibilidad de ser fiel: Victoria Ocampo y la traducción" (in Argentine magazine *Cuadernos del Sur*).