

2do Semestre 2023

Inglés Lectocomprensión 3

Cuaderno de trabajo

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Les damos la bienvenida a ILC 3

Introducción

Iniciamos con este tema nuestro trayecto de Inglés Lectocomprensión III (ILC 3).

Como ustedes saben, en nuestras comisiones hay estudiantes que cursan diversas carreras de la universidad. Es por ese motivo que tratamos de abordar los temas que puedan ser de interés a nivel transversal, comunes a las distintas carreras, desde distintos ejes temáticos. En el caso de ILC 3, dichos ejes se relacionan con la discriminación, la lucha de las comunidades afroamericanas por los derechos civiles y la interseccionalidad. Además, se desarrollan textos de divulgación y académicos relacionados con distintas disciplinas científicas.

En cuanto al abordaje discursivo de los textos, lo haremos dentro del marco de la llamada “pedagogía de géneros” y de una perspectiva socio cultural. Partimos de grupos de textos que responden a determinados géneros discursivos -a grandes rasgos, textos con características comunes a nivel de su contenido, estructura y estilo- y, desde el análisis de dichas características comunes, realizamos una lectura más profunda que nos permite hacer conexiones con el contexto de realización del texto y de su contenido.

Tomen en cuenta estas ideas al momento de abordar cada texto. Ayudará mucho a su mejor comprensión.

Les deseamos el mayor de los éxitos en esta cursa.

¡Manos a la obra!

Tema 1:

Análisis de un fragmento de texto literario (prosa)¹

A continuación vamos a trabajar con un fragmento del cuento “Jumping Monkey Hill”.

Antes de hacerlo, los/as invitamos a responder las siguientes preguntas. Si no saben la respuesta, por favor, busquen datos en la web.

¿Quién es la autora? ¿Conocen algo de esta persona?

Leemos una breve biografía de la escritora:

<https://literature.britishcouncil.org/writer/chimamanda-ngozi-adichie>



©Ivara Esege
Chimamanda Ngozi Adichie

Biography

Chimamanda Ngozi Adichie was born in 1977 in Enugu, Nigeria.

She studied medicine and pharmacy at the University of Nigeria then moved to the US to study communications and political science at Eastern Connecticut State University. She gained an MA in Creative Writing from Johns Hopkins University, Baltimore.

After initially writing poetry and one play, *For Love of Biafra* (1998), she had several short stories published in literary journals, winning various competition prizes. Her first novel, *Purple Hibiscus*, was published in 2003 and is set in the political turmoil of 1990s Nigeria, the narrative told from the perspective of 15-year-old Kambili Achike. It won the 2005 Commonwealth Writers Prize (Overall Winner, Best Book), and was shortlisted for the 2004 Orange Prize for Fiction.

Her second novel is *Half of a Yellow Sun* (2006), set before and during the Biafran War. It won the 2007 Orange Broadband Prize for Fiction.

Chimamanda's third novel *Americanah*, was written during a fellowship awarded by the Radcliffe Institute for Advanced Study in 2011-2013 and was published to great acclaim in 2013.

Chimamanda divides her time between Nigeria, where she regularly teaches writing workshops, and the United States.

1. ¿De qué nacionalidad es esta escritora?
2. ¿Cuántos años tiene?
3. ¿Dónde estudió y qué estudió?
4. ¿Qué es *Purple Hibiscus*?
5. ¿Cuándo transcurre su segunda novela?
6. ¿Qué repercusiones tuvo su tercera novela?
7. ¿Dónde vive actualmente la autora?

¹ Material elaborado por la Prof. Lina Jacovkis

b) Vamos a trabajar primero con un fragmento de una charla TED que la autora dio hace unos años. Podemos verla en este link <https://www.youtube.com/watch?v=D4pH6TxKzus> y activar la opción de subtítulos

Sin entrar en demasiados detalles, ¿de qué habla la autora? ¿Por qué la conferencia se llama “The Danger of a Single Story”?

Aquí vemos una transcripción de los primeros minutos de su charla (miramos hasta 2'24"):

I'm a storyteller. And I would like to tell you a few personal stories about what I like to call "the danger of the single story."

I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two, although I think four is probably close to the truth. So I was an early reader. And what I read were British and American children's books. I was also an early writer. And when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading. All my characters were white and blue-eyed. They played in the snow. They ate apples.

And they talked a lot about the weather, how lovely it was that the sun had come out.

Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow. We ate mangoes. And we never talked about the weather, because there was no need to. My characters also drank a lot of ginger beer because the characters in the British books I read drank ginger beer. Never mind that I had no idea what ginger beer was.

And for many years afterwards, I would have a desperate desire to taste ginger beer. But that is another story. What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children. Because all I had read were books in which characters were foreign, I had become convinced that books, by their very nature, had to have foreigners in them, and had to be about things with which I could not personally identify.

Now, things changed when I discovered African books. There weren't many of them available. And they weren't quite as easy to find as the foreign books. But because of writers like Chinua Achebe and Camara Laye I went through a mental shift in my perception of literature. I realized that people like me, girls with skin the colour of chocolate, whose kinky hair could not form ponytails, could also exist in literature.

c)

1. Miremos el título, “Jumping Monkey Hill”, ¿cómo creen que se puede interpretar ese nombre?
Se trata de un lugar geográfico.
2. Ahora lean detenidamente el primer párrafo. ¿Qué se describe?
3. En este párrafo aparece el nombre de la protagonista del cuento, ¿quién es?
4. Lean detenidamente esta oración:
Ujunwa found it odd that the African Writers' Workshop was held here, at Jumping Monkey Hill.
¿Qué significa “African Writers’ Workshop”?
“Odd” significa raro, también incómodo. ¿Cómo se describen las sensaciones de Ujunwa?

The name itself was incongruous, and the resort had the complacence of the well fed about it, the kind of place where she imagined affluent foreign tourists would dart around taking pictures of lizards and then return home still unaware that there were more black people than red-capped lizards in South Africa.

5. ¿Cuál es la crítica al nombre del lugar, qué tipo de imagen representa?

Later, she would learn that Edward Campbell chose the resort; he had spent weekends there when he was a lecturer at the University of Cape Town years ago.

6. ¿Quién eligió este lugar y por qué?

c) Pasemos al segundo párrafo

1. ¿Quién recibe a la protagonista en el aeropuerto?
2. ¿Qué preguntas le hace a la protagonista?
3. Leamos la última oración del párrafo.

His accent was what the British called posh, the kind some rich Nigerians tried to mimic and ended up sounding unintentionally funny.

Busca "posh" en el diccionario. ¿Cuál sería un equivalente para ustedes en castellano? 4-¿Qué se dice de los nigerianos y ese acento? ¿Por qué creés que será así?

d) Vamos al último párrafo

Ujunwa wondered if he had selected her for the workshop. Probably not; it was the British Council that had made the call for entries and then selected the best.

1. ¿Qué se pregunta Ujunwa? ¿A qué conclusión llega?

Seguimos leyendo:

Edward had moved a little and sat closer to her on the airport bench. He was asking what she did back home in Nigeria. Ujunwa faked a wide yawn and hoped he would stop talking. He repeated his question and asked whether she had taken leave from her job to attend the workshop.

2. ¿Qué hace Edward y cómo parece sentirse Ujunwa?

He seemed keen to know more and she did not want to say more and so when she looked up and saw the Ugandan walking towards them, she was very relieved.

3. ¿Qué salva el momento para Ujunwa?

4. ¿Podés resumir la información que llegaste a saber de esta historia?

i. Ubicación:

ii. Ubicación temporal: (si podés deducirla aproximadamente por algo)

iii. Personajes (género, nacionalidad, edad, etc.)

iv. ¿Qué creés que puede pasar ahora? ¿Cuáles te imaginás que serán los elementos que pueden generar algún conflicto en la historia? Imagina un final para esta historia.

d) ¿Qué relación pensás que puede tener este cuento con la conferencia "The Danger of a Single Story"? Animate a aventurar tu hipótesis.

FRAGMENTO DE JUMPING MONKEY HILL - Chimamanda Ngozi Adichie

<https://granta.com/jumping-monkey-hill/>

The cabins all had thatch roofs. Names like BABOON LODGE and PORCUPINE PLACE were hand-painted beside the wooden doors that led out to cobblestone paths and the windows were left open so that guests woke up to the rustling of the jacaranda leaves and the steady calming crash of the sea's waves. The wicker trays held a selection of fine teas. At mid-morning, discreet black maids made the beds, cleaned the elegant standing bathtubs, vacuumed the carpet and left wild flowers in hand-crafted vases. Ujunwa found it odd that the African Writers' Workshop was held here, at Jumping Monkey Hill. The name itself was incongruous, and the resort had the complacence of the well fed about it, the kind of place where she imagined affluent foreign tourists would dart around taking pictures of lizards and then return home still unaware that there were more black people than red-capped lizards in South Africa. Later, she would learn that Edward Campbell chose the resort; he had spent weekends there when he was a lecturer at the University of Cape Town years ago.

But she didn't know this the afternoon Edward picked her up at the airport, an old man in a summer hat who smiled to show two front teeth the colour of mildew. He kissed her on both cheeks. He asked if she had had any trouble with her pre-paid ticket in Lagos, if she minded waiting for the Ugandan whose flight would come soon, if she was hungry. He told her that his wife, Hillary, had already picked up most of the other workshop participants and that their friends, Jason and Sarah, who had come with them from London as paid staff, were arranging a welcome lunch back at the resort. They sat down. He balanced the sign with the Ugandan's name on his shoulder and told her how humid Cape Town was at this time of the year, how pleased he was about the workshop arrangements. He lengthened his words. His accent was what the British called posh, the kind some rich Nigerians tried to mimic and ended up sounding unintentionally funny.

Ujunwa wondered if he had selected her for the workshop. Probably not; it was the British Council that had made the call for entries and then selected the best. Edward had moved a little and sat closer to her on the airport bench. He was asking what she did back home in Nigeria. Ujunwa faked a wide yawn and hoped he would stop talking. He repeated his question and asked whether she had taken leave from her job to attend the workshop. He was watching her intently. He could be anything from sixty-five to ninety. She could not tell his age from his face; it was pleasant but unformed, as though God, having created him, had slapped him flat against a wall and smeared his features all over his face. She smiled vaguely and said that she had just lost her job before she left—a job in banking—and so there had been no need to take leave. She yawned again. He seemed keen to know more and she did not want to say more and so when she looked up and saw the Ugandan walking towards them, she was very relieved.

Si deseas leer el cuento completo en castellano, está disponible online en
<https://studylib.es/doc/6212077/algo-alrededor-de-tu-cuello>

Tema 2²: Stop discrimination!

¡Comencemos a trabajar!

Lo haremos de una manera similar a la que ustedes están acostumbrados, aunque, paso a paso, iremos aproximándonos y ahondando un poco más en el contenido del texto y en el aspecto discursivo, es decir, cómo ese contenido está desarrollado en el texto y qué recursos lingüísticos nos ayudan a comprenderlo mejor.

Para empezar, vayamos adentrándonos en el tema central de esta clase. Vayan realizando las actividades en el orden en que se presentan, de acuerdo a las consignas de trabajo.

Muy importante: cada docente decidirá, cada semana, qué actividades son prioritarias y cuáles complementarias o recomendables.

Paso 1: Hablemos acerca del tópico textual

Como habrán notado, el tema de esta semana contiene un título que llama a terminar con la discriminación. La discriminación racial, en este caso en particular, nos ha atravesado como sociedad en todos los tiempos.

Ahora les vamos a pedir que observen las imágenes que incluimos a continuación (todas extraídas de avisos publicitarios de distintas épocas). Elijan una de ellas y respondan las siguientes preguntas (siempre especifiquen qué imagen eligieron):

- a. ¿Por qué hoy se la consideraría/ se la considera discriminatoria? Para resolver problemas o dudas con el vocabulario, pueden visitar el sitio:
<https://www.urbandictionary.com/>
- b. ¿Consideran que hemos superado el problema de la discriminación racial?
- c. ¿Qué otros tipos de discriminación observan (si ese es el caso) día a día?

Figura 1

² ILC III – Tema 1 - 2022

Guía de lectura del texto: Prof. Gabriela Di Gesú
Actualización a cargo de la Prof. Marcela E. Engemann



Figura 2



Figura 3

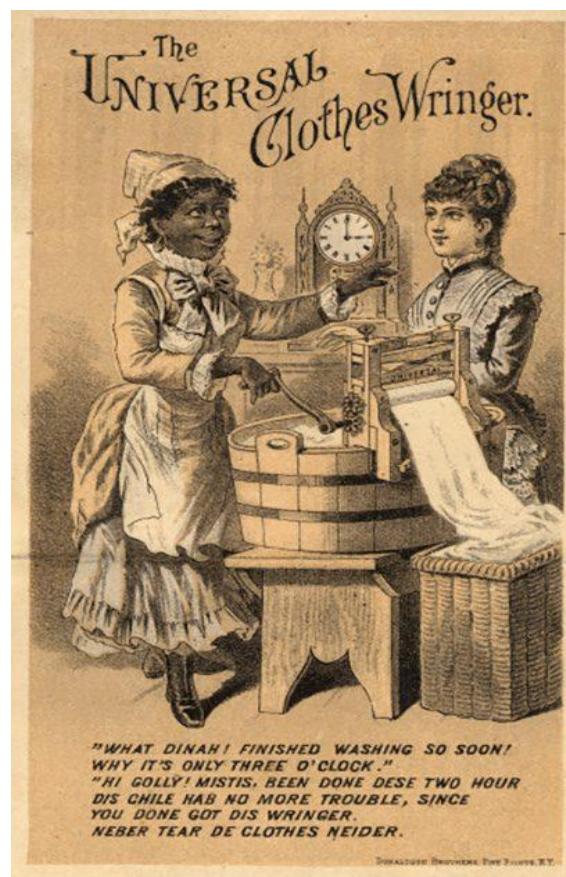


Figura 4



Paso 2: Consulta

Para pensar y responder en la actividad Consulta: “*The Long, Ugly History of Racism at American Universities*”

Piensa individualmente la respuesta a estas preguntas.

1. ¿Consideras que el trabajo de reconstrucción histórica de un suceso –en especial de esta temática- muestra “una sola verdad” con total objetividad? Justifica tu respuesta y, si es posible, proporciona ejemplos.
2. ¿Cómo puede llegar a cambiar la visión de un mismo suceso o realidad con el transcurso del tiempo? ¿Crees que la visión de la realidad que muestra o deja ver la infografía ha cambiado? En tal caso, ¿cómo?

Paso 3: Guía de lectura del texto *The Long, Ugly History of Racism at American Universities*

A continuación, vamos a leer el texto *The Long, Ugly History of Racism at American Universities* que

se encuentra en la siguiente página de la revista New Republic:

<https://newrepublic.com/article/121382/forgotten-racist-past-american-universities>

Vamos a analizar el contenido general del texto, comenzando desde su título:

1. Lean el título del texto detenidamente:
 - a. ¿Cómo lo trasladarían al español?
 - b. Presten atención a la opción de palabras que se presentan en él. ¿Cuál/es les llaman más la atención? ¿Por qué?
 - c. ¿De qué creen que se tratará el texto? ¿Podemos catalogar el evento como un “pasado controvertido” o un hecho histórico “turbulento”? Justifica tu respuesta.
2. Ahora vamos a leer la sección introductoria (líneas 1 a 24) siguiendo los siguientes pasos:
 - a. Lean el primer párrafo y expliquen brevemente qué evento problemático se presenta en este artículo.
 - b. ¿Por qué se mencionan Benjamin Tillman y William Saunders? ¿Qué relación tienen con la situación planteada?
 - c. ¿Qué hechos rememoran la violencia que se usaba para mantener instituciones de blancos solamente?
 - d. Según el autor, las instituciones universitarias han respaldado jerarquías raciales y otro tipo de diferenciación. ¿Qué hizo el autor del artículo para concientizar a la comunidad acerca de esto?
3. Para realizar las siguientes actividades, **elijan uno** de los siguientes fragmentos del texto. Luego resuelvan:

Cada uno de ustedes elaborará un breve resumen de la información más importante contenida en el fragmento elegido. ¿Cómo? Leerán el título de cada sección con detenimiento y explicarán las ideas más importantes relacionadas con él en no más de cinco líneas.

Fragmento (1): **American universities were connected to slave trade** (líneas 25 a 39)

Fragmento (2): **Scholars believed in race inferiority** (líneas 40 a 57)

Fragmento (3): **Quota systems were used by universities in the North** (líneas 58 a 73)

Fragmento (4): **Court cases and funding threats forced desegregation** (líneas 74 a 100)

Fragmento (5): **Significant progress on campuses** (líneas 101 a 120)

4. Trabajo con vocabulario³:

Ya desde el título del texto, podemos reconocer tres grandes grupos de unidades léxicas¹, uno relacionado con “**Long Ugly History**”, otro con **Racism** y otro más con **American universities**.

A continuación, cada uno completará el siguiente cuadro con unidades léxicas (palabras o frases cortas –no oraciones-) relacionadas con cada uno de estos términos abarcadores correspondientes al fragmento del texto elegido en el punto anterior (3. a)



³ “Vocabulario: El vocabulario o léxico puede definirse como el conjunto de unidades léxicas de una lengua. Las unidades léxicas comprenden lo que normalmente entendemos por palabras (unidades léxicas simples) y también otras unidades mayores formadas por dos o más palabras con un sentido unitario (unidades léxicas pluriverbales o complejas como quinta columna o manga por hombro; el Marco Común Europeo habla, entre otros elementos, de fórmulas fijas, modismos, metáforas lexicalizadas, elementos gramaticales y locuciones prepositivas: encantado de conocerle, quedarse de piedra, por medio de...). En la didáctica de la lengua, los términos vocabulario y léxico son equivalentes, aunque en algunas disciplinas lingüísticas se establece distinción entre ambos términos.” Diccionario de términos clave de ELE. Centro Virtual Cervantes. Disponible en: http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/vocabulario.htm

Paso 4: Reflexión final

Para pensar y compartir:

- a. Luego de haber leído el texto, responde ¿por qué el autor del artículo caracterizó esta faceta de la historia norteamericana con los adjetivos long y ugly?
- b. ¿Qué eventos o circunstancias de la historia argentina podrían verse como sucesos “turbulentos” o “controvertidos” y desde distintos puntos de vista? Explica brevemente tu opción.
- c. Observa y analiza el video que se encuentra en el siguiente link:
<https://www.youtube.com/watch?v=VYOjWnS4cMY>

Explica cómo lo relacionas con el concepto de “historia turbulenta” y con el contenido del texto leído.

- d. ¿Tienes conocimiento de otros videos que tengan que ver con discriminación racial? Si quieres, puedes subir el link y explicar por qué lo elegiste.

Fuentes de las imágenes:

Community Reporter:

<https://communityreporter.org/creating-a-culture-of-anti-racism-in-healthcare-where-do-we-start/>

JSTOR Daily: <https://daily.jstor.org/the-racism-of-19th-century-advertisements/>

abc.net News



The Long, Ugly History of Racism at American Universities

BY LESLIE M. HARRIS

March 26, 2015

1 Demands to rename [Tillman Hall at Clemson University](#), the circulation of a [video](#) showing
2 a racist chant at the University of Oklahoma, and the discovery of a [fraternity pledge](#)
3 [book](#) discussing lynching at North Carolina State University demonstrate how persistent
4 racial issues are on college campuses.

5 [Benjamin Tillman](#) was a post-Civil War politician, racial demagogue, and participant in racial
6 violence who was critical to Clemson University's founding in the late-nineteenth century.

7 Tillman was not the only one. The University of North Carolina trustees are considering a
8 request this week to [rename Saunders Hall](#). The building was named in 1922 for William
9 Saunders, a leader of the North Carolina Ku Klux Klan.

10 Buildings named after participants in racial violence and songs celebrating the segregation,
11 as well as the lynching, of black people are not merely offensive. They recall the violence
12 used to maintain all-white institutions for much of this country's history.

13 In fact, colleges and universities historically have supported hierarchies of race and other
14 forms of difference from their founding in the colonial era through the civil rights struggles of
15 the late-twentieth century.

16 As a co-founder and director of the [Transforming Community Project](#), I used the history of
17 race at Emory University to help members of the university community understand the
18 meaning of equity for the institution today.

19 In 2011, I co-organized "Slavery and the University: Histories and Legacies," the
20 first [conference](#) on the history of slavery and racial discrimination at institutions of higher
21 education. Scholars and administrators from across the United States shared the troubled
22 past of slavery and segregation of a majority of colleges and universities.

23 **American universities were connected to slave trade**

26 Today, many see the goals of higher education institutions as providing access to all who
27 seek upward economic, political, and social mobility, regardless of race, class, gender, and
28 religion. But it was not always so.

29 Colleges and universities built curricula and performed research that supported the
30 enslavement of Africans. Money from [the African slave trade and slavery](#) financed
31 institutions of higher education.

32 Many college campuses used or owned enslaved blacks, who erected and maintained the
33 buildings and grounds, and served the faculty, students, and administrators. At many
34 schools, students, faculty, and administrators brought their slaves with them to campus.

35 One might imagine that this was true only in the South. But the most prestigious
36 educational institutions in the North—[Harvard](#), [Princeton](#), [Brown](#), and others—were
37 intimately connected to the slave trade and slavery.

38 Most students, who came to these schools from all over the United States, were supporters
39 of slavery, and some were wealthy slave owners themselves.

40 **Scholars believed in racial inferiority**

41 [University scholars](#) of the time argued that the racial inferiority of people of African descent
42 justified their enslavement, and that enslavement would bring blacks closer to Christian
43 salvation.

44 Faculty and students also argued for the centrality of slavery to the nation's economic
45 success. [Coursework](#) in history, religion, and other subjects supported the moral and
46 political correctness of slavery.

47 The influence of college graduates reached beyond North America into slave-holding
48 societies in the Caribbean and South America. Graduates took up positions among the
49 slave-holding elite as plantation owners and politicians. Others became ministers or
50 educators who upheld slavery through preaching and teaching.

51 Those who spoke against slavery on college campuses were few, and faculty spoke out
52 against slavery at the threat of losing their jobs. In the United States before the Civil War,
53 only anti-slavery colleges such as [Oberlin College in Ohio](#) were consistent in their
54 opposition to slavery and racism.

55 Following the Civil War, historically white colleges, North and South, diverged only slightly
56 in their willingness to admit non-white students. These schools also limited or prevented the
57 enrollment of other groups, such as non-Protestant Christians or Jews.

58 **Quota systems were used by universities in the north**

59 In the south, legal segregation prevented black students from attending colleges and
60 universities. In northern schools, [quota systems](#) limited the number of blacks who could
61 attend.

62 In both North and South, schools limited the enrollment of non-Protestant Christians, such
63 as Catholics, and Jews, among other groups. These practices reinforced racial and
64 religious hierarchies until the late-twentieth century.

65 The threat or use of violence was central to maintaining racial and religious segregation in
66 all parts of society.

67 At the University of Florida in Gainesville in 1924, Ku Klux Klan members (including the
68 city's mayor and police chief) [kidnapped and castrated a Catholic priest](#) serving the small
69 group of Catholic students there. They believed that the priest was converting Protestant
70 students to Catholicism.

71 When Tillman supported the founding of Clemson University in 1889, he had already
72 established himself as in favor of upholding racial segregation by violence. There was no
73 question that the university would be for whites only.

74 **Court cases and funding threats forced desegregation**

75 State schools established for whites maintained racially exclusionary practices towards
76 blacks until forced to integrate by Supreme Court rulings [Sweatt v. Painter](#) in 1950
77 and [Brown v. Board of Education](#) in 1954.

78 Pressure from national professional organizations who threatened to withhold accreditation,
79 as well as from the federal government and foundations who threatened to withhold grant
80 funding from segregated institutions, forced most [private institutions to desegregate in the](#)
81 [early 1960s](#).

82 However, it was not until the 1970s that segregation for non-whites and [quotas](#) for non-
83 Christian students in universities were completely abolished.

84 Southern institutions fought desegregation through a series of law suits. And the first
85 African American students to attend these schools suffered acute harassment.

86 At [the University of Texas](#), for instance, in 1950, the Supreme Court ruling
87 in [Sweatt v. Painter](#) forced the law school to admit [Heman Sweatt](#), its first black student.

88 During Sweatt's first semester on campus, someone burned a cross at the law school and
89 inscribed KKK (Ku Klux Klan) on the steps of the law building. Most faculty members and
90 students at the law school did not support Sweatt. He ended up leaving after two years
91 without a law degree.

92 In 1954, as part of its continuing resistance to desegregation, the University of Texas
93 named a new dorm for [William Stewart Simkins](#), one of the law school's first professors.
94 Simkins, a native of the same South Carolina county as Benjamin Tillman, was also a
95 founder of the [Florida Ku Klux Klan](#). Both Simkins and Tillman boasted of using violence to
96 enforce racial segregation.

97 Honoring Simkins in 1954 symbolically reinforced the school's commitment to segregation.
98 Similar actions occurred throughout the South and included the reclamation of the
99 Confederate flag by southerners and lynching of civil rights activists as part of a "[massive](#)
100 [resistance](#)" to desegregation.

101 **Significant progress on campuses**

102 The events occurring on campuses today echo these troubled times and reveal the
103 continuing unease that some have with diverse campuses. But significant progress has
104 been made in the 65 years since Heman Sweatt attempted his law degree at University of
105 Texas.

106 The vast majority of higher education institutions recognize that serving a diverse campus
107 community is of intrinsic value to the educational enterprise and to the nation at large.

108 As a result, many schools are struggling to align their campuses with these changes by
109 renaming buildings and limiting racist behavior.

110 In 2010, the University of Texas renamed Simkins Hall to Creekside. At the University of
111 Oklahoma, following the circulation of a video in which members of the local chapter
112 of Sigma Alpha Epsilon (SAE), the only national fraternity founded in the South, sing of
113 excluding from their fraternity and hanging “niggers,” the national fraternity
114 leadership closed the chapter.

115 The Pi Kappa Phi chapter at North Carolina State has been suspended as university and
116 national fraternity officials investigate the pledge book that contains references to lynching
117 and rape.

118 The landscape of U.S. higher education today would be completely unrecognizable to
119 Benjamin Tillman and William Stewart Simkins.

120 This is a profound achievement.

<https://newrepublic.com/article/121382/forgotten-racist-past-american-universities>

Tema 3

Hagamos un poco de historia

La lucha por los derechos civiles en Estados Unidos

Hasta ahora, hemos leído la producción de una autora de Nigeria y un artículo relacionado con el tema de la discriminación racial en las universidades de Estados Unidos.

Ahora, vamos a leer un texto en el que se narran los hechos a través de los cuales, estudiantes estadounidenses de origen afroamericano comenzaron su lucha por sus derechos civiles.

Los hechos se sitúan en la época del segregacionismo en Estados Unidos, pero ¿a qué llamamos segregacionismo? Veamos qué dice el diccionario:

s. m. SOCIOLOGÍA, POLÍTICA *Actitud política y social de discriminación y separación racial, religiosa o política.*⁴

m. polít. y sociol. *Régimen jurídico o práctica consuetudinaria de la segregación racial, religiosa, etc.*⁵

A continuación, analizaremos cómo se iniciaron algunas de las protestas contra el segregacionismo y la discriminación racial en el ámbito universitario.

Paso 1: ¿Cuánto sabemos de estas figuras y de su época?

1. Observen esta captura de pantalla. ¿Conocen a estas figuras? ¿Qué saben acerca de ella/os y de su época?⁶

 Wikipedia

Personas relacionadas >



Rosa Parks Martin Luther King Jr. Nelson Mandela George Wallace Hattie McDaniel

2. A continuación, leeremos breves fragmentos de biografías de las personalidades de las fotos

⁴ segregacionismo. (n.d.) Gran Diccionario de la Lengua Española. (2016). Retrieved March 19 2022 from <https://es.thefreedictionary.com/segregacionismo>

⁵ segregacionismo. (n.d.) Diccionario Enclopédico Vox 1. (2009). Retrieved March 19 2022 from <https://es.thefreedictionary.com/segregacionismo>

⁶ Ver Webgrafía al final del Tema 4

anteriores. Indica a quién se refiere cada una:

(A)

Quick facts:

June 10, 1893 - October 26, 1952

[...] was the first Black performer to win an Academy Award, earning the best supporting actress prize for her role as Mammy in the epic *Gone With the Wind* (1939). All of *Gone With the Wind*'s Black actors, including Hattie McDaniel, were barred from attending the film's premiere in 1939.

East River High School, 24th Street Elementary School Wichita, Kansas Woodland Hills, California

The Biography.com website

(B)

(born February 4, 1913, Tuskegee, Alabama, U.S.—died October 24, 2005, Detroit, Michigan), American civil rights activist whose refusal to relinquish her seat on a public bus precipitated the 1955–56 Montgomery bus boycott in Alabama, which became the spark that ignited the civil rights movement in the United States.

Encyclopedia Britannica

(C)

a Baptist minister and social rights activist in the United States in the 1950s and '60s. He was a leader of the American civil rights movement. He organized a number of peaceful protests as head of the Southern Christian Leadership Conference, including the March on Washington in 1963.

Encyclopedia Britannica

(D)

[...] was a South African politician. He served as the President of South Africa from 1994 to 1999. He was the first black President of South Africa. Nelson Mandela was one of the greatest men in history. He mainly fought against racism, poverty and Social Inequality during his life. He is without any doubt an icon for humanity.

Short-biography.com

(E)

(born August 25, 1919, Clio, Alabama, U.S.—died September 13, 1998, Montgomery, Alabama), American Democratic politician who was a four-time governor of Alabama (1963–67, 1971–79,

and 1983–87) and who led the South's fight against federally ordered racial integration in the 1960s.

Encyclopedia Britannica

Paso 2: Comenzamos a leer

¿Qué sucedía con la juventud, el segregacionismo y la defensa de los derechos civiles?

Ahora, vamos a comenzar a resolver la guía de lectura del texto America in Ferment: The tumultuous 1960s que se encuentra en la siguiente página web:

http://www.digitalhistory.uh.edu/disp_textbook_print.cfm?smtid=2&psid=3324

Encontrarás el texto didactizado al final de este tema.

1. Anticipamos la lectura

- Releven el paratexto léxico e indiquen qué información proporciona.
- Investiguen el sitio www.digitalhistory.uh.edu.

Incluimos a continuación una captura de pantalla para que también puedan observar el sitio desde aquí.

The screenshot shows the homepage of the Digital History website. The header features a background image of the American flag and the text "Digital History" in large blue letters, with the subtitle "using new technologies to enhance teaching and research" below it. The page includes a navigation bar with links for "ERAS", "TOPICS", "RESOURCES", and "REFERENCES". The "TOPICS" section is expanded, showing categories like "HISTORY ERAS", "DO HISTORY TOPICS", "PRIMARY SOURCES", etc., each with a list of sub-topics. The footer contains links for "Partners", "Search & Site Map", "Credits", "Contact Us", "Citing Us", and "Copyright 2021".

www.digitalhistory.uh.edu

Digital History
using new technologies to enhance teaching and research

ERAS	TOPICS	RESOURCES	REFERENCES
HISTORY ERAS <ul style="list-style-type: none">The First AmericansColonial EraAmerican RevolutionEarly National PeriodPre-Civil War EraSlaveryCivil WarReconstructionGilded AgeAmerica Becomes a World PowerProgressive EraWorld War I1920sGreat DepressionWorld War IIPost-War Era1960sVietnam War1970-2000The 21st Century	DO HISTORY TOPICS <ul style="list-style-type: none">AdvertisementsArchitectureArtBeauty & FashionCemeteriesChildrenControversiesCourtshipDecision MakingFilmFoodHistoriographyImmigration & EthnicityMusicPhotographyPolitical CartoonsPrivate LifePropaganda PostersScience & TechnologySlavery	PRIMARY SOURCES <ul style="list-style-type: none">Landmark DocumentsCourt CasesSupreme Court CasesNewspaper ArticlesObituaries VOICES <ul style="list-style-type: none">Overview & ResourcesAsian AmericanChildrenCivil RightsImmigrantNative AmericansTexasWomen AUDIO-VISUAL <ul style="list-style-type: none">Film TrailersMusicSpeechesHistorical Movies MULTIMEDIA <ul style="list-style-type: none">Digital Stories	GENERAL REFERENCE <ul style="list-style-type: none">TimelinesReference RoomGlossariesHistory ProfessionImage SitesMapsMuseums & ArchivesWriting Guides ACTIVE LEARNING <ul style="list-style-type: none">eExplorations FOR TEACHERS <ul style="list-style-type: none">Classroom HandoutsLesson PlansQuizzes EXHIBITIONS <ul style="list-style-type: none">Lincoln's AmericaReconstructionDear MadamFrederick DouglassA Soldier's SketchbookCalhoun School

Partners Search & Site Map Credits Contact Us Citing Us Copyright 2021

c. Resolvemos:

1. ¿Qué tipo de organización es?
2. ¿Qué relación tiene el texto con respecto al título *America in Ferment: The tumultuous 1960s?*
3. ¿Quiénes serían los posibles destinatarios del texto?

Paso 3: Recabamos conocimiento previo

¿Qué recordamos sobre los relatos históricos?

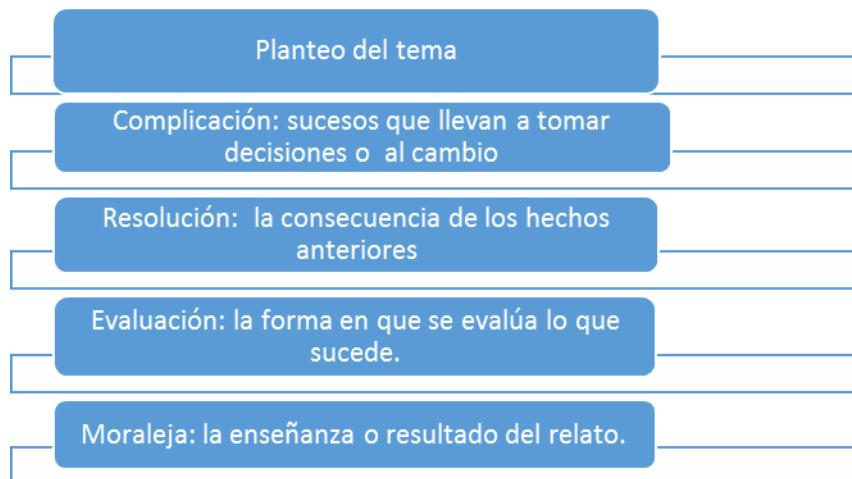
Seguramente, en ILC 2 analizaron relatos históricos. Ahora los invitamos a que recordemos algo acerca de este género:

El relato histórico

- Es un género que pertenece a la familia de los relatos.
- Es una mirada hacia los acontecimientos a través de los ojos del autor.
- Se ancla en un tiempo y en un lugar. Distintos hechos se relacionan para situar a los acontecimientos

Estructura

1. Como si se tratara de un cuento, pareciera que el autor va a narrar los acontecimientos. Lean los párrafos 1 y 2 y traten de localizar las oraciones que marcan la estructura:



2. Presten atención a lo no dicho, es decir aquella información que se da en forma implícita:

- a) ¿Cómo describirías el ambiente social de la época? (Para contestar, recurre al paratexto léxico)
- b) ¿Por qué se resalta la formación intelectual de los protagonistas?
- c) ¿Cuáles son las consecuencias de la acción?

3. Continuamos leyendo:

A partir del párrafo 3, el autor comienza una nueva secuencia. Si bien se encuentra redactada en pasado, puede considerarse una secuencia explicativa que se asemeja más a la estructura de la noticia periodística por la forma en que se enlazan los distintos sucesos.

4. Dibuja una línea de tiempo para ilustrar los distintos sucesos.

Distingamos:

- a) Sucesos
- b) Comentario del autor
- c) Evaluación de los hechos.

Resuelve estas actividades anteriores (1 a 4) en pares o pequeños grupos y luego compártelas en clase.

5. Leamos el párrafo 7

Sin mencionarlo en forma explícita, en el párrafo 7, el autor realiza un resumen del texto y da su opinión sobre los acontecimientos y las causas que los motivaron.

¿Pueden señalarlas?

¿Qué son las leyes de Jim Crow?

Paso 4: Guía de lectura detallada del texto

Esta actividad se corresponde con el cuestionario del aula virtual.

Si ya resolviste lo anterior, seguramente te costará mucho menos responder estas preguntas relacionadas con los hechos presentados.

a. Lee el texto y responde las siguientes preguntas

1. ¿Cómo se originan las “sentadas” (sit-ins)?
2. ¿Cómo se organizaron?
3. ¿Qué otro tipo de protestas tienen lugar a partir de las sentadas?
4. Al finalizar el texto, el autor emite su opinión ¿podés sintetizarla en dos / tres oraciones?

b. A continuación, lee en detalle los fragmentos del texto a los que se hace referencia en cada actividad. Resuelve las actividades propuestas:

1. ¿Qué contrastes se plantean en

- a) el párrafo 2
- b) el párrafo 3
- c) el párrafo 6
- d) el párrafo 7

2. Señala los conectores que indican esta contradicción o contraste en cada caso.

c. A lo largo del relato, el autor utiliza distintos apelativos⁷ para referirse a los protagonistas de los

⁷ Apelativo

Sustantivo masculino

1. lingüística apodo con que se llama a una persona Los apelativos generalmente se refieren a un defecto de la persona.

2. designación calificativa que se usa junto con el nombre propio En el año 336 comenzó a reinar Alejandro conocido con el apelativo de Magno.

3. apellido familiar Los designaban por su apelativo.

distintos hechos. ¿Qué nombres recibe cada uno de ellos? ¿Qué función comunicativa tiene el uso de apelativos?

d. En el texto se señalan dos citas directas ¿cuáles son? ¿Cuál es la función comunicativa de estas citas? ¿Te animas a pasarlas al español?

e. ¿Por qué la palabra *public* está entre comillas?

Paso 5: Reflexión final

1. ¿Qué sucede en el mundo con el segregacionismo hoy?
 2. ¿Hay aún comunidades o naciones donde el segregacionismo esté institucionalizado?
 3. ¿Aún lo ves en distintos ámbitos de la vida humana aunque de manera “soslayada”?
- Siempre da cuenta de tus argumentos y opiniones con bases sólidas. ¡Gracias!

Paso 6: Análisis de la estructura verbal

Trabajamos sobre el texto

Una de las dificultades más frecuentes al leer los relatos históricos en inglés es reconocer cómo y cuándo se dan los hechos en el pasado.

Para esto, prestemos atención a los verbos de las oraciones:

Las formas del pasado: el pasado de los hechos

Entender las formas que adquiere el pasado en inglés ayuda a entender textos narrativos.

En inglés, para relatar sucesos y estados se utiliza simple past para:

1. Hechos que ocurrieron una vez:

These words became the credo and rallying cry for a generation

2. Hechos que ocurrieron con habitualidad:

Other stores roped off seats so that every customer had to stand.

La secuencia se establece con el uso de distintos conectores o signos de puntuación

When the police finally arrived, they arrested black protesters,

not the whites who tormented them.

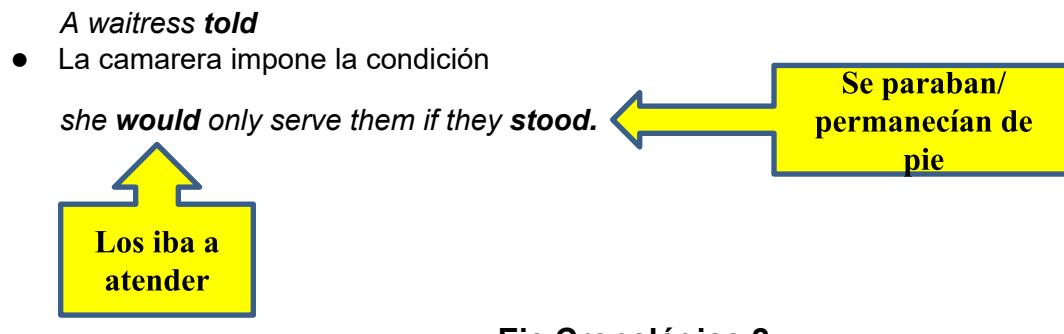
Llega la policía y arresta a los manifestantes....

Eje cronológico 1

On Monday, February 1, 1960, four black freshmen at North Carolina Agricultural and Technical College Ezell Blair, Jr., Franklin McCain, Joseph McNeill, and David Richmond walked into the F.W. Woolworth store in Greensboro, North Carolina, and sat down at the lunch counter. They asked for a cup of coffee. A waitress told them that she would only serve them if they stood.

- La secuencia comienza con un hito inicial:
..... **walked** into the F. W. Woolworth.....
- Luego prosigue el relato del acontecimiento y la introducción del suceso
and sat down

Fuente: The Free Dictionary en <https://es.thefreedictionary.com/apelativo>



Eje Cronológico 2

By the end of February, lunch counter sit-ins had spread through 30 cities in seven Southern states.

Had spread indica que la acción tuvo lugar con anterioridad a fines de febrero.

Eje Cronológico 3

The Rev. Dr. Martin Luther King, Jr. told the students that their willingness to go to jail would "be the thing to awaken the dozing conscience of many of our white brothers."

-
- ```

graph LR
 A[told] --> B[Sería/ iba a ser el hecho]
 style A fill:#ffff00,stroke:#000,stroke-width:1px
 style B fill:#ffff00,stroke:#000,stroke-width:1px

```
- **told** relata la acción que realizó MLK.
  - **would be** narra la acción que tendrá lugar en luego de que sucediera la primera. Ambas acciones ocurren en el pasado sólo que una es posterior a la otra.

### Relatar la agencia en el pasado

Muchas veces los autores hacen hincapié en los hechos y no en quienes realizan la acción. Las razones son varias. Puede que sean múltiples agentes, ya hayan sido mencionados anteriormente o el hilo del texto permita inferir de quien se habla. Fíjense en este relato.

- *For millions of children, the American public school movement opened new opportunities. But millions of others were excluded because of their race or ethnicity. Segregated education was designed to confine these children to a subservient role in society and second-class citizenship.*
  - El primer verbo (opened) claramente establece quién realiza la acción .

*American public school movement ..... new opportunities.*

- En cambio, en la segunda oración **millions of others** no son quienes realizan la acción de excluir. Alguien / Algo no mencionados son los que excluyen.
  - **But millions of others were excluded** because of their race or ethnicity.
- Lean la tercera oración ¿quién diseñó la educación segregada?
  - **No se menciona.**
  - **Los blancos**

– **La escuela**

### **Webgrafía Tema 3**

Fuentes de las biografías e imágenes del tema 4

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Short Biography. (2021, July 18) Nelson Mandela. Short Biography - Copyright © 2012-2022. <https://short-biography.com/nelson-mandela.htm>

The Biography.com website. Biography.com. Editors (April 1, 2014; Last updated April 15, 2021). Hattie McDaniel Biography. A&E Television Networks. <https://www.biography.com/actor/hattie-mcdaniel>

# Digital History

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## America in Ferment: The Tumultuous 1960s

### Freedom Now

*Digital History ID 3324*

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1 "Now is the time." These words became the credo and rallying cry for a generation. On Monday, February 1, 1960, four black freshmen at North Carolina Agricultural and Technical College--Ezell Blair, Jr., Franklin McCain, Joseph McNeill, and David Richmond--walked into the F.W. Woolworth store in Greensboro, North Carolina, and sat down at the lunch counter. They asked for a cup of coffee. A waitress told them that she would only serve them if they stood.

2 Instead of walking away, the four college freshmen stayed in their seats until the lunch counter closed--giving birth to the "sit-in." The next morning, the four college students reappeared at Woolworth's, accompanied by 25 fellow students. By the end of the week, protesters filled Woolworth's and other lunch counters in town. Now was their time, and they refused to end their nonviolent protest against inequality. Six months later, white city officials granted blacks the right to be served in a restaurant.

3 Although the four student protesters ascribed to Dr. King's doctrine of nonviolence, their opponents did not--assaulting the black students both verbally and physically. When the police finally arrived, they arrested black protesters, not the whites who tormented them.

4 By the end of February, lunch counter sit-ins had spread through 30 cities in seven Southern states. In Charlotte, North Carolina, a storekeeper unscrewed the seats from his lunch counter. Other stores roped-off seats so that every customer had to stand. Alabama, Georgia, Mississippi, and Virginia, hastily passed anti-trespassing laws to stem the outbreak of sit-ins. Despite these efforts, the nonviolent student protests spread across the South. Students attacked segregated libraries, lunch counters, and other "public" facilities.

5 In April, some 142 student sit-in leaders from 11 states met in Raleigh, North Carolina, and voted to set up a new group to coordinate the sit-ins, the Student Nonviolent Coordinating Committee (SNCC). The Rev. Dr. Martin Luther King, Jr. told the students that their willingness to go to jail would "be the thing to awaken the dozing conscience of many of our white brothers."

6 In the summer of 1960, sit-ins gave way to "wade-ins" at segregated public beaches. In Atlanta, Charlotte, Greensboro, and Nashville, black students lined up at white-only box offices of segregated movie theaters. Other students staged pray-ins (at all-white churches), study-ins (at segregated libraries), and apply-ins (at all-white businesses). By the end of 1960, 70,000 people had taken part in sit-ins in over 100 cities in 20 states. Police arrested and jailed more than 3,600 protesters, and authorities expelled 187 students from college because of their activities. Nevertheless, the new tactic worked. On March 21, 1960, lunch counters in San Antonio, Texas, were integrated. By August 1, lunch counters in 15 states had been integrated. By the end of the year, protesters had succeeded in integrating eating

establishments in 108 cities.

The Greensboro sit-in initiated a new, activist phase in black America's struggle for equal rights. Fed up with the slow, legalistic approach that characterized the Civil Rights Movement in the past, Southern black college students began to attack Jim Crow directly. In the upper 7 South, federal court orders and student sit-ins successfully desegregated lunch counters, theaters, hotels, public parks, churches, libraries, and beaches. But in three states--Alabama, Mississippi, and South Carolina--segregation in restaurants, hotels, and bus, train, and airplane terminals remained intact. Young civil rights activists launched new assaults against segregation in those states.

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## Tema 4: El legado de Obama

Abrimos un nuevo tema. Esta vez discutiremos la situación actual de la discriminación en los Estados Unidos.

En principio, ustedes darán sus ideas sobre la discriminación en los EEUU, en Latinoamérica o en otros lugares del mundo en la actualidad. Darán su premisa (es decir, qué idea sostienen) y al menos dos argumentos que la apoyen. Por ejemplo: podríamos sostener que aún en el siglo 21, tanto en EEUU como en Latinoamérica, existe discriminación étnico racial. ¿Cómo lo argumentaríamos? Bueno, podríamos decir que las poblaciones nativas en determinados lugares no logran obtener los mismos trabajos que las personas de origen (y aspecto) europeo; en las escuelas, lo/as niño/as provenientes de estas poblaciones así como también de ascendencia afroamericana sufren hostigamiento permanente y no son aceptados en todos los círculos de pares; también podemos decir que las poblaciones discriminadas no logran acceder plenamente y siempre a los bienes culturales y educativos. Desde ya, si deseo que se tomen en cuenta mis puntos de vista debo apoyarlos con datos concretos, estudios previos, palabras de autoridad, es decir, de personas representativas del medio que hayan investigado al respecto, censos, encuestas, etc. De todos modos, aún no les pediremos esto último sino sólo la premisa que defienden y los argumentos a favor de la misma.

Luego, hablaremos de los textos argumentativos, hablaremos de este tipo textual, sus características más importantes y los géneros más representativos en nuestro ámbito.

Posteriormente, analizaremos un texto.

Ante cualquier duda, saben que pueden contactarnos por mail y/o foro de dudas y consultas.

### Paso 1: Hablemos sobre el tema de la discriminación racial en Estados Unidos

En este tema, continuaremos con el tópico de la discriminación racial que, al parecer, aún continúa siendo una situación no resuelta.

Para abrir la conversación, les preguntamos. ¿Qué rol creen que desempeñó el presidente Barack Obama, siendo el primer presidente AfroAmericano de la historia? ¿Qué tipo de rol les parece desempeñó el presidente, Donald Trump?

Recuerden argumentar sus opiniones utilizando su conocimiento previo y planteando premisas que las sustenten.

### Paso 2: Los textos argumentativos

Luego de darle un vistazo al texto, consideremos las siguientes preguntas y participemos de la conversación a medida que lo deseen. Se tratan de algunas preguntas para trabajar individualmente antes de resolver la guía de lectura del texto:

3. El título da pistas sobre el tipo textual que leeremos. ¿Por qué consideras que el título de este texto que vamos a leer - *Barack Obama legacy: did he improve US relations?* está formulado como

pregunta?

2. ¿Consideras que existe unanimidad en las respuestas que puedan dar a esta pregunta los distintos lectores del texto?
3. El autor de un texto argumentativo está siempre sometido a una negociación continua y dialoga con personas que no están presentes. ¿Quiénes son?
4. A tu criterio, ¿de qué premisa parte el autor de este texto? Justifica tu respuesta sólo con información paratextual y/o de los párrafos introductorios.

The screenshot shows the BBC News homepage. At the top, there is a navigation bar with the BBC logo, a sign-in link, and categories like News, Sport, Weather, Shop, Earth, Travel, and More. Below this is a large red banner with the word "NEWS" in white. Underneath the banner, a sub-navigation menu includes Home, Video, World, UK, Business, Tech, Science, Magazine, Entertainment & Arts, and US & Canada, with "US & Canada" underlined. The main headline is "Barack Obama legacy: Did he improve US race relations?", attributed to Nick Bryant, New York correspondent. The date is 10 January 2017. Below the headline are social sharing icons for Facebook, Twitter, and Email, along with a "Share" button.

### Paso 3: Guía de Lectura del texto

#### A. Antes de leer el texto completo

Recorra el texto con la vista, prestando especial atención a los elementos paratextuales, el título y el primer párrafo.

- (1) Luego identifica:
  - a) La fuente textual
  - b) El autor
  - c) Algunos datos relevantes del autor
  - d) El género discursivo
  - e) Posibles receptores del texto.

- (2) ¿Podrías anticipar la premisa del autor?

#### B. Lectura del texto completo.

1. ¿Qué explica el texto sobre E. Frederick Morrow?
2. El autor nombra a Martin Luther King. ¿Qué idea expresa acerca de él?
3. Completa el siguiente cuadro con información extraída del texto.

| Argumentos a favor de la influencia del Presidente Obama sobre el racismo | Refutación de la influencia del Presidente Obama sobre el racismo |
|---------------------------------------------------------------------------|-------------------------------------------------------------------|
| .                                                                         | .                                                                 |

### C. Lectura detallada

Lee cuidadosamente los siguientes párrafos del texto y luego resuelve las actividades propuestas. Recuerda leer estos fragmentos en contexto.

(A)

*When Jack and Jackie Kennedy lived in the White House, that would have been unthinkable, even though the civil rights movement was starting to hammer more insistently at the walls of prejudice, and seeking legal and legislative redress for a malignant national condition described as the "American dilemma". (Líneas 17 – 19)*

- (a) ¿Qué conexión lógica expresa el conector EVEN THOUGH?
- (b) Explica con tus palabras las ideas que une.

(B)

*Yet Obama did not win the election because he was a black man. It was primarily because a country facing an economic crisis and embroiled in two unpopular wars was crying out for change. (Líneas 53, 54)*

- (a) ¿Qué conexión lógica expresa el conector YET?
- (b) Explica con tus palabras las ideas que une.

(C)

*And behaviourally, what an example it has been. Because of the lingering racism in American society, the Obamas doubtless knew they would have to reach a higher standard, and they have done so, seemingly, without breaking a sweat. In deportment and personal conduct, it is hard to recall a more impressive or well-rounded First Family*

Indica la modalidad del verbo WOULD.

# **La Argumentación**

## **1. Introducción**

Los textos con estructura en donde predomina la argumentación reflejan la línea de pensamiento o de razonamiento de un autor y tratan de convencer al destinatario de la validez de las posturas presentadas, expresar una opinión sobre un tópico determinado, plantear un tema de debate y/o encontrar una solución a un problema existente o también demostrar la inexactitud del punto de vista de otros.

La primera característica de un texto argumentativo, entonces, es que debe haber un tema de debate. El autor parte siempre de una premisa, es decir, aquello de lo que intenta persuadir o convencer, apelando a los sentimientos o mediante razonamientos lógicos.

Los géneros que suelen presentar estructuras argumentativas predominantes son los artículos de opinión, los informes de investigación, los debates escritos. Estos textos pueden presentar también distintas secuencias, es decir, párrafos o grupos de párrafos con un tipo textual determinado. Así podemos encontrar, conceptualizaciones o definiciones de posturas o conceptos, la reformulación de ideas, la exemplificación, el relato de anécdotas, la presentación de supuestos, la aceptación o refutación de ideas, el establecimiento de hipótesis, las relaciones de causa y consecuencia y el empleo de citas, entre otros. Para que el texto gane en cohesión y coherencia, el autor recurre al uso de diversos conectores que le permiten desplegar el tema al establecer la relación entre oraciones o párrafos.

Por lo general, estos textos presentan una cuestión o problema que da origen a una hipótesis y las razones o argumentos con los que justifica la hipótesis. Esta hipótesis puede ser explícita o implícita; en este caso, es el destinatario el que tiene que descubrirla. Al presentar una polémica, suelen explicitarse los contraargumentos o razones que se refutan.

## **2. ¿Qué son los textos argumentativos?**

Los textos argumentativos se caracterizan generalmente por plantear y sustentar una afirmación, hipótesis, tesis u opinión.

Es decir, tiene por finalidad defender una idea u opinión aportando razones.

## **3. ¿Cuál es la estructura de un texto de argumentación?**

- **INTRODUCCIÓN:**  
Se enuncia el tema que se tratará y la postura que se va a defender.
- **TESIS (algunos autores lo llaman PREMISAS O BASES)**  
Normalmente se plantea al comienzo. Es la idea fundamental que se quiere proponer.
- **CUERPO**  
Se plantean los argumentos para defender la tesis citando fuentes, argumentos, datos fechas, etc.
- **CONCLUSIÓN**  
Se reafirma la tesis y se da cierre al texto.

## **4. Tipos de textos argumentativos**

Algunos tipos de textos argumentativos son:

- Textos científicos: psicológicos, filosóficos, lingüísticos, teológicos, etc.
- Textos legales: sentencia, recurso o apelación, etc.
- Ensayo.
- Textos periodísticos: editorial, cartas de los lectores, artículos de opinión.
- Debates orales: foros de opinión.
- Publicidad: comercial, propaganda política, etc.

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## Barack Obama legacy: Did he improve US race relations?



**Nick Bryant**  
New York correspondent

⌚ 10 January 2017 | [US & Canada](#)

Share

- 1 Barack Obama sealed his racial legacy the moment he sealed victory in the 2008 election - a black man would occupy a
- 2 White House built by slaves, a history-defying as well as history-making achievement.
- 3 In 1961, the year of Obama's birth, there existed in the American South a system of racial apartheid that separated the races from
- 4 the cradle to the grave.
- 5 Whites-only water fountains. Whites-only schools. Whites-only graveyards.
- 6 In some states, his very conception - involving an African father from Kenya and a white mother from Kansas - would have been a
- 7 criminal offence.
- 8 Washington, too, remained a largely segregated city.
- 9 When in the 1950s, a former TV executive by the name of E Frederic Morrow became the first black White House aide not to have
- 10 a job description that included turning down beds, polishing shoes or serving drinks with a deferential bow, he was prohibited from
- 11 ever being alone in the same room as a white woman.
- 12 Back then, as Morrow recounted in his memoir, Black Man in the White House, African-Americans were routinely stereotyped as
- 13 sexual predators incapable of controlling their desires.
- 14 Little more than half a century later, a black man ran the White House - occupying the Oval Office, sitting at the head of the
- 15 conference table in the Situation Room, relaxing with his beautiful young family in the Executive Mansion - a family that has
- 16 brought such grace and glamour to America's sleepy capital that it is possible to speak of a Black Camelot.
- 17 When Jack and Jackie Kennedy lived in the White House, that would have been unthinkable, even though the civil rights
- 18 movement was starting to hammer more insistently at the walls of prejudice, and seeking legal and legislative redress for a
- 19 malignant national condition described as the "American dilemma".
- 20 When demonstrators assembled in August 1963 to hear Martin Luther King deliver his I Have a Dream Speech at the Lincoln
- 21 Memorial, few would have thought that a black man would one day take the oath of office at the other end of the National Mall.
- 22 Likewise, how many of the protesters bludgeoned by white policemen on Edmund Pettus bridge in Selma in 1965 would have
- 23 dared to imagine that, 50 years later, they would cross that same bridge hand in hand with the country's first black president?

24 For veterans of the black struggle, those remarkable images of Obama marking the 50th anniversary of the Selma protest became  
25 instantly iconographic, a truly golden jubilee.

26 In legacy terms, his very presence in the White House is one of the great intangibles of his presidency. Just how many black  
27 Americans have been encouraged to surmount colour bars of their own? Just how many young African-Americans have altered the  
28 trajectory of their lives because of the example set by Obama?

29 And behaviourally, what an example it has been. Because of the lingering racism in American society, the Obamas doubtless knew  
30 they would have to reach a higher standard, and they have done so, seemingly, without breaking a sweat. In deportment and  
31 personal conduct, it is hard to recall a more impressive or well-rounded First Family.



32  
33 The "when they go low, we go high" approach to racists who questioned his citizenship has made the Obamas look even more  
34 classy.

35 His family's dignity in the face of such ugliness recalls the poise of black sit-in protesters in the early 60s, who refused to relinquish  
36 their seats at segregated restaurants and lunch counters even as white thugs poured sugar and ketchup over their heads, and  
37 punched, kicked and spat at them.

38 Yet racial firsts, of the kind achieved by Barack Hussein Obama, can present a distorted view of history and convey a misleading  
39 sense of progress. They are, by their very nature, a singular achievement, a milestone indicative of black advance rather than a  
40 destination point.

41 Hollywood did not become colourblind the moment in 1964 that Sidney Poitier became the first black man to win best actor at the  
42 Academy Awards any more than discrimination ended in the justice system when Thurgood Marshall first donned the billowing  
43 robes of a Supreme Court jurist.

44 America's racial problems have not melted away merely because Obama has spent eight years in the White House. Far from it.

45 Indeed, the insurmountable problem for Obama was that he reached the mountaintop on day one of his presidency.

46 Achieving anything on the racial front that surpassed becoming the country's first black president was always going to be daunting.  
47 Compounding that problem were the unrealistically high expectations surrounding his presidency.

48  
49  
50 Barack Obama: What would he have done differently?

51 His election triumph in 2008 was also misinterpreted as an act of national atonement for the original sin of slavery and the stain of  
52 segregation.

53 Yet Obama did not win the election because he was a black man. It was primarily because a country facing an economic crisis and  
54 embroiled in two unpopular wars was crying out for change.

55 Doubtless there have been substantive reforms. His two black attorneys general, Eric Holder and Loretta Lynch, have revitalised  
56 the work of the justice department's civil rights division, which was dormant during the Bush years.

57 The Affordable Healthcare Act, or Obamacare, as it was inevitably dubbed, cut the black uninsured rate by a third.

58 Partly in a bid to reverse the rate of black incarceration, he has commuted the sentences of hundreds of prisoners - 10 times the  
59 number of his five predecessors added together.

60 As well as calling for the closure of private prisons, he became the first president to visit a federal penitentiary. "There but for the  
61 grace of God," said a man who had smoked pot and dabbled with cocaine in his youth.

62 Early on, he used the bully pulpit of the presidency to assail black absentee fathers, and, more latterly, spoke out against police  
63 brutality. But that record of accomplishment looks rather meagre when compared to the drama of hearing "Hail to the Chief"  
64 accompany the arrival of a black man on the presidential stage.

65 Race relations have arguably become more polarised and tenser since 20 January 2009. Though smaller in scale and scope, the  
66 demonstrations sparked by police shootings of unarmed black men were reminiscent of the turbulence of the 1960s.

67 The toxic cloud from the tear gas unleashed in Ferguson and elsewhere cast a long and sometimes overwhelming shadow. Not since  
68 the LA riots in 1992 - the violent response to the beating of Rodney King and the later acquittal of the police officers filmed  
69 assaulting him - has the sense of black grievance and outrage been so raw.



70  
71 Historians will surely be struck by what looks like an anomaly, that the Obama years gave rise to a movement called Black Lives  
72 Matter.

73 Public opinion surveys highlight this racial restlessness. Not long after he took office in 2009, a New York Times/CBS News poll  
74 suggested two-thirds of Americans regarded race relations as generally good. In the midst of last summer's racial turbulence, that  
75 poll found there had been a complete reversal. Now 69% of Americans assessed race relations to be mostly bad.

76 An oft-heard criticism of Obama is that he has failed to bring his great rhetorical skills to bear on the American dilemma, and  
77 prioritised the LGBT community's campaign for equality at the expense of the ongoing black struggle.

78 But while he was happy to cloak himself in the mantle of America's first black president, he did not set out to pursue a black  
79 presidency. He did not want his years in office to be defined by his skin colour.



80  
81 As a candidate, he often left others to attach racial meaning to his candidacy, rather than doing so himself.

82 His famed race speech in the 2008 primary campaign, when his friendship with a fiery black preacher threatened to derail his  
83 candidacy, was as much about his white heritage as his black.

84 This remained true when he won election. Besides, there were pressing problems to deal with, not least rescuing the American  
85 economy in the midst of the Great Recession and extricating US forces from two long wars in Afghanistan and Iraq.

86 Early on in his presidency, his efforts at racial mediation also seemed ham-fisted. The "beer summit" at the White House, when he  
87 brought together the black Harvard academic Henry Louis Gates and the white police officer who had arrested him on the porch of  
88 his own home in an affluent suburb of Boston, all seemed rather facile.

89 A clumsy photo-opportunity rather than a teachable moment. Obama, one sensed, wanted to speak out more forcefully - initially he  
90 said the Cambridge police "acted stupidly" - but his political cautiousness reined him in.



91

92 Seemingly, he did not want to come across to the public as a black man in the White House.

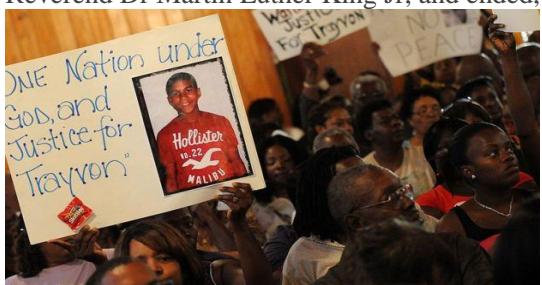
93 Rather in those early years, it was as if he was trying to position himself as a neutral arbiter in racial matters, though one sensed his  
94 preference was for not intervening at all.

95 As his presidency went on, however, it became more emphatically black. He spoke out more passionately and more intimately.

96 Telling reporters that his son would have looked like Trayvon Martin, the unarmed high school student shot dead in Florida by a  
97 neighbourhood watch coordinator, was a departure.

98 This new, more candid approach culminated in Charleston, South Carolina, when Obama delivered the eulogy at the funeral of  
99 Reverend Clementa Pinckney, the black preacher slain, along with eight other worshippers, by a white supremacist at a bible study  
00 class at the Emanuel American Methodist Episcopal church.

01 That afternoon he spoke, as he often does in front of mainly black audiences, with a cadence that almost ventriloquised the  
02 Reverend Dr Martin Luther King Jr, and ended, electrifyingly, by singing Amazing Grace.



03

04 That month he seemed to be at the height of his powers.

05 The Confederate flag, a symbol for many of black subordination, was about to be brought down in the grounds of the South Carolina  
06 State Capitol because the Charleston gunman Dylann Roof had brandished it so provocatively.

07 Obamacare had withstood a Supreme Court challenge. On the morning that he flew to Charleston, the Supreme Court decreed  
08 same-sex marriage would be legal in every state. Progressivism seemed to have triumphed. Obama seemed to have vanquished  
09 many of his foes.

10 But that month Donald Trump had also announced his improbable bid for the White House, and the forces of conservatism were  
11 starting to rally behind an outspoken new figurehead, who sensed that nativism, xenophobia and fear of the other would be central  
12 to his electoral appeal.

13 That America's first black president will be followed by the untitled leader of the Birther movement, a candidate slow to disavow  
14 support from the Ku Klux Klan and happy to receive the backing of white nationalists, Donald Trump can easily be portrayed as a  
15 personal repudiation and also proof of racial regression.

16 Media caption Inside the mind of White America

17 The truth, though, is more complicated.

18 Obama is ending his presidency with some of his highest personal approval ratings, and clearly believes he would have beaten  
19 Trump in a head-to-head contest. Moreover, although Trump won decisively in the electoral college, almost three million people  
20 more voted for Hillary Clinton nationwide.

21 In judging the mood of the country, the 2016 election hardly produced a clear-cut result that lends itself to neat analysis.

22 What Trump's election does look to have done, however, is end Obama's hopes of being a transformative president, not least  
23 because of the proposed rollback of his signature healthcare reform.

24 Truly transformative presidents, like Franklin Delano Roosevelt, enact reforms, like social security, that become part of the nation's  
25 fabric rather than being ripped apart. If Trump and the Republican-controlled Congress get their way, Obamacare will be shredded.

26 Nor has he been transformative in the attitudinal sense. Indeed, Trump's victory, messy though it was, can easily be viewed partly  
27 as a "whitelash".

28 Much of his earliest and strongest support came from so-called white nationalists, who saw in his candidacy the chance to reassert  
29 white cultural and racial dominance. Some of the loudest cheers at his rallies came in response his anti-immigrant and anti-Muslim  
30 invectives.



31 Media caption

32 Millennials worry about what's in store for the next generation of black Americans

33 Trump's message, from the moment he announced his candidacy to the final tweets of his insurgent campaign, was aimed primarily  
34 at white America.

35 The billionaire's victory also makes it harder to view Obama as a transitional president. Eight years ago, it was tempting to cast the  
36 country's first black president as the leader who would oversee a peaceable demographic shift from a still strongly Caucasian  
37 America - the last census showed that 62.6% of US citizens are white - to a more ethnically diffuse nation.

38 But the talk now is of walls, not human bridges.

- 39 ▪ **White and black Americans split on race**
- 40 ▪ **The people around the president-elect**

41 Of course, the notion that Obama would usher in a post-racial America was always fanciful, and a claim wisely he steered clear of  
42 himself. For all his cries of "Yes we can," he was never that naïve.



45

46

47

But the black writer Ta-Nehisi Coates makes a persuasive case that Obama has always been overly optimistic on race, in large part because he did not have a conventional black upbringing.

48

49

His formative years were spent in Hawaii, America's most racially integrated state, and the whites he encountered, namely his mother and grandparents, were doting and loving.

50

51

52

Obama was not the victim of discrimination in the same way as a black kid growing up in Alabama, Mississippi, Georgia, or even New York or Illinois. As a result, he may have underestimated the forces that would seek to paralyse his presidency and to impede racial advance more broadly.

53

54

The president has said repeatedly since election night that the result proves that history is not linear but rather takes a zig-zagging course.



55

He is also fond of paraphrasing Martin Luther King's famed line that the arc of history bends towards justice. However, that curvature has veered off in a wholly unexpected direction.

56

57

Besides, even to talk of arcs of history at this moment of such national uncertainty seems inapt.

58

For as we enter the final days of the Obama presidency, the more accurate descriptor of race relations is a fault-line - the most angry fault-line in US politics and American life, and one that continues to rumble away, threatening small explosions at any time.

61

From Obama we expected seismic change of a more positive kind.

62

And although it was a presidency that began atop a mountain, it ended in something of a valley.

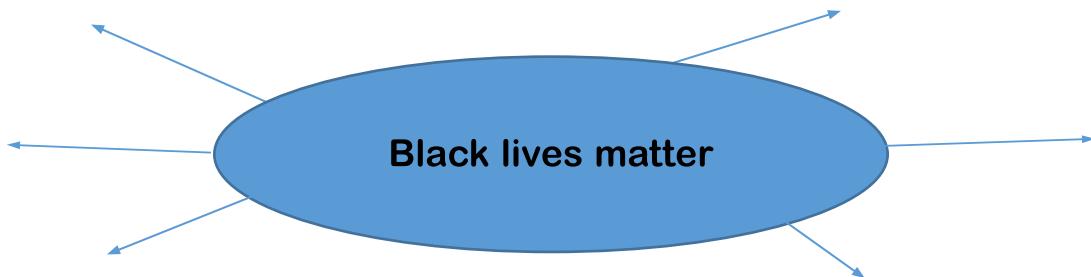
63

## Tema 5

# Taking 'Black Lives Matter' from slogan to reality

### 1. Brainstorming

- a. ¿Qué ideas surgen en su mente cuando leo o escucho la expresión *Black Lives Matter*?
- b. ¿A qué se refiere? ¿Qué sabes al respecto?
- c. ¿Podrías mencionar palabras en inglés relacionadas con ella? Completa este gráfico:



- d. ¿Cómo relacionas esta idea con el contenido desarrollado en los textos que has leído en ILC 3 hasta ahora?

### 2. Periodismo y argumentación

Debatimos en grupo

- a. Según tus conocimientos previos, ¿qué es argumentar?
- b. ¿Qué géneros discursivos argumentativos del ámbito periodístico puedes mencionar y/o has leído?
- c. ¿Cómo te das cuenta que dichos textos son argumentativos?
- d. ¿Qué condiciones deberían tener dichos textos?

### 3. Taking 'Black Lives Matter' from slogan to reality

Para acceder al texto completo, ingresa al siguiente link:

<https://edition.cnn.com/2020/07/16/opinions/black-lives-matter-usa-race-irving/index.html>

#### 3.1. Exploramos el paratexto

Observa la imagen, lee el título y el paratexto que aparece en la siguiente captura y luego responde las preguntas que se encuentran debajo de la misma:

CNN Opinion Political Op-Eds Social Commentary  
Follow CNN's continuing coverage of the Russian Invasion of Ukraine

## Taking 'Black Lives Matter' from slogan to reality

Opinion by Irving Washington

① Updated 1202 GMT (2002 HKT) July 16, 2020



Slave trader statue replaced with sculpture of Black Lives Matter protester 01:48

*Editor's Note:* Irving Washington is Executive Director/CEO for the Online News Association and co-host of *Texts to Table*, a new conversation series on race and leadership. You can follow him on Twitter at @IrvinWashington3. The opinions expressed in this commentary are his own. View more opinion articles on CNN.

**(CNN)** — Last month, like many Black executives, I wrestled with the emotional and

- ¿Qué esperas encontrar en este texto?
- ¿De dónde fue extraído (fuente) y de qué sección de dicha publicación se extrajo?
- ¿Qué es un *op-ed*? Si no lo saben, búsqulenlo en la web y comenten sus resultados con sus compañero/as y docente.
- ¿Cómo relacionas la imagen con el título, el pie de imagen y la nota del editor?
- ¿Es una problemática local o internacional?

### 3.2. Prestemos atención al video

Observa el video y luego resuelve:

- ¿Cuál es la problemática central a la que hace mención el video?
- ¿Quién fue Edward Colston?
- ¿Por qué le agregaron la palabra *still* al slogan *Black Lives Matter* (*Black lives still matter*)
- ¿Quién es Mark Quinn?
- ¿En qué lugar suceden los hechos?
- ¿En qué se basó el escultor para hacer su obra?
- ¿Quién decidirá la permanencia de la estatua en ese lugar?
- ¿Qué pretende lograr el artista con su obra?

### 3.3. Lectura del texto

- Lean el primer párrafo del artículo. Para mayor comodidad, lo incluimos a continuación:

More From CNN

US intelligence make understa Putin's...

Largest aircraft destroyed at Ul base

← Ads by Google

Stop seeing this

Why this ad?

(CNN) *Last month, like many Black executives, I wrestled with the emotional and psychological toll of leading an organization during the height of the Black Lives Matter movement. My emotions ranged from despair to anger. During that period, I wrote a public post on LinkedIn that used a medical metaphor to examine how systemic racism in this country has failed us.*

- 1) ¿Quién escribió este artículo? ¿De quién está hablando? ¿Cómo lo sabemos?
  - 2) ¿A qué se dedica?
  - 3) ¿Cómo describe sus emociones mientras dirigía una organización en el momento más álgido del movimiento *Black Lives Matter*?
  - 4) ¿Qué publicó en ese momento? ¿Qué quería mostrar?
  - 5) ¿Qué tiempo verbal usa el autor en este párrafo? ¿Por qué?
  - 6) Presten atención a la última oración del párrafo: ¿qué menciona? ¿Cómo creen que va a iniciar el párrafo siguiente? Anticipen una respuesta y luego corroboren si su respuesta está de acuerdo con lo que dice el párrafo siguiente.
- b. Ahora leamos el segundo párrafo:
- Black people have long said to doctors -- metaphorically the American people and American leadership -- that we are in pain. Far too often we have been misdiagnosed and dismissed as if our pain wasn't real. Expanding on this metaphor, the killing of George Floyd has been like a heart attack, and the urgent response has shown that not only was our pain real, but this was a moment when we could no longer be silent about it.*
- 1) ¿Cómo relacionan la última oración del primer párrafo con la primera del segundo párrafo?
  - 2) Desde su punto de vista, ¿a dónde desea llegar con su metáfora?
  - 3) ¿Con qué evento compara esta metáfora?
  - 4) ¿Qué demostró la rápida respuesta a este evento?
  - 5) ¿Qué tiempo verbal predomina en este párrafo? ¿Podrías explicar por qué?
- c. Presten atención, nuevamente, a la última oración del párrafo y a la primera del siguiente:

*Paradoxically, this, in fact, is a moment for some leaders to be silent and do the work of processing some of the pain of the past. Pressure is mounting on leaders to say something, but too many allies are doing so without really understanding what they are speaking up for.*

- 1) ¿Qué función comunicativa cumple la palabra *paradoxically* en este párrafo?<sup>1</sup>
- 2) Expliquen qué contraste se muestra en la segunda y última oración del párrafo y cómo se relaciona con la primera oración del texto.
- 3) ¿Qué tiempo verbal predomina en este párrafo? ¿Cuál puede ser la explicación de su uso?

<sup>1</sup> **Importante:**

En aquellos textos argumentativos que se publican en los medios de comunicación se puede rastrear la actitud del emisor -quien escribe o habla- con respecto a lo que dice a través de los llamados “modalizadores discursivos”. Se usan para **suavizar**,

**reforzar, enfatizar** lo que se plantea y causar, de este modo, un efecto determinado en el lector. Podemos encontrar *modalizadores lógicos-racionales*, que se refieren a hechos y aportan grados de certeza, duda o probabilidad a la información. También hay *modalizadores apreciativos*, cuando se refieren a opiniones; generalmente expresan una valoración de la información, un tema o un dato.<sup>8</sup>

Demos algunos ejemplos:

Far too often we have been misdiagnosed and dismissed as if our pain wasn't real.

*Con demasiada frecuencia...* El hecho de utilizar el adjetivo “demasiada” enfatiza una situación desagradable, que es la que se enuncia a continuación en la oración (modalizador apreciativo).

d. Leamos ahora el cuarto párrafo:

*Many people and organizations seem only to be taking a stand to relieve the uncomfortable tension they're feeling from realizing they've turned a blind eye on racism for years. Moreover, some of these same organizations are being called out by their own workforce for saying Black Lives Matter publicly, but not caring about, promoting, or hiring Black employees.*

- 1) ¿Cuál fue la reacción de la gente, en general, ante el problema en cuestión en el pasado?
- 2) ¿Qué contrasentidos se observan en algunas organizaciones?
- 3) ¿Qué función comunicativa cumple el conector *moreover* en este fragmento?
- 4) ¿Qué denuncia el autor en este párrafo?

e. ¿En qué idea convergen los párrafos anteriores? ¿Qué desea demostrar el autor del texto?

f. ¿Cómo explicarían la función comunicativa del siguiente párrafo en el texto?:

*It's a moment of awakening that's unnerving for many. Their first thoughts may be, "How can I solve this quickly?" It's a well-meaning reaction -- but misplaced.*

g. Leamos ahora los tres párrafos siguientes al párrafo anterior:

*It's also a moment when Black people across the country are once again bearing the burden. By being asked to serve on a newly founded diversity committee or doing outreach to diversify their company's network, they are being asked to give hundreds of hours of unpaid labor in the name of inclusion.*

*It's a moment of endless questions on how to be a better ally or anti-racist -- well-meaning yet overwhelming.*

*Last week, three other black executives and I launched Texts to Table, where we brought our private text conversations to life on YouTube. We shared our experiences and different walks of life as we have processed and responded to the events of Black Lives Matter. We also discussed what it means to be a Black person and CEO in 2020. My co-host Shawn Boynes, Executive Director, American Association of Anatomy, made this point: Allies, instead of asking your Black colleagues, "How can I do better?" reframe it and declare, "I will do better."*

<sup>8</sup> Información extraída de “Modalizadores en el texto argumentativo” disponible en:  
[https://imaritimo.cl/wp-content/uploads/2020/11/4Medio\\_EC\\_Lenguaje\\_PPT-Na13.pdf](https://imaritimo.cl/wp-content/uploads/2020/11/4Medio_EC_Lenguaje_PPT-Na13.pdf)

- 1) ¿Cómo completa la idea iniciada en el párrafo 5?
  - 2) ¿A qué se refiere cuando menciona *Text to Table*? Si no lo saben, por favor busquen qué es en la web.
  - 3) ¿Qué consideras que quiso decir el coautor del autor con la siguiente idea: *Allies, instead of asking your Black colleagues, "How can I do better?" reframe it and declare, "I will do better."*?
  - 4) ¿Qué muestran las fotos que se observan en el artículo de la web? ¿Cómo las relacionas con este último segmento mencionado en el ítem 3 de esta sección de la guía?
- h. Según tu punto de vista,
- 1) ¿Qué función comunicativa cumple la siguiente idea en el texto? La encontrarás a continuación del párrafo anterior  

*Here is how that might look*
  - 2) ¿A qué hace referencia el término *that* en dicho segmento?
- i. ¿A qué responden los siguientes párrafos del texto? Los copiamos a continuación para mayor comodidad.

*Doing better means internalizing and acknowledging that systemic racism is real. You don't need to hear another story of another Black person's trauma to get this.*

*As I processed the response to Georgie Floyd's death, I realized that part of the anger I was feeling came from knowing systemic racism was real -- from personal experience -- but seeing it brushed aside in the workplace. I had actually begun to doubt myself, wondering if certain experiences were, in fact, real. I had made excuses for microaggressions or unintentional offenses. The simple act of acknowledging systemic racism will go a long way with your Black friends and colleagues.*

*Doing better means reckoning with how your own network of Black friends and colleagues, if you have one, may have perceived you or your past actions, big or small. Here's the thing that many people don't understand in their rush to be anti-racists: It doesn't matter how many Black Lives Matter posters you have in your yard if even one Black person has experienced any form of racism from you -- intentional or not. Doing better means recognizing you've likely done a racist action even if you didn't mean to.*

*Doing better means cleaning up your own house. Racism is both systemic and personal. For organizations, it means talking to your Black employees first, before that Black Lives Matter press release goes public. You can't combat the system if you haven't addressed matters within your own network.*

*Most of the outrage right now is within organizations that had diversity and inclusion statements and practices. However, while they proudly proclaimed Black Lives Matter publicly, their employees reminded them that they didn't practice what they preached. We must move beyond blanket statements. And, just so you know, we always notice when we're the only Black person in the room.*

*Doing better means recognizing white fragility. Resist the urge to solve this problem right away to ease your guilt. Ask yourself, why do you care now? Can you see yourself still supporting Black Lives Matter in five years? Why were you silent before? This is a moment to be sure you know your authentic attitude toward racism. Listen to your own voice. If you're faking it, people will know. If you still don't believe any of the above, you're better off just staying silent.*

*In fact, doing better might mean that you need to step back -- a lot. This is a moment to lift other*

*voices, particularly Black voices. It's a moment when we must not center whiteness. Rather than making this moment about your feelings and reactions to the Black Lives Moment, listen to and believe the experiences of Black people in America -- without judgment. This might not be a problem you're equipped to solve in the short term. The best thing you can do is find and support someone who is.*

- 1) ¿Por qué todos los párrafos comienzan de la misma manera?
  - 2) ¿Qué diferencia encuentra en el inicio del último párrafo de los incluidos aquí? ¿Por qué se hace esa diferencia?
  - 3) Subrayen en el texto la idea central de cada párrafo. ¿Qué función comunicativa cumplen, a su criterio, esas ideas centrales?
  - 4) ¿Con qué ejemplos las explican y expanden?
- j. El último párrafo también responde a lo mismo que los anteriores (especificados en i) pero se observan algunas diferencias. ¿A qué apuntan esas diferencias?

*Most importantly, this is not a game you can win. Doing better means actively enjoying the process of learning how to be better. There's no finish line. You must fall in love with the process of becoming anti-racist. It's a journey, not a race.*

- k. ¿Cómo conectan este último párrafo con el título del texto?

### **3.4. Lectura detallada de determinados elementos discursivos**

Ahora vamos a analizar el uso de distintos verbos modales en el texto que encontraremos didactizado a continuación:

<https://edition.cnn.com/2020/07/16/opinions/black-lives-matter-usa-race-irving/index.html>

## **Taking 'Black Lives Matter' from slogan to reality**

Opinion by Irving Washington

Updated 1202 GMT (2002 HKT) July 16, 2020

(CNN)Last month, like many Black executives, I wrestled with the emotional and psychological toll of leading an organization during the height of the Black Lives Matter movement. My emotions ranged from despair to anger. During that period, I wrote a public post on LinkedIn that used a medical metaphor to examine how systemic racism in this country has failed us.

Black people have long said to doctors -- metaphorically the American people and American leadership -- that we are in pain. Far too often we have been misdiagnosed and dismissed as if our pain wasn't real. Expanding on this metaphor,

Párrafo 1

Párrafo 2

the killing of George Floyd has been like a heart attack, and the urgent response has shown that not only was our pain real, but this was a moment when **we could no longer be silent about it.**

Párrafo 3 → Paradoxically, this, in fact, is a moment for some leaders to be silent and do the work of processing some of the pain of the past. Pressure is mounting on leaders to say something, but too many allies are doing so without really understanding what they are speaking up for.

Párrafo 4 → Many people and organizations seem only to be taking a stand to relieve the uncomfortable tension they're feeling from realizing they've turned a blind eye on racism for years. Moreover, some of these same organizations are being called out by their own workforce for saying Black Lives Matter publicly, but not caring about, promoting, or hiring Black employees.

Párrafo 5 → It's a moment of awakening that's unnerving for many. **Their first thoughts may be, "How can I solve this quickly?"** It's a well-meaning reaction -- but misplaced.

Párrafo 6 → It's also a moment when Black people across the country are once again bearing the burden. By being asked to serve on newly founded diversity committee or doing outreach to diversify their company's network, they are being asked to give hundreds of hours of unpaid labor in the name of inclusion.

Párrafo 7 → It's a moment of endless questions on how to be a better ally or anti-racist -- well-meaning yet overwhelming.

Párrafo 8 → Last week, three other black executives and I launched Texts to Table, where we brought our private text conversations to life on YouTube. We shared our experiences and different walks of life as we have processed and responded to the events of Black Lives Matter. We also discussed what it means to be a Black person and CEO in 2020. My co-host Shawn Boynes, Executive Director, American Association of Anatomy, made this point: Allies, instead of asking your Black colleagues, **"How can I do better?"** reframe it and declare, **"I will do better."**

Párrafo 9 → **Here is how that might look.**

Párrafo 10 → Doing better means internalizing and acknowledging that systemic racism is real. **You don't need to hear another story of another Black person's trauma to get this.**

Párrafo 11 → As I processed the response to Georgie Floyd's death, I realized that part of the anger I was feeling came from knowing systemic racism was real -- from personal experience -- but seeing it brushed aside in the workplace. I had actually begun to doubt myself, wondering if certain experiences were, in fact, real. I had made excuses for microaggressions or unintentional offenses. **The simple act of acknowledging systemic racism will go a long way with your Black friends**

and colleagues.

Párrafo 12 → **Doing better means reckoning with how your own network of Black friends and colleagues, if you have one, may have perceived you or your past actions, big or small.** Here's the thing that many people don't understand in their rush to be anti-racists: It doesn't matter how many Black Lives Matter posters you have in your yard if even one Black person has experienced any form of racism from you -- intentional or not. Doing better means recognizing you've likely done a racist action even if you didn't mean to.

Párrafo 13 → Doing better means cleaning up your own house. Racism is both systemic and personal. For organizations, it means talking to your Black employees first, before that Black Lives Matter press release goes public. **You can't combat the system if you haven't addressed matters within your own network.**

Párrafo 14 → Most of the outrage right now is within organizations that had diversity and inclusion statements and practices. However, while they proudly proclaimed Black Lives Matter publicly, their employees reminded them that they didn't practice what they preached. **We must move beyond blanket statements.** And, just so you know, we always notice when we're the only Black person in the room.

Párrafo 15 → Doing better means recognizing white fragility. Resist the urge to solve this problem right away to ease your guilt. Ask yourself, why do you care now? **Can you see yourself still supporting Black Lives Matter in five years?** Why were you silent before? This is a moment to be sure you know your authentic attitude toward racism. Listen to your own voice. If you're faking it, people will know. If you still don't believe any of the above, you're better off just staying silent.

Párrafo 16 → **In fact, doing better might mean that you need to step back -- a lot.** This is a moment to lift other voices, particularly Black voices. **It's a moment when we must not center whiteness.** Rather than making this moment about your feelings and reactions to the Black Lives Moment, listen to and believe the experiences of Black people in America -- without judgment. **This might not be a problem you're equipped to solve in the short term.** The best thing you can do is find and support someone who is.

Párrafo 17 → **Most importantly, this is not a game you can win.** Doing better means actively enjoying the process of learning how to be better. There's no finish line. **You must fall in love with the process of becoming anti-racist.** It's a journey, not a race.

*Antes de analizar los verbos modales que se encuentran en este texto, te recomendamos que leas el resumen acerca de los verbos modales que se encuentra al final de este tema.*

**Actividad:**

- a) ¿Qué modalidad indica cada uno de los verbos modales incluidos en este texto? Tengan siempre en cuenta el contexto y la temática del mismo.
- b) ¿Qué modalidad predomina en este texto? ¿Por qué consideran que predomina esta modalidad?
- c) Según su punto de vista, ¿cuál es el impacto que el emisor desea causar en el lector?
- d) ¿A quién/es consideran que le habla el emisor? ¿Por qué?

### **La argumentación: posicionamiento discursivo del autor**

En los textos argumentativos podemos observar con claridad el posicionamiento discursivo del autor. Según Castro Azuara y Sánchez Camargo (2013), se puede decir que el posicionamiento discursivo se trata, en términos generales,

del conjunto de recursos lingüístico-discursivos que utiliza el hablante/ escritor para establecer la posición desde la que formula el discurso. [...] se trata de expresiones léxicas y gramaticales de las actitudes, sentimientos, juicios o compromisos personales con el contenido proposicional de los mensajes; es decir, con aquello de lo que se habla o escribe, o bien, con aquello que se lee. (p. 488, 489)

Los textos argumentativos generalmente tratan de promover en sus lectores actitudes y acciones favorables hacia lo que se plantea en ellos.

Ahora tomaremos uno de ese conjunto de elementos léxico-gramaticales que indican posicionamiento del autor: los verbos modales.

#### **La modalización en textos argumentativos**

¿Qué es la **modalización**? Es un concepto que tiene que ver directamente con la subjetividad que presenta el emisor. Así pues, hacemos alusión a las marcas explícitas del enunciador en el texto.

Según el Diccionario de Términos Clave de ELE del Centro Virtual Cervantes (CVC),

**Modalización** y modalidad son conceptos que se relacionan con la subjetividad en el lenguaje y con la expresividad. La modalización está siempre presente en la actividad discursiva, indicando la actitud del sujeto hablante con respecto a su interlocutor y a sus propios enunciados. Se diferencia de la modalidad como la acción se distingue de su resultado.<sup>9</sup>

La **modalidad** expresa un amplio campo de matices semánticos, según la actitud del emisor ante lo enunciado y su interlocutor: certeza, probabilidad, posibilidad, creencia, obligación, seguridad, permiso, deseo, duda, predicción, valoración, afectividad, etc. Se diferencia de la modalización como el resultado se distingue de la acción: el resultado del proceso de modalización se materializa en un conjunto de marcas lingüísticas diversas (marcas modales) que orientan al receptor sobre cómo interpretar la modalidad de un discurso.<sup>10</sup>

<sup>9</sup> Disponible en CVC Diccionario de términos clave de ELE. Modalización (uso de negrita de parte de quien cita): [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccionario/modalizacion.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccionario/modalizacion.htm)

<sup>10</sup> Disponible en CVC Diccionario de términos clave de ELE. Modalidad (uso de negrita de parte de quien cita): [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccionario/modalidad.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccionario/modalidad.htm)

Según este mismo diccionario, de acuerdo con “los distintos matices semánticos que expresa la modalidad del enunciado”, podemos distinguir diferentes tipos de modalidades, a saber:

- **Epistémica:** cuando el enunciador expresa el **grado de certeza o duda** con respecto a la verdad de la proposición que contiene su enunciado. (Ejemplos: *She may be here.* // *She must be here.* // *She can't be here*, entre otros.) Acata las “leyes racionales”, la lógica del enunciador, según su conocimiento.

| <b>Hipótesis</b>                  |         |
|-----------------------------------|---------|
|                                   | Could   |
|                                   | Would   |
| <b>Posibilidad / Probabilidad</b> |         |
|                                   | Will    |
|                                   | May     |
|                                   | Can     |
|                                   | Might   |
|                                   | Should  |
| <b>Certeza</b>                    |         |
|                                   | Must    |
|                                   | Have to |
|                                   | Will    |

- **Deónica:** indica la **obligatoriedad** de que se dé el contenido del enunciado según un sistema de normas. Se rige por las leyes sociales relacionadas con el **permiso y la obligación**. (Ejemplos: *They must win the elections.* // *We have to pay taxes.*)

| <b>Permiso</b>    |            |
|-------------------|------------|
|                   | May        |
|                   | Can        |
|                   | Could      |
|                   | Shall      |
| <b>Necesidad</b>  |            |
|                   | Need to    |
|                   | Should     |
|                   | Ought to   |
|                   | Had better |
| <b>Obligación</b> |            |
|                   | Must       |
|                   | Have to    |

- **Apreciativa o Valorativa:** muestra la actitud del emisor con relación a lo expresado en cuanto a su escala de valores. Algunos autores hablan de la **Modalidad Dinámica** (Konstantinidi, 2015), en la que los verbos modales que la integran expresan “sentimientos, deseos, capacidades y habilidades que pueden provenir tanto de características internas del locutor como de acontecimientos externos al hablante”. Esta categoría se diferencia de las anteriores en que no manifiesta ningún tipo de razonamiento lógico.

| <b>Necesidad</b>             |            |
|------------------------------|------------|
|                              | Need to    |
|                              | Should     |
|                              | Have to    |
|                              | Must       |
|                              | Ought to   |
| <b>Volición</b>              |            |
|                              | Could      |
|                              | Would      |
| <b>Capacidad / Habilidad</b> |            |
|                              | Can        |
|                              | Could      |
|                              | Be able to |

Cuadros extraídos de la propuesta de Konstantinidi (2015, pp. 66 – 69)

Cabe destacar que, según otros autores, los verbos modales incluidos en cada categoría pueden variar.

Nosotros no usaremos clasificaciones tan sofisticadas pero sí trataremos de ponernos en situación y pensar en qué posición se ubica el enunciador cuando escribe o habla, qué quiere transmitir al usar un verbo modal y no otro.

Desde ya, ante cualquier duda o consulta, siempre pueden preguntar sus inquietudes a sus docentes.

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# Tema 6

## *Intersectionality matters*

Para desarrollar este tema vamos a dividir la clase en dos partes:

1. La primera parte consistirá en el análisis de algunos fragmentos breves de la película *Hidden figures*, del año 2016, cuyo título se tradujo al español como “Talentos ocultos”.
2. Análisis discursivo de un artículo de Ayanna Howard (2021) *Real Talk: Intersectionality and AI*.

¡Comencemos!

### Paso 1: Observemos fragmentos de la película *Hidden figures*

- a. Antes de observar el fragmento:
  - Busca en el diccionario bilingüe (Inglés-Español) y monolingüe (Inglés-Inglés) el significado (no sólo la traducción) de la palabra **figure**.
  - Busca en el diccionario de términos en español la palabra **intersectionalidad** (en inglés, **intersectionality**).
  - ¿Cómo trasladarías al español el título del Tema 5: **Intersectionality matters?**
- b. Observación del fragmento sin sonido:  
Ingresa al siguiente link: <https://youtu.be/hNK8FCFpmm4>

Baja el sonido y observa la secuencia de eventos.

- Detecta quiénes son los personajes, dónde transcurre la acción y cuándo se desarrolla la historia. Para determinar tiempo y lugar, observa los detalles de la escenografía, el vestuario, peinados y maquillaje.
  - ¿Cuál es la situación de los personajes?
  - ¿Qué conflicto se plantea? ¿Qué problema/s deben resolver?
  - ¿Qué importancia tienen estos eventos para lo/as personajes? ¿Cómo te das cuenta?
  - ¿Se solucionó el problema? ¿Mejoró o empeoró la situación? ¿Cómo lo deduces?
  - Ahora observa, también sin sonido el fragmento que se encuentra en el siguiente link: [https://youtu.be/uZ5zUZ7rF\\_I](https://youtu.be/uZ5zUZ7rF_I)  
¿Qué sucede? ¿Reafirmas o cambias tu anticipación de los hechos? En el segundo caso, ¿Cómo contarías la historia completa?
  - ¿Qué evaluación haces de la situación y de su resolución?
- c. Observación del fragmento con sonido: puedes activar el subtulado en inglés. Para realizar esta actividad escucha los dos fragmentos, uno después del otro, para poder tener una idea de la escena completa.  
¿Cómo responderías las preguntas anteriores ahora que puedes escuchar el video?

Incluimos a continuación los segmentos del script o libreto de cada una de estas escenas:

- La primera se titula **No bathrooms for me**

Al Harrison:

Where the hell have you been? Everywhere I look you're not where I need you to be, and it's not my imagination. Now, where the hell do you go every day?

Katherine Johnson:  
The bathroom, sir.

Al Harrison:  
[With rising anger] The bathroom. The damn bathroom. For forty minutes a day? What do you do in there? We are T-minus zero here; I put a lot of faith in you.

Katherine Johnson:  
There's no bathroom for me here.

Al Harrison:  
What do you mean, "there's no bathroom" for you here?

Katherine Johnson:  
There is no bathroom. There are no colored bathrooms in this building, or any building outside the West Campus, which is half a mile away. Did you know that? I have to walk to Timbuktu just to relieve myself! And I can't use one of the handy bikes. Picture that, Mr. Harrison. My uniform, skirt below the knees and my heels. And simple string of pearls. Well, I don't own pearls. Lord knows you don't pay the colored enough to afford pearls! And I work like a dog day and night, living on coffee from a pot NONE OF YOU WANNA TOUCH! So, excuse me if I have to go to the restroom a few times a day.

Fuente: **Hidden Figures Quotes.** (n.d.). Quotes.net. Retrieved March 18, 2022, from <https://www.quotes.net/mquote/1184410>.

- La segunda se titula **We all pee the same colour**

EXT. COLORED RESTROOM HALLWAY – LATER

BANG! BANG! BANG! The sound of hammering, tearing.  
A SECURITY GUARD runs down the hallway and arrives upon a scene: a crowd of TECHS and ENGINEERS block the corridor. He pushes through the crowd to the front...where...Ruth holds up her hand, stops him. There in front of the group: an inflamed Al Harrison, wielding a crow bar, is bashing the "Colored Restroom" sign on the wall.

AL HARRISON  
Damn thing!

On the other side of the corridor...the entire West Computing Group, including Dorothy and Mary watch in wonder. Katherine makes her way through, landing between them. Harrison flails away at the sign. Bang! Bang!

AL HARRISON (CONT'D)<sup>1112</sup>

For Christ's sake!

Harrison keeps at it. Rip. Bang. The sign's holding on, with all it's might. Imagine that. He takes a final successful WHACK! And the sign crashes to the floor.

AL HARRISON (CONT'D)

There you have it! No more colored restrooms. No more white restrooms.  
Just plain old toilets.

Harrison looks over. He sees Katherine.

AL HARRISON (CONT'D)

Go wherever you damn well please.  
Preferably closer to your desk.

Harrison snatches up the sign.

AL HARRISON (CONT'D)

At NASA we all...pee the same color!

He stumbles off. Straight through the Crowd. Shock and pride and justice for all those watching. Katherine nods approval.

Fuente: Schroeder, A and Melfi, T. (2015) Hidden Figures. Screenplay. (Based on the book "Hidden Figures" by Margot Shetterly) Recuperado el 18-03-2022 de [http://readwatchwrite.com/wp-content/uploads/2019/12/23\\_Screenplay\\_Hidden-Figures.pdf](http://readwatchwrite.com/wp-content/uploads/2019/12/23_Screenplay_Hidden-Figures.pdf)

## Análisis de textos de la familia narrativa

Iddings y De Oliveira (2011) nos muestran cómo, diversos autores identificaron los aspectos importantes de los textos narrativos. En el primer caso, citan a Macken-Horarik (2002, p. 22), quienes identifican cuatro aspectos importantes de textos que son esenciales al hablar de géneros:

1. El propósito social
2. La localización social
3. La estructura esquemática
4. La descripción esquemática de cada etapa

Luego, los autores discuten las características de estos conceptos en el análisis de los textos

<sup>11</sup> (CONT'D): Indica que el personaje que dijo el último Diálogo de la escena, es el mismo que dirá la siguiente. Esto se utiliza para facilitar la lectura, ya que lo usual es que un personaje hable y luego siga uno diferente.

Grammarly Blog. Recuperado el 18-03-2022 de <https://www.grammarly.com/blog/continued-abbreviation/>

<sup>12</sup> CONT'D (an abbreviation for continued) should be written next to the character's name to indicate that their speech is continued. Studiobinder. Recuperado el 18-03-2022 de

[https://www.studiobinder.com/blog/contd-meaning-screenplay-formatting/#:~:text=CONT'D%20\(an%20abbreviation%20for,that%20their%20speech%20is%20continued.](https://www.studiobinder.com/blog/contd-meaning-screenplay-formatting/#:~:text=CONT'D%20(an%20abbreviation%20for,that%20their%20speech%20is%20continued.)

narrativos:

1. El propósito social sería entretenir e instruir según la reflexión sobre la experiencia. También tiene que ver con eventos que los individuos deben resolver para bien o para mal.
2. La localización social en las narrativas se encuentra en todos los aspectos de la vida cultural, en las novelas, las historias cortas, las películas, las *sit-coms* (*situation comedies*) y dramas radiales.
3. La estructura esquemática: orientación, complicación – evaluación, resolución y coda
4. Detalle de las distintas etapas:
  - La orientación proporciona información relevante acerca de la situación de los personajes.
  - La complicación resalta la importancia de los eventos para los personajes.
  - La resolución muestra la solución de los problemas, para bien o para mal.
  - Lo llamado “coda”, en los textos narrativos, a menudo intenta crear un sentido de rotundidad o definición por su regreso circular al punto inicial de la narrativa.

Adaptado por los autores de Macken-Horarik, 2002, and Eggins, 2004 (citado en Iddings y De Oliveira, 2011, p. 30)

- d. **Teniendo en cuenta estos cuatro momentos en el texto narrativo, ¿cómo ordenarías los sucesos de estos dos fragmentos de la película “Hidden Figures” en la siguiente estructura?**

1. ORIENTACIÓN

2. COMPLICACIÓN

3. RESOLUCIÓN

4. CODA

- e. De acuerdo con la historia que se cuenta en la película, ¿qué tipo de discriminación se observa en ella?

Age discrimination – Disability discrimination – Sexual orientation – Status as a parent – Religious discrimination – National origin – Pregnancy – Sexual harassment – Race, color, and sex — Others (Which ones?)<sup>13</sup>

Agregamos dos pequeños fragmentos de la película para que puedas responder esta pregunta de manera más completa:

<sup>13</sup> Podés consultar las siguientes páginas web que contienen información y explicaciones al respecto: Types of discrimination. Centers for Disease Control and Prevention: <https://www.cdc.gov/eeo/faqs/discrimination.htm>  
Discrimination by Type. U.S Equal Employment Opportunity Commission: <https://www.eeoc.gov/discrimination-type>

What you ladies do for NASA  
<https://youtu.be/HFNakraGHYk>

You are the boss  
<https://youtu.be/sQLYZ0Uxxvg>

- f. Según el concepto de “interseccionalidad” previamente buscado, ¿crees que en esta película se observa este fenómeno? ¿Cómo lo notaste? ¿Qué factores se combinan en la discriminación de determinadas poblaciones?
- g. Si tomamos en cuenta todos los significados de la palabra **figure**, ¿Por qué consideras que la película se titula **Hidden Figures**?

### Paso 2: Leamos ahora el texto **Real Talk: Intersectionality and AI**

Para explorar los elementos paratextuales y el texto en general, te recomendamos consultar el siguiente hipervínculo:

<https://sloanreview.mit.edu/article/real-talk-intersectionality-and-ai/>

Luego puedes utilizar el texto didactizado que se encuentra al final de este tema.

1. Ficha del artículo:

Explora la página web y luego completa el siguiente cuadro:

|                                                                  |  |
|------------------------------------------------------------------|--|
| Fuente textual                                                   |  |
| Género discursivo<br>(¿Qué estamos leyendo?)                     |  |
| Fecha de publicación                                             |  |
| Disciplina/ campo del saber con el que se relaciona el artículo. |  |
| Autor/a                                                          |  |
| Datos del/ de la autor/a                                         |  |
| Relevancia del/ de la autor/a en el campo de estudio             |  |
| Posibles lectores del artículo                                   |  |

2. Lean el título y el primer párrafo del artículo (líneas de 1 a 7) y respondan:
  - a. ¿De qué se trata el texto?
  - b. ¿Quién es Kimberlé Crenshaw?
  - c. ¿Qué término acuñó y cómo surgió el mismo?
  - d. ¿Qué criticó en su artículo y qué casos presentó?
  - e. ¿Cuál es el propósito comunicativo de este párrafo? (¿qué desea introducir la autora?)
3. Lean ahora el segundo párrafo (líneas 8 a 13):

- a. ¿Qué representa el concepto de “interseccionalidad” según la autora de este artículo?
  - b. ¿Cómo lo caracteriza y qué importancia le da?
  - c. ¿A quiénes hace referencia cuando utiliza el término **our** en la primera oración de este párrafo?  
*Intersectionality, at its core, represents the interconnected nature of our identity.* (línea 8)
  - d. ¿Qué desea resaltar la autora con esta cita de Crenshaw?  
*As Crenshaw wrote, the “intersectional experience is greater than the sum of racism and sexism.”* (líneas 12 y 13)
  - e. ¿Qué función comunicativa cumple esta cita en su artículo?
4. Leamos ahora el tercer párrafo de este artículo:
- Although anti-discrimination law fundamentally attempts to prevent discrimination in areas like employment, a growing number of studies highlight the limitations of these laws. They have been inadequate for redressing the issues experienced by those who are disadvantaged based on their lived intersectional experiences. For example, algorithmic bias with respect to Black women cannot be explained away as a sum of the bias with respect to Black men and the bias against White women. One simple example is wages: In 2019, the average woman earned 82 cents for every dollar earned by men. Black women earned 91 cents for every dollar earned by Black men. But compared with White men, Black women earned just 61 cents. Latinas earned even less compared with White men: 53 cents.
- a. ¿Cómo conectas la primera oración de este párrafo con la última del anterior?
  - b. ¿Qué argumenta la autora?
  - c. ¿Cómo ejemplifica su argumento?
  - d. ¿Consideras que sus ejemplos se fundamentan en datos certeros? ¿Por qué?
5. ¿Qué plantea la autora en el quinto párrafo (líneas 23 a 25)? ¿En qué radica su importancia?
6. Leamos con un poco más de detenimiento el siguiente fragmento:
- Imagine, if you will, what **might happen** if this real-world data **were fed** into an AI-based compensation tool for setting pay for new hires or determining promotions.*
- a. ¿Qué intenta postular la autora con el uso del mismo?
  - b. ¿Qué le propone a quien lee el artículo?
  - c. ¿Qué podemos decir de la estructura general de esta oración?
  - d. ¿Cómo podemos conectar la función de este fragmento con su estructura gramatical?
7. Leamos la sección **Intersectionality Challenges in AI**
- a. ¿Qué intentaron lograr los esfuerzos realizados en el área de la inteligencia artificial?
  - b. ¿Qué ejemplos se mencionan? Especifíquenlos de manera breve y concisa.

8. ¿Cómo se refuta lo anterior en el tercer párrafo de esta sección (línea 40 a 44)? ¿Qué conectores se utilizan para mostrar en el texto la transición entre los esfuerzos realizados y las dificultades o desafíos aún no superados?
9. ¿Cómo se ejemplifica lo anterior en el último párrafo?
10. A continuación, vamos a realizar una lectura rápida de la sección ***Intersectionality Approaches as a Solution for Bias***. Para esto, lee el primer párrafo y las oraciones iniciales de los párrafos restantes -en letra más oscura- y luego resuelve:
  - a. ¿De qué manera se puede lograr una mayor inclusión en el ambiente laboral?
  - b. ¿Qué deben reconocer las organizaciones?
  - c. ¿Qué intenta mostrar quien escribe a través del uso del verbo modal ***must*** en la siguiente oración?  
*Organizations must recognize that all unique intersectional experiences of identity are valid and informative.*
  - d. Menciona las cuatro formas de abordar el problema de la discriminación interseccional en las aplicaciones de inteligencia artificial que presenta la autora en este artículo.
11. Resuman en no más de cuatro líneas el contenido del último párrafo o párrafo conclusivo.

COLUMN

## Real Talk: Intersectionality and AI



**Ayanna Howard** August 24, 2021

**READING TIME: 5 MIN**

In 1989, Kimberlé Crenshaw, now a law professor at UCLA and the Columbia School of Law, first proposed the concept of intersectionality. In an article published in the University of Chicago Legal Forum, she critiqued the inability of the law to protect working Black women against discrimination. She discussed three cases, including one against General Motors, in which the court rejected discrimination claims with the argument that anti-discrimination law only protected single-identity categories. Black women, the court said, could not be discriminated against based on the combination of identities, in this case race and gender.

Intersectionality, at its core, represents the interconnected nature of our identity. It describes how our race, gender, and disabilities can converge to create systemic structures of discrimination or disadvantage. Intersectionality helps highlight the fact that treating each unique attribute in isolation, such as gender or race, continues to disadvantage those who possess multiple attributes. As Crenshaw wrote, the “intersectional experience is greater than the sum of racism and sexism.”

Although anti-discrimination law fundamentally attempts to prevent discrimination in areas like employment, a growing number of studies highlight the limitations of these laws. They have been inadequate for redressing the issues experienced by those who are disadvantaged based on their lived intersectional experiences. For example, algorithmic bias with respect to Black women cannot be explained away as a sum of the bias with respect to Black men and the bias against White women. One simple example is wages: In 2019, the average woman earned 82 cents for every dollar earned by men. Black women earned 91 cents for every dollar earned by Black men. But compared with White men, Black women earned just 61 cents. Latinas earned even less compared with White men: 53 cents.

All of this has implications in the world of artificial intelligence. Imagine, if you will, what might happen if this real-world data were fed into an AI-based compensation tool for setting pay for new hires or determining promotions.

## **Intersectionality Challenges in AI**

The word intersectionality has been thrown around with good, but not always concentrated, intention in the artificial intelligence world. I and other AI researchers have looked at attributes of diversity in the data sets that contribute to the accuracy of AI algorithms, as well as how that accuracy diminishes when looking at the intersection of these attributes. Joy Buolamwini of the MIT Media Lab and Timnit Gebru, then of Microsoft Research, have discussed how facial recognition algorithms had different outcomes for different intersectionality groups. By examining algorithm performance associated with different human attributes at the intersection of race and gender, Buolamwini and Gebru showcased the significance of conducting intersectional audits for these types of AI systems.

Early work that De'Aira Bryant conducted as part of my research team at the Georgia Institute of Technology's Human-Automation Systems Lab also looked at this concept of intersectionality and came up with a diversity rating. The rating is based on combining various attributes — including age, gender, and ethnicity — for use in auditing data sets used to train AI algorithms.

Alas, although promising, these efforts are pushed primarily within the AI research community. Adoption of these types of external third-party intersectional audits on systems deployed in consumer-facing applications has been slow. Although companies have been ramping up their efforts to develop fair AI, most of these algorithms still treat human attributes as single, isolated components.

In fact, most AI systems are designed with a single-axis solution in mind — gender is an independent component from age, age is an independent factor from socioeconomic status, and so on. The criteria typically used for computing error rates are limited to a single variable. When accuracy is computed across multiple attributes, each is typically viewed separately.

Take the example of bias in word embedding models, a fundamental AI technique used in many natural language processing applications, ranging from chatbot conversational agents to hate speech detection algorithms. An obvious bias is when a chatbot assumes that “doctor” indicates “man” and “nurse” indicates “woman.” Research has shown that even when language biases based on race, ethnicity, and gender have been mitigated in these word embedding models, the models still display biases against intersectional groups. This was highlighted in work published in 2020 by Wei Guo and Aylin Caliskan, which found that the bias toward intersectionality groups such as “Mexican American females” had worse algorithmic performance than for the single-attribute groups of Mexican Americans or females alone.

## **Intersectionality Approaches as a Solution for Bias**

Addressing intersectionality across an organization is one of the best ways to address larger issues of inclusiveness in the workplace, in the C-suite, and in AI algorithms. Organizations must recognize that all unique intersectional experiences of identity are valid and informative.

I see four specific ways to address the problem within AI applications:

**Be intentional in identifying the intersectional groups interacting with your AI system.**

Look at the ways gender identity, age, ability and/or disability status, and race and/or ethnicity could be at a disadvantage. Look at the ways other groups may have an advantage.

**Statistically evaluate metrics among different intersectional groups.** Do metrics such as disparate impact rates vary? AI methods rather than brute-force methods where trial and

error is used to make guesses about impact are most suited for this type of deep dive. Evaluating performance in this way can assist companies in really getting a grasp on how many individuals are (or are not) being disadvantaged.

**Ask what these differences tell you about your system, your processes, or your practices.** This is perhaps the most important step. AI has the ability to improve quality of life and well-being for all individuals when carefully crafted. When developing AI systems through an intersectional framework, the magnification of certain biases can be mitigated.

**Design a model that purposefully overserves statistically underrepresented intersectionality groups.** Put your data to use by designing a model that fixes problems and then some. Believe it or not, research has shown that developing specialized learners that pay special attention to the intersectionality classes yields better results for both the underrepresented and the overrepresented classes. Since algorithms can lack impartiality, designing for intersectionality constraints from the beginning helps mitigate some of the intersectionality bias while not introducing non-intersectionality bias.

Intersectional bias is a real thing in our society, in our community-government interactions, and in our employee-manager interactions. This bias is not just resident at the employee level; it drifts and slithers itself up the management chain and into the C-suite, where 21% of leaders are women, 4% are women of color, and only 1% are Black women. Employees who face discrimination linked to intersectionality have higher turnover rates, which results in an expense that cannot be salvaged. Given that the cost of voluntary turnover in the United States has been estimated to exceed \$617 billion, imagine even the low-hanging benefits that could be attained if companies addressed intersectionality in all of their practices — from their workplace hiring efforts to the applications of their artificial intelligence technologies.

#### ABOUT THE AUTHOR

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TAGS: Artificial Intelligence, Cultural Differences, Diversity, Ethics, People Analytics

## Tema 7<sup>14</sup> CONSOLIDACIÓN

Este tema tiene, como fin primordial practicar todo lo que hemos desarrollado hasta ahora sobre textos de trama argumentativa. Por eso, vamos a tomar un tema que todo/as conocemos y lo vamos a conectar con el tema de las relaciones de desigualdad.

### Paso 1: Ficha de la fuente

El texto que vamos a leer ha sido extraído de una publicación llamada **BuzzFeed.News**. ¿La conocen? ¿Qué saben acerca de ella? Si no han oido hablar de esta publicación, visiten el siguiente enlace: <https://www.buzzfeednews.com/article/buzzfeednews/about-buzzfeed-news> y completen el siguiente cuadro con información extraída de la página a la que accederán. Recuerden que en un cuadro no es necesario incluir oraciones completas:

|                                                                                    |                                                                                             |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Fecha de inicio de actividades                                                     |                                                                                             |
| Alcance de la organización                                                         |                                                                                             |
| Ámbito de producción y publicación<br>(Elija la opción que considere más adecuada) | Científico – Académico – Literario – Publicitario – Periodístico – Comercial – Otro: ¿Cuál? |
| Misión                                                                             |                                                                                             |
| Contenido de la información que da a lo/as lector/e/as                             |                                                                                             |
| Algunos premios ganados                                                            |                                                                                             |
| Localidades en donde opera                                                         |                                                                                             |
| Foco de la información                                                             |                                                                                             |
| Otra información que considere relevante                                           |                                                                                             |

### Paso 2: Análisis del paratexto del artículo

A. Observen la siguiente captura de página que contiene parte del paratexto que

<sup>14</sup> Texto elegido y guía de lectura desarrollada por la Prof. Marcela E. Engemann

antecede al texto y respondan las siguientes preguntas:

- a. ¿De qué sección de la publicación se extrajo el texto?
- b. ¿En qué zona, región o localidad se centra la información?
- c. De acuerdo con el título, ¿qué postura toma/n quien/es escribe/n el artículo?
- d. ¿Quiénes son los autores del artículo? ¿Qué función cumplen dentro de este medio de comunicación?
- e. ¿Qué función ocupan en el lugar al que hacen referencia en el título? ¿Qué relación hay entre ellos?
- f. Según ellos, qué comunidad/es es/son la/s más perjudicada/s por el coronavirus?



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OPINION / CORONAVIRUS

## Opinion: Coronavirus Makes Inequality Even Deadlier. New York City Won't Accept It.

New York City's mayor and first lady outline their plan to fight the coronavirus in the communities of color that are being hit the hardest.



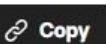
**Bill de Blasio**  
BuzzFeed Contributor



**Chirlane McCray**  
BuzzFeed Contributor

Posted on April 27, 2020, 2:42 pm

Be one of the first to comment



B. Observe la foto que se encuentra a continuación del paratexto anterior:



- a. ¿Qué muestra esta foto?
- b. ¿Cómo se relaciona con el título del texto?

### Paso 3: Lectura del texto

A. Lectura del segmento introductorio del artículo (líneas 1 a 25 en el texto didactizado que se encuentra al final de este tema.

1. Lean la siguiente cita que encontrarán en la línea 1:

*"Coronavirus is the Great Equalizer."*

- a. ¿Con qué propósito comunicativo utilizan los autores esta aseveración?
- b. ¿A quién corresponde la cita?
- c. ¿En qué sentido se cumplió esta aseveración?

2. Ahora lean el segmento incluido en la línea 5:

*It was an easy story. But it was woefully incomplete.*

- a. ¿Qué función cumple la misma en la sección introductoria y en relación con la información que la precede?
- b. ¿Para qué se usa el conector *But* en este breve fragmento?
- c. ¿Qué creen que va a introducir?

3. Ahora lea el segmento que se encuentra entre las líneas 6 y 10 y responda: ¿qué situación pone de manifiesto?

4. De acuerdo con la información incluida en el segmento que va desde la línea 11 a la 25:

- a. ¿Qué desean demostrar los autores?
- b. ¿Qué argumento/s esgrimen para mostrarlo?

- c. ¿Incluyen casos concretos? En tal caso, ¿cuáles?
- d. ¿Cuál es su posición al respecto? Indiquen en qué línea/s presentan esa posición.
- e. ¿Con qué propósito los autores ingresaron al mundo de la política? ¿Cuál sería su misión primordial?

5. En las líneas 24 y 25 encontramos lo siguiente:

*But this is a new challenge. And it demands a new response to help our communities of color — a four-part plan cities all over the world can learn from.*

- a. ¿A qué se hace referencia con los dos términos recuadrados en el texto (*This* e *It*)?
- b. ¿De qué otra forma lo habrían dicho ustedes en español? No se pide traducción sino un texto alternativo donde se nombre la palabra o frase referenciada.
- c. ¿Con qué propósito comunicativo se usa el conector *But* en este fragmento?
- d. ¿Con qué otra información del texto se conecta este fragmento?

6. Indique cuál es el propósito del plan de cuatro pasos que proponen los autores y los cuatro pasos enunciados.

#### **Paso 4: Lectura detallada de segmentos textuales**

1. Lean el segmento correspondiente al primer paso y luego explique:
  - a. ¿Qué indica el primer paso del plan de acción que mencionan los autores?
  - b. ¿Por qué los autores consideran que hay que hacerlo?
  - c. ¿En qué estado los autores encontraron los hospitales al asumir su gestión?
  - d. ¿Qué hicieron y están haciendo para cambiar la situación?
2. Ahora vamos a transcribir el paso 2 de este plan propuesto por quienes escribieron el artículo. Por favor, lénalo de manera cuidadosa y luego resuelvan las actividades que se incluyen a continuación del mismo

#### **Step 2: Launch a massive public awareness campaign.**

*There's a pesky word in front of this virus: "Novel." The best scientists in the world are still learning more by the hour. It's our job to get new information out to every community — no matter the language or communication barrier.*

*So we've invested more than \$10 million in a targeted ad campaign to our hardest-hit communities. We've translated the messages across 14 languages, and (have) <sup>15</sup>blanketed every digital and print channel we can to make sure we reach everyone.*

- a. ¿Qué cometido persiguen los autores de este texto al seguir este paso?
- b. ¿Qué quiere decir en este fragmento la palabra “novel”?
- c. ¿Cómo podemos darnos cuenta de acuerdo con la información provista en este fragmento?
- d. ¿Por qué creen que la califica como “a pesky word”?
- e. ¿Qué hicieron los autores hasta ahora para lograr su cometido?
- f. En el fragmento se subrayaron todos los verbos conjugados. Expliquen con sus palabras por qué creen que se han usado estos tiempos verbales:
  - Simple Present:

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<sup>15</sup> Auxiliar agregado por la Prof. Engemann con fines didácticos y para un mejor reconocimiento del tiempo verbal.

- Present Perfect:

3. Ahora lean los dos últimos pasos sugeridos por quienes escribieron este artículo. Lean los fragmentos extraídos de ellos, analícenlos y determinen qué posicionamiento discursivo toma el autor especificando qué modalidad indica el verbo modal en cada caso:

*Media alone won't be<sup>16</sup> enough. (Línea 48)*

*If we can get enough protective equipment, we'll send<sup>17</sup> health care workers into these communities and reach people in person. (Líneas 51 a 53)*

*"How can I keep safe?" "Should my kids be going outside?" (Líneas 56 y 57)*

*Those four steps will make a big difference — and they'll help<sup>18</sup> our communities of color get through this crisis. (Líneas 62 y 63)*



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## OPINION / CORONAVIRUS

# Opinion: Coronavirus Makes Inequality Even Deadlier. New York City Won't Accept It.

New York City's mayor and first lady outline their plan to fight the coronavirus in the communities of color that are being hit the hardest.



**Bill de Blasio**  
BuzzFeed Contributor



**Chirlane McCray**  
BuzzFeed Contributor

Posted on April 27, 2020, 2:42 pm

**Be one of the first to comment**

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<sup>16</sup> Won't be = Will not be

<sup>17</sup> We'll send = We will send

<sup>18</sup> They'll help = They Will help



A senior care EMS worker in Brooklyn.

*Marshall Ritzel / AP*

**"Coronavirus is the Great Equalizer."**

How many times did we hear that in the early days of this crisis? The headline wrote itself, as heads of state, celebrities, famous athletes, and literal *royalty* tested positive for the virus. No one was immune.

It was an easy story. But it was woefully incomplete.

Look beyond the surface and you'll see a deeper, more painful reality. It's a story as old as this nation — one that we should all recognize, if we've been paying attention. It's the story of haves and have-nots. It's the story of a broken economic and health care system that works for those at the top, and leaves others to die. It's the story of black and brown Americans continuing to pay the price.

Coronavirus has turned our nation's inequalities into a body count.

In New York City, we won't accept that reality. Just like other cities, we've seen this virus ravage our communities of color and immigrant communities. It's not hard to see why. They work on our front lines — our nurses, our bus and taxi drivers, our supermarket and pharmacy workers. They're more likely to live in multi-generational homes — where "social distancing" is even harder. And too many have spent a lifetime without access to the medical care they deserve.

The deck has been stacked against them since the beginning.

As the mayor and first lady of New York City, we got into politics to end inequalities, wherever we found them. With New Yorkers' help, we've pulled at the arc of justice for six years: Bringing Pre-K to every student in our city; giving every New Yorker access to health care; and bringing mental health care to all through our groundbreaking ThriveNYC program.

But this is a new challenge. And it demands a new response to help our communities of color — a four-part plan cities all over the world can learn from.

**Step 1: Keep protecting our public hospitals.**

These hospitals are the first line of defense for so many of our communities of color. When we came in six years ago, they were left for dead — underfunded and understaffed, with threats of closures and layoffs of doctors, nurses, and staff.

We invested billions to save our hospitals, and bring world-class care to the communities of color who largely depended on them. Right now, those hospitals are being stretched like never before. Every day, we're getting them more help — whether it's face shields to protect our heroes, nurses we've recruited from the US military, or sending our own ventilators, made right here in New York City.

We're also using our public hospitals to bring testing right to our hard-hit communities. So far, we've opened five testing sites directly in the neighborhoods that need them most. We have five more on the way next week, and we'll begin testing more than 7,000 people per week. We will remain laser-focused on helping people through our public hospitals, and all cities should.

### **Step 2: Launch a massive public awareness campaign.**

There's a pesky word in front of this virus: "Novel." The best scientists in the world are still learning more by the hour. It's our job to get new information out to every community — no matter the language or communication barrier.

So we've invested more than \$10 million in a targeted ad campaign to our hardest-hit communities. We've translated the messages across 14 languages, and blanketed every digital and print channel we can to make sure we reach everyone.

### **Step 3: Do deep grassroots outreach.**

Media alone won't be enough. We need to go into these communities and reach people. How do you go into a community when everyone's stuck inside? We're starting with a texting campaign — real health care workers starting a dialogue.

But there's no substitute for human-to-human interaction. If we can get enough protective equipment, we'll send health care workers into these communities and reach people in person.

### **Step 4: Expand our Phone-a-Clinician program.**

Even with grassroots outreach, these communities deserve more. They deserve a resource to turn to with any questions they might have, day or night. "How can I keep safe?" "Should my kids be going outside?" We owe not only answers, but security.

That's why we're expanding our Phone-a-Clinician program. Our communities of color and immigrant communities will have direct access to a clinician around-the-clock. They can ask anything they want, for free, and get the right advice to keep themselves and their families safe.

Those four steps will make a big difference — and they'll help our communities of color get through this crisis. But "getting through" this isn't enough.

Someday, this crisis will end — in New York City and across the world. When it does, it's on us to build something even better. It's on us to continue the mission we've devoted ourselves to for six years — to keep tearing down every wall of inequality, and bringing opportunity and fairness to every single New Yorker. That's the only way forward. And it's exactly what we'll do.

*Bill de Blasio is the mayor of New York City. Chirlane McCray is the first lady of New York City.*

**Tema 8<sup>19</sup>**

## **LA EVOLUCIÓN HUMANA**

### **El artículo de divulgación**

#### **El texto que comunica ciencia en forma amena**

Los artículos de divulgación constituyen un género discursivo con bordes difusos entre un informe científico y la noticia periodística. El artículo “traduce” el conocimiento experto, con un lenguaje accesible e interpretable; busca acercar el conocimiento científico al público en general.

Los ministerios, secretarías de ciencias y museos se han abocado a este tipo de divulgación de investigaciones, avances, noticias o resultados para despertar el interés. Los textos suelen tratar temas que van desde avances, descubrimientos y discusiones científicas sobre teorías o la historia de la ciencia. La divulgación puede darse en distintos medios y canales de comunicación, o variados formatos: artículos en la prensa gráfica, documentales en televisión, revistas especializadas de contenidos científicos, sitios de Internet con noticias y artículos de investigación. Hoy, están presente en las redes sociales, cuando difunden en forma masiva, los contenidos alojados en sitios web. Piensan en revistas como National Geographic o publicaciones de las distintas instituciones u organismos privados o estatales. Con su advenimiento, se consolidó una rama del periodismo, el periodismo científico cuya tarea es la difusión de los conocimientos que generan los científicos y los investigadores, es decir convertirse en mediadores entre ellos y el gran público. El periodista está entrenado para la comunicación social por eso puede hacer accesible las noción o conceptos científicos sin que éstas pierdan sentido o se desvirtúen.

#### **Estructura del artículo de divulgación**

(Ver página siguiente)

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<sup>19</sup> Tema elaborado por la Prof. Gabriela Di Gesú. Los cambios aplicados en el diseño y adaptación al cuadernillo en papel corresponden a la Prof. Engemann

## Estructura del artículo de divulgación

### Título

- breve y atractivo

### Resumen o sumario

- responde a las preguntas qué, quién cómo, cuándo, dónde y por qué.

### Introducción

- Presentación del tema.
- Marco teórico: antecedentes del tema, hallazgos o resultados de la investigación del artículo científico.
- Planteamiento: idea central de todo el artículo.
- Menciona los asunto que tratará.

### Exposición

- Cuenta con dos o tres sub títulos internos.
- Cada párrafo contiene una oración principal (proposición o tesis), exposición (evidencia u oraciones de desarrollo) y cierre o transición: inferencia, deducción, reflexión o conclusión a partir de la proposición y la evidencia.
- Se emplean los recursos expresivos de la explicación: como las comparaciones, ejemplos, definiciones, analogías, reformulaciones, entre otros.

### Conclusión

- Reformula el planteamiento inicial a la luz de las informaciones provistas en la exposición; haz proyecciones a futuro del tema expuesto.

### Biodata

- En el artículo de divulgación se lo conoce como "conoce al autor" "sobre el autor"

### Referencias

- Suelen ser recomendaciones bibliográficas para los lectores interesados en saber más sobre el tema. Adopta distintos nombres, como "para el lector interesado", "para saber más", "lecturas recomendadas", entre otros. Se incluyen las fuentes consultadas

## Análisis del texto *Human evolution*

### Paso 1: Análisis de los elementos paratextuales

Te invitamos a que visites la siguiente página web y observes su paratexto:

<https://humanorigins.si.edu/education/introduction-human-evolution#:~:text=Human%20evolution%20is%20the%20lengthy,of%20approximately%20six%20million%20years.>

Toda esa información visual que suele acompañar a los artículos de divulgación te da pautas o pistas para anticipar el tema que vas a leer. Suponemos también que como el título está compuesto por palabras transparentes, te ayuda en la lectura.

b. ¿Cuál sería el tema central del texto?

c. Una vez que pudiste anticipar la lectura, es conveniente que pienses qué información esperas encontrar en el texto. Pensá o escribí las preguntas que te ayuden a concentrarte mejor en la información que vas a leer.

.....  
.....  
.....

## Paso 2: Leemos el texto de manera guiada

a. **Leemos desde la línea 1 a la 36** (del texto didactizado que se encuentra al final de esta guía).

Pareciera que el autor trata de contestar las siguientes preguntas, tal vez algunas sean parecidas a las que vos te planteaste. Fijate si podés colocar cada pregunta antes de cada párrafo. Las preguntas no están en orden, resolvé la actividad y luego fijate en el pie de página

1. ¿Qué distingue al humano de los simios?
2. ¿Hacia dónde migraron los humanos primitivos?
3. ¿A qué especie de mamíferos pertenecen los humanos?
4. ¿Qué es la evolución humana?
5. ¿Qué debate se da sobre las especies humanas primitivas?

### b. Lectura del apartado – Líneas 9-36

#### 1. Releemos las líneas de la 9-12:

i. El objetivo de este párrafo es (elige una)

- Definir
- Ejemplificar
- Identificar un problema

ii. Para comunicarnos algo sobre la evolución humana, el autor utiliza un concepto más amplio ¿Cuál es?

Generalmente, al definir se utilizan distintos verbos is / are / consist of / is defined as/ can be defined as/ means/ is known as/ is referred to as/ is called

iii. Y luego agrega más información, que en este caso hace referencia a: (elige una)

- La evolución humana
- El proceso

Para agregar mayor información, se utilizan preposiciones ( of/ with/ by/ in) o una preposición y un pronombre relativo ( of which/ in which/ by that/by which).

iv. Fijate qué referente utiliza para que te des cuenta de qué está hablando.

*Human evolution is the lengthy process of change by which people originated from apelike ancestors.*

v. Entonces ¿en qué consistió el proceso?

.....  
.....  
.....

Sigamos leyendo:

vi. ¿Qué función cumple la segunda oración de este párrafo?

*Scientific evidence shows that the physical and behavioral traits shared by all people originated from apelike ancestors and evolved over a period of approximately six million years.*

vii. Analizamos la segunda parte de la oración anterior

*... the physical and behavioral traits shared by all people originated from apelike ancestors and evolved over a period of approximately six million years.*

A veces, al leer una palabra terminada en *ed* pensamos inmediatamente que es un verbo. No siempre es así, muchas veces funciona como adjetivo que modifica al sustantivo que lo precede.

- ¿Qué te parece a vos que significa *shared* en este caso y que función cumple (verbo/ adjetivo)?
- ¿Cuáles serían los verbos de esta oración?

viii. Luego de analizarla, ¿qué información agrega esta oración?

## 2. Leemos el segundo párrafo (líneas 13-17)

i. ¿Cuál es la función comunicativa del párrafo? (elige una)

- Clasificar
- Hacer una lista de las características del humano.
- Narrar la evolución

ii. ¿Qué distingue al humano del simio?

.....  
.....

Uso de elementos de puntuación

El autor utiliza el guion largo (—) para dar ejemplos. Su uso no es común en español pero sí es frecuente en inglés.

## 3. Leemos el párrafo 3 (líneas 18-24)

i. ¿Cuál es la función de la oración Humans are primate y las siguientes?

ii. ¿Qué información encontrás en las oraciones siguientes? ¿Qué palabra te da indicios de la información que vas a leer?

## 4. Leemos el párrafo 4 (líneas 25-30)

i. ¿Cuál es la función de la primera oración? ¿Qué información nos da?

ii. Las oraciones siguientes mencionan dos debates ¿cuáles son?

iii. ¿Qué palabras utiliza para dar idea de oposición entre la primera y la segunda oración?

## 5. Leemos el párrafo 5 (líneas 31-36)

i. ¿Qué tipo de texto es este segmento? (elige uno)

- Narrativo
- Explicativo
- Descriptivo

ii. Haz una lista de los verbos conjugados

.....

iii. Escribe la línea de tiempo

.....

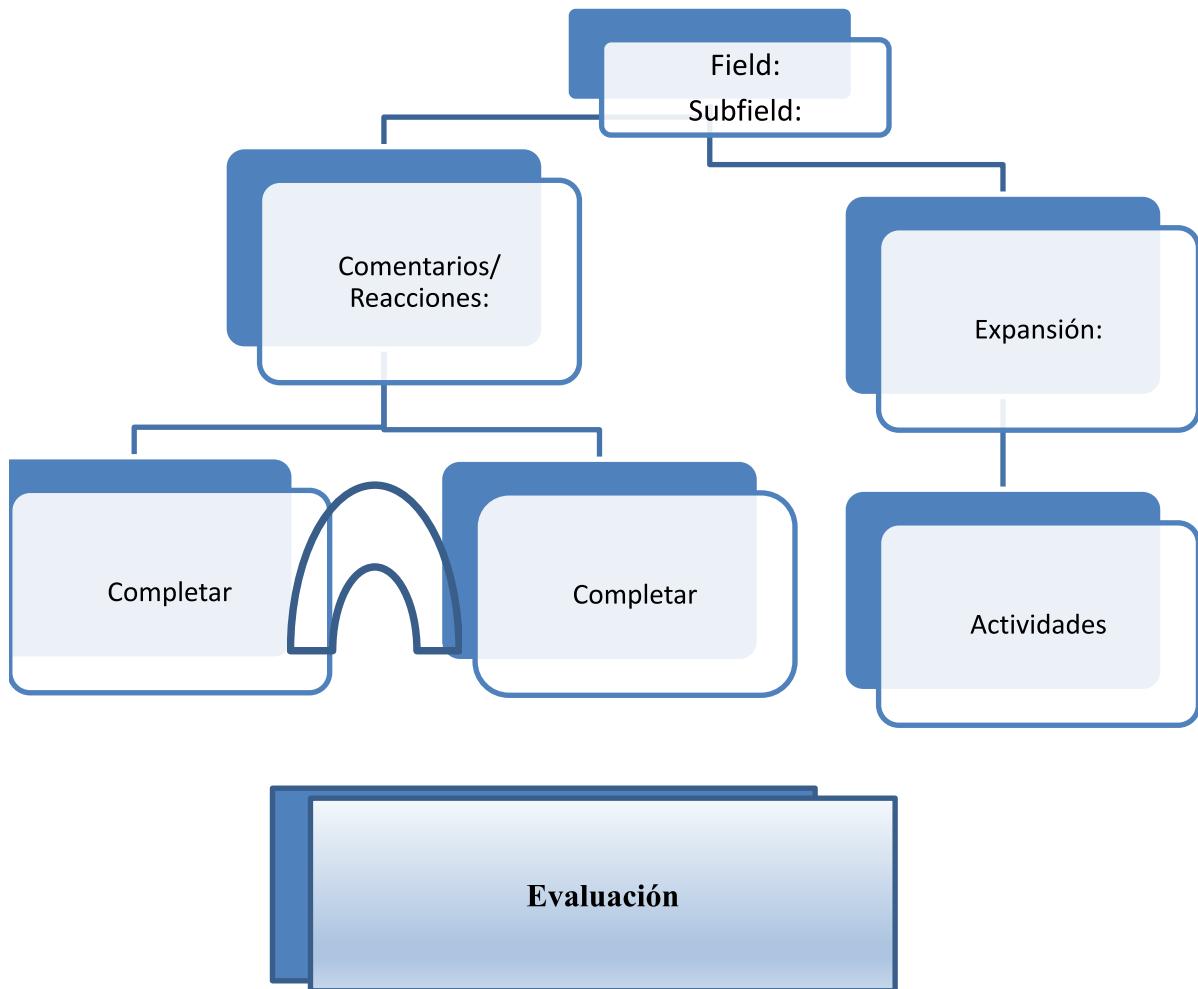
c. Leemos: Paleoanthropology

1. Fíjense cómo se despliega la información.

Las flechas muestran cómo la repetición de palabras o palabras derivadas permite construir la explicación.

Paleoanthropology is the scientific study of human evolution. Paleoanthropology is a subfield of anthropology, the study of human culture, society, and biology. The field involves an understanding of the similarities and differences between humans and other species in their genes, body form, physiology, and behavior.

Paleoanthropologists search for the roots of human physical traits and behavior. They seek to discover how evolution has shaped the potentials, tendencies, and limitations of all people. For many people, paleoanthropology is an exciting scientific field because it investigates the origin, over millions of years, of the universal and defining traits of our species. However, some people find the concept of human evolution troubling because it can seem not to fit with religious and other traditional beliefs about how people, other living things, and the world came to be. Nevertheless, many people have come to reconcile their beliefs with the scientific evidence.



2. Ahora lean las líneas 50-60:

Armen un esquema que muestre la estructura del párrafo.

#### d. Leemos: El proceso de evolución.

¿Cómo podemos resumir la información proporcionada en esta sección?

Trata de resumir cada párrafo en una o dos oraciones. Para hacer un resumen, recurrimos a los datos principales.

Párrafo 62/68: definición – expansión

Párrafo 69-76: objetos mencionados y definiciones.

Párrafo 77-86: Proceso

Algunos consejos

- Utiliza oraciones en afirmativo, evita las oraciones en negativo. Por ejemplo. El proceso evolutivo no afecta solo a individuos. El proceso evolutivo afecta a la población.
- Al resumir podés relacionar ideas que están en distintas partes del texto.
- Evita los ejemplos (ya sabés que en este texto se encuentran entre guiones largos)
- Lee el texto varias veces y luego armá el resumen como si lo tuvieras que presentar en un examen

# Introduction to Human Evolution

[Mystery Skull Interactive](#)



When scientists discover a fossil skull, they compare it to skulls that have already been identified as particular early human species. Now you get to be the scientist!



## Introduction to Human Evolution

### Human evolution

Human evolution is the lengthy process of change by which people originated from apelike ancestors. Scientific evidence shows that the physical and behavioral traits shared by all people originated from apelike ancestors and evolved over a period of approximately six

million years.

One of the earliest defining human traits, bipedalism -- the ability to walk on two legs -- evolved over 4 million years ago. Other important human characteristics -- such as a large and complex brain, the ability to make and use tools, and the capacity for language -- developed more recently. Many advanced traits -- including complex symbolic expression, art, and elaborate cultural diversity -- emerged mainly during the past 100,000 years.

Humans are primates. Physical and genetic similarities show that the modern human species, *Homo sapiens*, has a very close relationship to another group of primate species, the apes. Humans and the great apes (large apes) of Africa -- chimpanzees (including bonobos, or so-called “pygmy chimpanzees”) and gorillas -- share a common ancestor that lived between 8 and 6 million years ago. Humans first evolved in Africa, and much of human evolution occurred on that continent. The fossils of early humans who lived between 6 and 2 million years ago come entirely from Africa.

Most scientists currently recognize some 15 to 20 different species of early humans. Scientists do not all agree, however, about how these species are related or which ones simply died out. Many early human species -- certainly the majority of them -- left no living descendants. Scientists also debate over how to identify and classify particular species of early humans, and about what factors influenced the evolution and extinction of each species.

Early humans first migrated out of Africa into Asia probably between 2 million and 1.8 million years ago. They entered Europe somewhat later, between 1.5 million and 1 million years. Species of modern humans populated many parts of the world much later. For instance, people first came to Australia probably within the past 60,000 years and to the Americas within the past 30,000 years or so. The beginnings of agriculture and the rise of the first civilizations occurred within the past 12,000 years.

## Paleoanthropology

Paleoanthropology is the scientific study of human evolution. Paleoanthropology is a subfield of anthropology, the study of human culture, society, and biology. The field involves an understanding of the similarities and differences between humans and other species in their genes, body form, physiology, and behavior. Paleoanthropologists search for the roots of human physical traits and behavior. They seek to discover how evolution has shaped the potentials, tendencies, and limitations of all people. For many people, paleoanthropology is an exciting scientific field because it investigates the origin, over millions of years, of the universal and defining traits of our species. However, some people find the concept of human evolution troubling because it can seem not to fit with religious and other traditional beliefs about how people, other living things, and the world came to be. Nevertheless, many people have come to reconcile their beliefs with the scientific evidence.

Early human fossils and archeological remains offer the most important clues about this

ancient past. These remains include bones, tools and any other evidence (such as footprints, evidence of hearths, or butchery marks on animal bones) left by earlier people. Usually, the remains were buried and preserved naturally. They are then found either on the surface (exposed by rain, rivers, and wind erosion) or by digging in the ground. By studying fossilized bones, scientists learn about the physical appearance of earlier humans and how it changed. Bone size, shape, and markings left by muscles tell us how those predecessors moved around, held tools, and how the size of their brains changed over a long time. Archeological evidence refers to the things earlier people made and the places where scientists find them. By studying this type of evidence, archeologists can understand how early humans made and used tools and lived in their environments.

## The process of evolution

The process of evolution involves a series of natural changes that cause species (populations of different organisms) to arise, adapt to the environment, and become extinct. All species or organisms have originated through the process of biological evolution. In animals that reproduce sexually, including humans, the term species refers to a group whose adult members regularly interbreed, resulting in fertile offspring -- that is, offspring themselves capable of reproducing. Scientists classify each species with a unique, two-part scientific name. In this system, modern humans are classified as *Homo sapiens*.

Evolution occurs when there is change in the genetic material -- the chemical molecule, DNA -- which is inherited from the parents, and especially in the proportions of different genes in a population. Genes represent the segments of DNA that provide the chemical code for producing proteins. Information contained in the DNA can change by a process known as mutation. The way particular genes are expressed -- that is, how they influence the body or behavior of an organism -- can also change. Genes affect how the body and behavior of an organism develop during its life, and this is why genetically inherited characteristics can influence the likelihood of an organism's survival and reproduction.

Evolution does not change any single individual. Instead, it changes the inherited means of growth and development that typify a population (a group of individuals of the same species living in a particular habitat). Parents pass adaptive genetic changes to their offspring, and ultimately these changes become common throughout a population. As a result, the offspring inherit those genetic characteristics that enhance their chances of survival and ability to give birth, which may work well until the environment changes. Over time, genetic change can alter a species' overall way of life, such as what it eats, how it grows, and where it can live. Human evolution took place as new genetic variations in early ancestor populations favored new abilities to adapt to environmental change and so altered the human way of life.

Dr. Rick Potts provides a video short introduction to some of the evidence for human evolution, in the form of fossils and artifacts.

## **Tema 9**

# **LA EVOLUCIÓN HUMANA**

### **La noticia científica**

En esta oportunidad, vamos a ver cómo un informe de investigación puede presentarse como noticia científica.

¿Qué es una noticia científica? En sus pautas para publicar, UAM Gazzette explique que “Una noticia científica es una información de actualidad e interés público sobre resultados de investigación que han sido publicados en revistas científicas indexadas”<sup>20</sup>. Por lo general, las noticias de divulgación científica pertenecen a un campo muy específico, y se “adaptan” de alguna manera, al lenguaje de todos para que podamos entenderlos. Por ejemplo, ¿sería fácil para nosotros leer un informe científico sobre los distintos tipos de coronavirus y sus variantes? Es muy probable que no lo sea, porque no somos expertos en el tema. Sin embargo, a través de las noticias de divulgación sí podríamos hacerlo puesto que quienes las escriben adaptan esos contenidos y el lenguaje con el que los expresan al lector común, al “lego”, es decir quien no tiene el conocimiento específico en ese tema.

¿Cómo lo diferenciamos del artículo de divulgación, del cual tenemos un ejemplo en el Tema 8? “A diferencia de la noticia científica, un artículo de divulgación es un texto firmado por un autor capacitado para hablar sobre un tema determinado” (UAM Gazzette) y tiene como propósito fundamental explicar -aunque a veces también opinar- sobre un tema general o específico que puede o no ser de actualidad (a medida que lean esta descripción, observen el texto anterior para luego poder compararlo con el que vamos a leer ahora).

Ambas son formas de divulgar la ciencia de modo que el público en general conozca y comprenda los hallazgos de las investigaciones que en ella se producen.

Vamos a ir trabajando paso a paso, como siempre hacemos, de modo tal que podamos observar las distintas características del género discursivo que estamos analizando.

#### **Paso 1: Nos vamos poniendo en sintonía<sup>21</sup>**

¿Qué recordamos del tema 8? ¿Cómo asocias este video con lo que vimos en el tema anterior? Vamos a recabar conocimiento previo a través de un video y de la realización de las actividades que se proponen a continuación del enlace en el que podrán visualizarlo: <https://youtu.be/DZv8VylQ7YU>

1. Observa el video para identificar
  - a) El tópico:
  - b) Institución que lo publicó:
  - c) Qué explica el primer gráfico:

Una vez que logras identificar lo solicitado, pasa a la segunda actividad.

---

<sup>20</sup> La noticia científica. UAM. Recuperado el 20 de abril de 2022 de <https://www.uam.es/uam/noticias-cientificas>

<sup>21</sup> Actividad preparada por la Prof. Marcela E. Engemann PhD.

2. Observa el video hasta llegar a 1:16 m. y especifica si los siguientes enunciados son Verdaderos o Falsos:
- Nuestros parientes vivos más cercanos son los chimpancés
  - Los fósiles de las especies que vivían en África Oriental muestran su postura erecta.
  - Los restos fósiles ayudan a conocer nuestros ancestros extintos.
  - El primer homínido conocido que apareció en África hace 7 millones de años tenía los dientes caninos más grandes que los simios
  - Existen otros “parientes” vivos, pero no tan cercanos como los chimpancés.
3. Sigue observando el video (hasta 4: 19 m.) y completa los siguientes enunciados con la opción correcta:
- A. La habilidad para caminar en dos pies evolucionó..... que otras características humanas.  
Seleccione una:  
a. Mucho después  
b. Al mismo tiempo  
c. Mucho antes
- B. Aunque caminaban erguidos, los homínidos.....  
Seleccione una:  
a. Trepaban árboles  
b. Derribaban árboles  
c. Cortaban frutas de árboles
- C. Las herramientas permitieron que los homínidos se adaptaran a:  
Seleccione una:  
a. Distintas comunidades  
b. Distintas sociedades  
c. Distintos ambientes
- D. Las primeras herramientas de piedra conocidas, producidas en Etiopía, .....  
Seleccione una:  
a. Posiblemente fueron producidas por el homo habilis  
b. Fueron con certeza producidas por el homo habilis.  
c. Bajo ningún concepto fueron producidas por el homo habilis.
4. Observa el video hasta el final y responde:
- ¿Qué características humanas tenía el homo erectus?
  - ¿Cómo pudieron haberse extinguído los otros homínidos diferentes al homo sapiens?

## Paso 2: Leemos una noticia científica<sup>22</sup>

Encontrarás la noticia científica que vamos a leer en el siguiente enlace:

<sup>22</sup> Texto proporcionado y guía de lectura preparada por la Prof. Lic. Flavia Balco. Colaboración y complementación de la Prof. Marcela Engemann.

<https://www.sciencenews.org/article/homo-sapiens-humans-europe-migration-earlier-franc-e-rock-shelter#:~:text=Stone%20Age%20Homo%20sapiens%20began,5%2F11%2F20>.

De todos modos, en este tema encontrarás el texto didactizado luego de las actividades.

1. Como siempre, lo primero que vamos a hacer es observar el paratexto. Recorran el texto con la vista. Deténgase en el título, los elementos paratextuales y el subtítulo. Identifique y/o responda:

- a. La fuente textual:
- b. El autor:
- c. La fecha de publicación:
- d. El tópico del texto:
- e. ¿Qué datos pueden encontrar acerca del autor?
- f. ¿Qué información pueden obtener de la fotografía?
- g. ¿Quién es Ludovic Slimak?
- h. ¿Cómo trasladarían el título al español?

Veamos... Muchos de los datos que solicitamos aquí pueden ser extraídos de la primera parte del texto. Coloquen los ítems solicitados en sus lugares correspondientes:

The screenshot shows a news article from Science News. At the top left is the date "8/4/22, 10:13". To the right is the headline "Homo sapiens may have reached Europe earlier than previously thought | Science News". Below the headline is the Science News logo with the tagline "INDEPENDENT JOURNALISM SINCE 1921". A horizontal line separates the header from the main content. Underneath the line, there are two categories: "NEWS" and "ARCHAEOLOGY". The main headline reads "Homo sapiens may have reached Europe 10,000 years earlier than previously thought". Below the headline is a sub-headline: "Migrations to the continent started long before Neandertals died out, new finds suggest". To the right of the sub-headline is a large, sharp-edged yellowish-brown stone point against a black background. A blue arrow points from the first question in the list to this image. Below the image is a caption: "Evidence of the earliest known Homo sapiens in Europe, including this sharp-edged stone point, comes from a French rock-shelter and dates to as early as 56,800 years ago, researchers say." Another blue arrow points from the second question to this caption. To the left of the caption is the author's name, "L. SLIMAK", with another blue arrow pointing from the third question to it. Below the author's name is the byline "By Bruce Bower". At the bottom of the article is the publication date "FEBRUARY 9, 2022 AT 2:00 PM". There are seven empty blue circles on the right side of the page, each with a blue arrow pointing to one of the seven numbered items in the list above. These circles are arranged vertically, corresponding to the numbered items in the list.

¿Qué debieron hacer para encontrar la respuesta al punto g?

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A version of this article appears in the [March 12, 2022](#) issue of *Science News*.

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#### CITATIONS

L. Slimak et al. [Modern human incursion into Neanderthal territories 54,000 years ago at Mandrin, France](#). *Science Advances*. Published February 9, 2022. doi: 10.1126/sciadv.abj9496.



**About Bruce Bower**

Bruce Bower has written about the behavioral sciences for *Science News* since 1984. He writes about psychology, anthropology, archaeology and mental health issues.

Debemos recorrer el texto hasta el final y allí vamos a saber quién es Slimak sino que también vamos a encontrar datos de quien escribió la noticia. ¿Qué podemos decir de ambos?

2. ¿Cuál es el descubrimiento científico que divulga esta noticia?
  
3. Lean el primer párrafo del texto e intenten responder estas cinco preguntas:
  - a. ¿Qué sucedió?
  - b. ¿Quién lo hizo/ descubrió?
  - c. ¿Cuándo sucedió?
  - d. ¿Dónde?
  - e. ¿Cómo?
  - f. ¿Por qué?

Para resolver las actividades 2 y 3, sólo basta tener en cuenta el título y subtítulo, la bajada (si la hay) y el primer párrafo o lead. ¿Pudiste encontrar? todos los ítems de la actividad 3. Si no lograste hacerlo, quizás debas seguir leyendo...

Si ingresamos a la página web donde encontramos este texto, veremos que la información fundamental se encuentra resaltada en otro color, tal como figura en la correspondiente captura de pantalla (encontrarás la información más importante dentro de la llave lateral).

By Bruce Bower

FEBRUARY 9, 2022 AT 2:00 PM

Stone Age *Homo sapiens* began migrating into Europe much longer ago than has typically been assumed.

Discoveries at a rock-shelter in southern France put *H. sapiens* in Europe as early as 56,800 years ago, a new study finds. That's around 10,000 years earlier than previously thought (SN: 5/11/20).

The French site, called Grotte Mandrin, was alternately occupied by the *H. sapiens* newcomers and Neandertals native to Europe, replacing each other a couple of times before Neandertals died out roughly 40,000 years ago, researchers report February 9 in *Science Advances*.

Ahora vamos a ir buscando información detallada dentro del texto.

4. Lee las oraciones tópico de cada párrafo para encontrar la respuesta a aquellas preguntas que no pudiste responder con la información del primer párrafo.
5. ¿Cómo se relacionan el sur de Francia con los Homo Sapiens?
6. Responde:
  - a. ¿Qué es Grotte Mandrin?
  - b. ¿Cuál es su importancia según la información que obtenemos del tercer párrafo?
7. ¿Qué opinión popular desafía el hallazgo del refugio rocoso situado a 225 metros de altura sobre el valle del Río Ródano medio?
8. ¿Qué datos se encontraron a partir de las excavaciones de Slimak? Explique el párrafo con sus propias palabras.
9. ¿Qué datos se obtuvieron a partir de los dientes encontrados durante las excavaciones?
10. Lee el párrafo 9 del texto. ¿Cómo se relaciona la mención de Slimak con la fotografía? Copiamos aquí el párrafo 9:

*Resident Neandertals and ancient *H. sapiens* migrants had at least brief contacts, Slimak says. Flint used by *H. sapiens* to make tools came from sources located within 100 kilometers of the rock-shelter in all directions, knowledge that could have been acquired only with the help of Neandertals already well-versed in the region's landscape, Slimak contends.*

11. A continuación, lean el siguiente párrafo y resuelvan las actividades que se incluyen debajo de él:

*H. sapiens who first settled at Grotte Mandrin consisted of several dozen individuals or more, Slimak estimates. Archaeological evidence indicates that, between 56,800 and 51,700 years ago, those ancient people inhabited the site for some 40 years. "This was not a short-term hunter-gatherer camp but a tentative colonization of Europe," Silmak says.*

- a. ¿Qué indica la evidencia arqueológica?
- b. ¿A qué o quiénes se refiere el escritor del texto cuando dice *those ancient people*?
- c. ¿Qué aparente contraste se da en la cita directa de Slimak? Expícalo con tus palabras
- d. ¿Qué idea desea transmitir o explicar el autor con esa aseveración?

12. Lea el siguiente párrafo y luego elija la opción correcta:

*Resident Neanderthals and ancient H. sapiens had at least brief contacts, Slimak says. Flint used by H. sapiens to make tools came from sources located within 100 kilometers of the rock-shelter in all directions, knowledge that could have been acquired only with the help of Neandertals already well-versed in the region's landscape, Slimak contends.*

De acuerdo con este párrafo, el conocimiento que tenían los Homo sapiens acerca del uso de piedras para hacer herramientas....

- a. Vino de los Neandertales
- b. Podría haber venido de los Neandertales
- c. Debería haber venido de los Neandertales.

13. Lee con atención el último párrafo:

*To confirm the evolutionary identities of Grotte Mandrin's various Stone Age toolmakers, Slimak's team is now attempting to extract ancient DNA from hominid teeth and sediment at the site.*

- a. ¿A qué se hace alusión en el mismo?
- b. ¿Qué diferencia existe entre la información incluida en él y la información incluida en los párrafos anteriores?

### **Paso 3: Las voces de autoridad en el texto.**

Examinemos algunos párrafos del texto y analicemos en detalle qué voces se citan en él:

Párrafo 4:

*The finds from the rock-shelter, situated 225 meters above the middle Rhône River Valley, challenge a popular view that Neandertals died out within a few thousand years of H. sapiens reaching Europe, say archaeologist Ludovic Slimak of the University of*

Toulouse-Jean Jaurès in France and colleagues.

Párrafo 5:

Slimak has directed excavations at Grotte Mandrin for the last 24 years. Nearly 60,000 stone artifacts and more than 70,000 bones of horses, bison and other animals have been unearthed in 12 sediment layers. Only nine isolated hominid teeth have been found in five of those layers. But these teeth can be categorized as either Neandertal or *H. sapiens* based on their shapes and sizes, **the researchers say**. The oldest *H. sapiens* material in the rock-shelter includes a single tooth from a 2- to 6-year-old child, **Slimak says**.

Párrafo 7

Given this evidence, it now appears that *H. sapiens* groups periodically entered southern Europe long before Neandertals went extinct, says paleoanthropologist Isabelle Crevecoeur of the University of Bordeaux in France, who did not participate in the new study. “The arrival of *Homo sapiens* in Europe after the demise of Neandertals was probably the end of a long, sometimes unsuccessful, migration process.”

Párrafo 8

*H. sapiens* who first settled at Grotte Mandrin consisted of several dozen individuals or more, Slimak estimates. Archaeological evidence indicates that, between 56,800 and 51,700 years ago, those ancient people inhabited the site for some 40 years. “This was not a short-term hunter-gatherer camp but a tentative colonization of Europe,” **Slimak says**.

Párrafo 9

Resident Neandertals and ancient *H. sapiens* migrants had at least brief contacts, **Slimak says**. Flint used by *H. sapiens* to make tools came from sources located within 100 kilometers of the rock-shelter in all directions, knowledge that could have been acquired only with the help of Neandertals already well-versed in the region’s landscape, **Slimak contends**.

Párrafo 12

Ancient Middle Easterners whose descendants made tools at the Lebanese site traveled some 3,000 kilometers to reach Grotte Mandrin, likely by navigating vessels of some kind along the Mediterranean coast, **Slimak suspects**. Their toolmaking tradition was then passed down through many generations by groups living near the rock-shelter, **he speculates**.

Párrafo 13

Though no evidence exists of ancient sea trips from the Middle East to what’s now southern France, “it seems that *H. sapiens* arrived in Europe several times, and we cannot exclude that [they] arrived even earlier than 56,000 years ago,” says paleoanthropologist Stefano Benazzi of the University of Bologna in Italy, who was not part of Slimak’s team.

## Párrafo 14

*But the significance of the Grotte Mandrin finds, like the evolutionary relationship of H. sapiens to Neandertals (SN: 12/13/21), is controversial. A single H. sapiens tooth deposited between 56,800 and 51,700 years ago can't conclusively demonstrate that H. sapiens but not Neandertals made tools found in that sediment layer, says evolutionary biologist Clive Finlayson of the Gibraltar National Museum.*

## Párrafo 15

*Genetic evidence points to mating between Neandertals and H. sapiens (SN: 4/7/21), raising the possibility that hybrid offspring of those populations fashioned stone tools at the French site, Finlayson says.*

Vayamos por partes...

1. En primer lugar, si leemos los párrafos con atención, veremos que se incluyen comentarios de distintas personas. Descubramos por qué se eligieron esas personas. Lean los párrafos para completar el siguiente:

| Nombre | Puesto y filiación | Datos adicionales |
|--------|--------------------|-------------------|
|        |                    |                   |
|        |                    |                   |
|        |                    |                   |
|        |                    |                   |
|        |                    |                   |

2. Existen distintos tipos de citas y su elección depende de si se desea dar más importancia al autor o al pensamiento. En cuanto a su forma o presentación, existen dos tipos básicos de citas: (a) Textuales o directas: cuando decimos las mismas palabras del autor/a o autores/as; se encuentran siempre entre comillas (b) Citas indirectas o de paráfrasis: son las citas en las que parafraseamos lo que dice el autor/a o autores/as, es decir, lo decimos con otras palabras o de manera distinta, pero sin cambiar el significado el contenido esencial.<sup>23</sup>

De acuerdo con la información incluida aquí, ¿cuáles consideras que son citas directas y cuáles indirectas? ¿Por qué?

<sup>23</sup> Si quieras obtener más información al respecto, puedes consultar: *APA, 7ma edición - Citas y Referencias: Tipos de cita y sus características*. Sistema de Bibliotecas. Universidad de Puerto Rico. Recuperado el 20 de abril de 2022 de <https://uprrp.libguides.com/c.php?g=985694&p=7256064> También pueden consultar la siguiente página: <https://uprrp.libguides.com/apa7>

3. Como habrán notado, en estos casos es común el uso de palabras como por ejemplo, “dijo”, “comentó”, “añadió”, entre otras, para completar las citas. A estos verbos se los llama “verbos declarativos” o “verbos *discendi*”. Si bien, en su mayoría, sustituyen al verbo “decir”, la elección del verbo declarativo incluido indica un comportamiento o emoción expresada por quien habla.

Responde:

¿Cuáles se utilizan en estos fragmentos?

¿Qué diferencias encuentras en su significado?

¿Notan alguna connotación especial?

¿Cómo se diferencian los verbos declarativos que se encuentran en los fragmentos textuales incluidos de los del párrafo 12?

Podemos mencionar algunos verbos declarativos, verbos del decir o *discendi* en español (Extraídos de Coello Freitas, 2018)

|                                                                                                  |                                                                                                                     |                                                                                                                       |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Acotar<br>Aclarar<br>Afirmar<br>Añadir<br>Apuntar<br>Aseverar<br>Clamar<br>Confesar<br>Confirmar | Declarar<br>Exclamar<br>Expresar<br>Gritar<br>Increpar<br>Insinuar<br>Mascullar<br>Murmurar<br>Preciar<br>Protestar | Preguntar<br>Ratificar<br>Reiterar<br>Responder<br>Señalar<br>Susurrar<br>Suponer<br>Titubear<br>Vacilar<br>Vociferar |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

En inglés, los llamamos “reporting verbs”:

#### Paso 4: Modalidad

Cuando un autor quiere hablar de situaciones o sucesos posibles o probables recurre a indicio lingüísticos. Leamos algunas oraciones extraídas del texto.

- a. *But these teeth can be categorized as either Neandertal or H. sapiens based on their shapes and sizes, the researchers say.*
- b. A single H. sapiens tooth deposited between 56,800 and 51,700 years ago **can't** conclusively **demonstrate** that H. sapiens but not Neandertals made tools found in

that sediment layer, says evolutionary biologist Clive Finlayson of the Gibraltar National Museum.

- c. *Homo sapiens may have reached Europe 10,000 years earlier than previously thought*
- d. Flint used by H. sapiens to make tools came from sources located within 100 kilometers of the rock-shelter in all directions, knowledge that **could have been acquired** only with the help of Neandertals already well-versed in the region's landscape, Slimak contends.

¿Qué diferencias encuentran entre los pares de ejemplos (a; b) y (c; d)?

## Referencias

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## NEWS

## ARCHAEOLOGY

## Homo sapiens may have reached Europe 10,000 years earlier than previously thought

Migrations to the continent started long before Neandertals died out, new finds suggest



Evidence of the earliest known *Homo sapiens* in Europe, including this sharp-edged stone point, comes from a French rock-shelter and dates to as early as 56,800 years ago, researchers say.

L. SLIMAK

By **Bruce Bower**

FEBRUARY 9, 2022 AT 2:00 PM

Stone Age *Homo sapiens* began migrating into Europe much longer ago than has typically been assumed.

Discoveries at a rock-shelter in southern France put *H. sapiens* in Europe as early as 56,800 years ago, a new study finds. That's around [10,000 years earlier than previously thought](#) (SN: 5/11/20).

The French site, called Grotte Mandrin, was alternately occupied by the *H. sapiens* newcomers and Neandertals native to Europe, [replacing each other a couple of times](#) before

Neandertals died out roughly 40,000 years ago, researchers report February 9 in *Science Advances*.

The finds from the rock-shelter, situated 225 meters above the middle Rhône River Valley, challenge a popular view that Neandertals died out within a few thousand years of *H. sapiens* reaching Europe, say archaeologist Ludovic Slimak of the University of Toulouse-Jean Jaurès in France and colleagues.

Slimak has directed excavations at Grotte Mandrin for the last 24 years. Nearly 60,000 stone artifacts and more than 70,000 bones of horses, bison and other animals have been unearthed in 12 sediment layers. Only nine isolated hominid teeth have been found in five of those layers. But these teeth can be categorized as either Neandertal or *H. sapiens* based on their shapes and sizes, the researchers say. The oldest *H. sapiens* material in the rock-shelter includes a single tooth from a 2- to 6-year-old child, Slimak says.

Dating of each sediment layer relied on radiocarbon age estimates for excavated bone artifacts and calculations of the time elapsed since each set of finds was buried and certain stones were heated during toolmaking.



Given this evidence, it now appears that *H. sapiens* groups periodically entered southern Europe long before Neandertals went extinct, says paleoanthropologist Isabelle Crevecoeur of the University of Bordeaux in France, who did not participate in the new study. "The arrival of *Homo sapiens* in Europe after the demise of Neandertals was probably the end of a long, sometimes unsuccessful, migration process."

*H. sapiens* who first settled at Grotte Mandrin consisted of several dozen individuals or more, Slimak estimates. Archaeological evidence indicates that, between 56,800 and 51,700 years ago, those ancient people inhabited the site for some 40 years. "This was not a short-term hunter-gatherer camp but a tentative colonization of Europe," Slimak says.

Resident Neandertals and ancient *H. sapiens* migrants had at least brief contacts, Slimak says. Flint used by *H. sapiens* to make tools came from sources located within 100 kilometers of the rock-shelter in all directions, knowledge that could have been acquired only with the help of Neandertals already well-versed in the region's landscape, Slimak contends.

After *H. sapiens*' 40-year stay, Neandertals returned to the rock-shelter, where their earliest occupations date as far back as 120,000 years ago, the researchers found. *H. sapiens*

reoccupied the site between about 44,100 and 41,500 years ago — roughly 14,000 years after their initial visit. After that, Neandertals left no signs of having come back.

In an unexpected twist, small stone points and blades made by Grotte Mandrin *H. sapiens* as many as 56,800 years ago match those previously attributed to *H. sapiens* at a site in Lebanon dating to around 40,000 years ago. Archaeologists have struggled for over a century to figure out who made the same types of stone tools, dating to about the same time, at several middle Rhône Valley sites, including Grotte Mandrin.

Ancient Middle Easterners whose descendants made tools at the Lebanese site traveled some 3,000 kilometers to reach Grotte Mandrin, likely by navigating vessels of some kind along the Mediterranean coast, Slimak suspects. Their toolmaking tradition was then passed down through many generations by groups living near the rock-shelter, he speculates.

Though no evidence exists of ancient sea trips from the Middle East to what's now southern France, "it seems that *H. sapiens* arrived in Europe several times, and we cannot exclude that [they] arrived even earlier than 56,000 years ago," says paleoanthropologist Stefano Benazzi of the University of Bologna in Italy, who was not part of Slimak's team. 

But the significance of the Grotte Mandrin finds, like [the evolutionary relationship of \*H. sapiens\* to Neandertals](#) (SN: 12/13/21), is controversial. A single *H. sapiens* tooth deposited between 56,800 and 51,700 years ago can't conclusively demonstrate that *H. sapiens* but not Neandertals made tools found in that sediment layer, says evolutionary biologist Clive Finlayson of the Gibraltar National Museum.

[Genetic evidence points to mating between Neandertals and \*H. sapiens\*](#) (SN: 4/7/21), raising the possibility that hybrid offspring of those populations fashioned stone tools at the French site, Finlayson says.

To confirm the evolutionary identities of Grotte Mandrin's various Stone Age toolmakers, Slimak's team is now attempting to extract ancient DNA from hominid teeth and sediment at the site.

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A version of this article appears in the [March 12, 2022](#) issue of *Science News*.

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## CITATIONS

L. Slimak et al. [Modern human incursion into Neanderthal territories 54,000 years ago at Mandrin, France](#). *Science Advances*. Published February 9, 2022. doi: 10.1126/sciadv.abj9496.



## Tema 10

### Los artículos de investigación: características generales del género

A continuación, vamos a proceder al análisis de un artículo de investigación: ***Modern human incursion into Neanderthal territories 54,000 years ago at Mandrin, France***<sup>24</sup>

En general, los artículos de investigación responden a la estructura IMRD:

- *Introduction* (Introducción)
- *Materials and Methods* (Materiales y métodos)
- *Results* (Resultados)
- *Discussion* (Discusión)

Es lo que encontramos en la Sección 2 del artículo científico, según lo expresado en el Tema 10. A. Muchas veces se pueden dar ciertas diferencias como, por ejemplo, que se agregue la sección de conclusiones o que “materiales y métodos” estén separados, entre otros.

- **Actividad 1:** Recorre el texto con la mirada y especifica si el artículo de investigación que estamos analizando cuenta con las secciones antes especificadas. ¿Se encuentran todas? ¿Hay agregados o variaciones? ¿Hay elementos de la sección 3: Agradecimientos / Contribución de autores, Referencias bibliográficas y Tablas o figuras?

#### Recursos discursivos

En cada una de estas secciones se encontrará información específica y, según dicha información, quienes escriben usarán diversos recursos discursivos.

##### 1. Definiciones

La definición es un recurso discursivo fundamental a la hora de delimitar y describir el tema de estudio y el marco teórico. En la introducción, la definición se utiliza con diversos propósitos: delimitar el tema, mostrar el conocimiento que se tiene sobre el objeto de conocimiento y contrastar dos objetos de conocimiento. Cabe destacar que en la definición se suprime las marcas de subjetividad. En inglés, la definición se expresa en Simple Present Tense (el presente de la definición, el presente de la ciencia).

Hay verbos que nos ayudan a identificar las definiciones como, por ejemplo, el verbo ser, entendidas como, deben entenderse como, constituyen, etc. En inglés, suelen contar con el verbo to be (is /are), o expresiones como is/ are defined as, is/ are referred to as, can be defined as, o similares.

Un ejemplo extraído del texto podría ser el siguiente:

*Optical dating is the method of determining the time elapsed since the last exposure of minerals to sunlight during transport and deposition. (p. 11. Materials and Methods. Luminescence dating. Principle and methods)*

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<sup>24</sup> Disponible en: <https://www.science.org/doi/10.1126/sciadv.abj9496>

- Responde: ¿Qué se define? ¿Por qué se incluirá una definición en esta sección?
- ## 2. Reformulaciones

Una reformulación es un enunciado que amplía o aclara otro anterior con el propósito de esclarecerlo. Muchas veces las podemos visibilizar por la existencia de marcadores textuales como, por ejemplo:

- sea, ...
- Es decir...
- En otras palabras...
- Dicho de otra manera...

En inglés, encontramos palabras o frases introductorias tales como: *i.e.* (*that is to say*), *that is, in other words, namely, to put things differently*.

Un ejemplo de reformulación podría ser:

[...] 3D lateral crown tissue proportions (*i.e., lateral average enamel thickness and lateral relative enamel thickness*), 3D root proportions (*i.e., root stem volume versus root branch volume*) [...] (p. 10 MATERIALS AND METHODS. Hominin fossil analyses)

- Resuelve: ¿en qué consisten las reformulaciones aquí incluidas? ¿Para qué se las incluye?

## 3. Ejemplos

Llamamos “ejemplo” a una proposición que presenta un caso particular que ilustra o esclarece un concepto o una situación. También se visualiza a través de un marcador introductorio como: por ejemplo, tal como, un caso de.

En inglés, tenemos marcadores como: *for example, for instance, e.g.* (del Latin, *exempli gratia*), *such as, illustrated by, as revealed by, in the case of*. También podrían usarse los dos puntos, los paréntesis o los guiones como marcadores de ejemplo.

Aquí presentamos un ejemplo de ejemplificación:

*In this period, Mousterian technologies are commonly stratigraphically replaced by so-called transitional industries (e.g., Uluzzian, Châtelperronian, and Bohunician) (5, 9, 11, 12, 16–18), for whom the taxonomic identity of the maker remains intensely debated (5, 9–12, 14, 19)* (p. 1. Introduction)

- Resuelve: ¿qué se ejemplifica? ¿Qué ejemplos se dan?

## 4. Descripciones

La descripción es la herramienta del discurso (un tipo textual) que consiste en explicar algo de manera detallada, de manera que se pueda recrear de manera clara lo que se está describiendo.<sup>25</sup>

Los objetos a describir pueden ser de naturaleza abstracta o concreta. Cuando se describen objetos concretos, algunos de los aspectos a tomar en cuenta son: la forma, la cantidad, el tamaño, el peso, el olor, el color, etc.

Dentro de una descripción, se pueden encontrar enumeraciones, atribuciones de semejanza, de diferencia y clasificación.

Podemos encontrar descripciones en:

- La introducción: para describir el objeto tema de estudio y pueden estar asociadas o no a una definición.
- El marco teórico
- En la descripción del estado de la cuestión
- Materiales y métodos: en la presentación de los materiales observados, donde se requiere rigurosidad.

Las descripciones pueden estar acompañadas por cuadros, gráficos, fotos, etc.

*Fig. 8. The Grotte Mandrin Bayesian model. The model comprises the radiocarbon likelihoods and optically stimulated luminescence ages fitted within a relative age sequence that is based on the succession of archeological levels excavated at the site. A composite stratigraphy is shown at the left illustrating these stratigraphic horizons. Key probability distributions from the Bayesian model are shown on the right. These are either Boundary distributions (the top three) representing the start of a Phase, or Date ranges (the lower four) that represent the age spans of an archeological phase.* (p. 8. Descripción de la figura 8)

## 5. Narraciones

Narrar significa relatar una serie de eventos o hechos sucesivos, entre los cuales muchas veces hay una relación de causa-consecuencia. Los verbos están expresados en pretérito y, en general, se encuentran expresiones temporales y de secuencia.

En el artículo científico, encontramos narración en:

- Cuando se relatan los hechos que dieron origen al problema.
- Presentar las acciones realizadas por los investigadores durante el proceso de conformación de materiales y explicar su tratamiento.

Un ejemplo de narración puede ser el siguiente:

*Illumina reads were processed and aligned against the horse mitochondrial reference sequence (GenBank accession no. NC\_001640) (67) and the horse nuclear reference sequence [EquCab2; (68)] using the PALEOMIX version 1.1.1 pipeline (69) with default parameters, except that seeding was disabled. Illumina sequencing reads were trimmed for adapter sequences using AdapterRemoval2 (70).* (p. 12. Read processing and mapping).

## 6. Explicaciones

<sup>25</sup> Datos extraídos de Fuente: <https://www.caracteristicas.co/descripcion/#ixzz6xspqYhPW>

Consiste en el despliegue de conocimientos que permite la comprensión de hechos de diferente índole.

En el artículo de investigación se usa cuando:

- Se describen los procedimientos
- Se explican los resultados

En este caso, vamos a incluir ejemplos de explicaciones causales (donde hay relaciones de causa o consecuencia):

*Because of the distinct features of this assemblage and other similar ones from penecontemporaneous levels at nearby sites, they were given a unique cultural attribution: the "Neronian" [after the Grotte de Néron site; figs. S7 to S10 (20, 25, 26)]. (p. 3. Introduction)*

Podemos expresar causalidad con o sin conectores específicos. A veces se usan verbos de influencia (en inglés, causative verbs) como, por ejemplo, causar, producir, afectar, determinar, influir en, ocasionar, generar, engendrar, etc. (*lead to, make sbdy do, make something happen/do, cause, motivate, reinforce, etc.*)

En el texto que estamos analizando, encontramos otro tipo de explicación en la sección *Luminescence dating. Principle and methods*

*Luminescence dating relies on the capacity of certain minerals to record the amount of natural radiation to which they have been exposed during burial. In the laboratory, the total amount of energy stored in the mineral is measured as a dose (Gy). The rate of energy absorption (dose rate, Gy/year) is derived from knowledge of the natural radioactivity in the sediment. The quotient of these two values (dose per dose rate) gives the burial time. (p. 10)*

- ¿Qué recursos se utilizan para explicar?

## 7. Argumentación

¿Qué es argumentar? Es presentar pruebas, razones personales para justificar o demostrar un punto de vista.

En los artículos de investigación, hay secuencias argumentativas en diversos lugares:

- En el resumen (o abstract) para justificar la relevancia del artículo que precede:
- En la introducción, para justificar cómo se tratará el tema, después del estado de la cuestión.
- En las secciones Discusión y Conclusión, al tratar de demostrar los aportes de la investigación realizada, la validez de los procedimientos y el logro de los objetivos que se persiguieron.

Un ejemplo de argumentación podría ser el siguiente

*Determining the extent of overlap between modern humans and other hominins in Eurasia, such as Neanderthals and Denisovans, is fundamental to understanding the nature of their interactions and what led to the disappearance of archaic hominins. (p. 1 Abstract)*

- ¿Por qué decimos que estamos argumentando?

- **Actividad 2:**

Visita la siguiente página web:

[https://www.sciencedirect.com/science/article/pii/S0047248422000355?casa\\_token=lljwB4J6ze0AAAAA:3ZTufGLueFq2NWsHLCVjtBTflcJnH--84RETSWeASvUihAgCJmjzbk4G0tO4R4h4oTkz3PkxVii](https://www.sciencedirect.com/science/article/pii/S0047248422000355?casa_token=lljwB4J6ze0AAAAA:3ZTufGLueFq2NWsHLCVjtBTflcJnH--84RETSWeASvUihAgCJmjzbk4G0tO4R4h4oTkz3PkxVii)

Recorre con la mirada el artículo de investigación titulado *Early Neanderthals in contact: The Chibanian (Middle Pleistocene) hominin dentition from Velika Balanica Cave, Southern Serbia*, también relacionado con el tema de la evolución humana,

Responde: (a) ¿Qué partes componen el artículo? (b) ¿Se observan en el todas las secciones que se esperan encontrar en un artículo de investigación? (c) ¿Se observan estas secciones en el orden IMRD?

- **Actividad 3:**

En los siguientes segmentos del texto *Early Neanderthals in contact: The Chibanian (Middle Pleistocene) hominin dentition from Velika Balanica Cave, Southern Serbia*, determina qué recurso/s discursivos se han subrayado a continuación:

**Fragmento 1: (Abstract)**

Neanderthals are Eurasian fossil hominins whose distinctive morphology developed in the southwestern corner of Europe and later spread throughout the continent, reaching Southwest Asia before the Late Pleistocene and spreading into Central Asia by 59–49 ka.(1) The timing, tempo, and route of the Neanderthal movements eastward are poorly documented. The earliest probable evidence of Neanderthals in Asia comes from Karain E Cave (Anatolia, Turkey), dated to 250–200 ka.(2) We present four Chibanian (Middle Pleistocene) hominin specimens, representing at least two individuals, from Velika Balanica Cave (Serbia): a permanent upper third molar (BH-2), a deciduous upper fourth premolar (BH-3) refitted to a poorly preserved maxillary fragment with the permanent first molar in the alveolus (BH-4), and a permanent upper central incisor (BH-5).

**Fragmento 2: (Introduction)**

During cold phases, the Iberian, Apennine, and Balkan Peninsulas served as glacial refugia, from which Northern Europe was repopulated through northward migration in interglacial phases (Dennell et al., 2011). Although the western peninsulas were geographically (and at least partially reproductively) isolated during cold phases, the Balkan Peninsula is unique among the refugia, as it maintained a connection with a larger Asian and potentially African gene pool through the Near East (Roksandić et al., 2018; Roksandić et al., accepted). As a hotspot of biodiversity, the Balkans contributed 80% of all the animal and plant species that repopulated Western Europe and 100% of all the species that repopulated Eastern Europe after the glaciers receded (Griffiths et al., 2004; Hewitt, 1999, 2011).(3) Paleogenetic data (Meyer et al., 2014, 2016; de Filippo et al., 2018) and dental morphology (Gómez-Robles, 2019) confirm the Neanderthal status of Western European Chibanian hominins at least as early as 430 ka in the Sima de los Huesos sample. [...] The hominin remains are of particular interest as they likely represent the

makers of the lithic industry which characterizes layer 3. (4) In addition, they fill the chronological gap between the BH-1 mandible which shows no Neanderthal traits and Pes-3 which shows clear Neanderthal morphology.(4)

### **Fragmento 3: Materials and methods**

We describe four dental specimens from Velika Balanica Cave excavated in 2017. The remains are currently curated at the National Museum in Belgrade. The teeth were examined macroscopically and at low magnification (10×). Mesiodistal (MD) and buccolingual (BL) diameters were measured with a digital dental caliper and recorded to the nearest 0.1 mm. Wear was assessed according to the criteria defined by Molnar (1971). Nonmetric morphological traits were scored following Martinón-Torres et al. (2012), which includes modifications that cover the variability observed in extinct hominin species in addition to standard Arizona State University Dental Anthropology System traits (ASUDAS; Turner et al., 1991). Inner structures were examined based on microtomographic scanning ( $\mu$ CT) and reconstructed to obtain surface models, and compared to descriptions in the relevant literature (Sakai and Hanamura, 1971; Ortiz et al., 2012, 2017; Martin et al., 2017).(5)

Taurodontism (apical displacement of the root furcation)(6) was assessed in the 3D reconstructions of the molars (BH-2 and BH-4) following Shifman and Chananel's (1978: Fig. 1) taurodont index: the height of the internal pulp chamber divided by the total root length (measured from the roof of the internal pulp chamber to the most apical root tip in lateral view).(7) Because the degree of taurodontism in BH-2 is obscured by excess cementum accumulation, taurodont index was also calculated in a model of this tooth excluding cementum: after orienting the tooth into its anatomical position, the model was cut off at the apical most point at which dentine was visible in the  $\mu$ CT images, and total root length was measured to this point.

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<sup>26</sup> Texto disponible en: <https://www.science.org/doi/10.1126/sciadv.abj9496>; PDF disponible en: <https://www.science.org/pdf/10.1126/sciadv.abj9496>

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## Tema 11

### Los textos Académicos

Continuamos leyendo textos de corte académico:

Guía de trabajo<sup>27</sup>

#### ***Waste Couture: Environmental impact of the clothing industry***

Ahora vamos a analizar el artículo cuyo título figura en itálica arriba de esta introducción. El mismo está extraído de la publicación *Environmental Health Perspectives*. Pueden leerlo desde su ubicación HTML de la página de la *National Medicine Library*:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1964887/>

O bien en formato PDF, bajándolo de la misma página. Trabajaremos en el orden presentado a continuación:

1. Exploren el texto con la mirada, prestando especial atención a su organización, el título, los subtítulos, las imágenes y pies de fotos. Con esa información anticipen:
  - a. de qué se trata el texto.
  - b. Relevancia del contenido del texto, dentro de la fuente textual y la página que lo contiene.
2. Lean ahora la introducción, desde el título hasta *Bringing clothes to market fast, the global way*
  - a. Respondan las siguientes preguntas:
    1. ¿Qué hipótesis plantea el autor?
    2. ¿De qué manera el autor contesta sus preguntas de investigación?
    3. ¿Qué conceptos nuevos introduce el autor?
    4. ¿Cuáles son los efectos negativos de este consumismo?
    5. ¿Cómo impacta el algodón en el medio ambiente?
  - b. Relean la siguientes oraciones:
    1. *Far away in Tanzania, a young man proudly wears a T-shirt imprinted with the logo of an*

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<sup>27</sup> Diseñada por la Prof. María Gabriela Di Gesú. Actualizada para formato papel: Prof. Marcela Engemann, PhD

*American basketball team **while** shopping at the local mitumba market for pants that will fit his slender figure.*

¿Qué función cumple **while** en esta oración?

2. *Yet fast fashion leaves a pollution footprint, with each step of the clothing life cycle generating potential environmental and occupational hazards.*

¿Qué ideas conecta "**yet**"?

¿Qué función comunicativa tiene?

3. Ahora, lean la siguiente sección: ***Bringing clothes to market fast, the global way***

Resolvemos:

- a. ¿Cuál es el destino final del algodón?
- b. ¿Qué tipo de competencia se establece entre las economías emergentes?
- c. ¿Cuáles son los impactos medioambientales de la producción de ropa?
- d. ¿A qué se denomina el “ropero nacional”?
- e. Relean la sección y fíjense qué tiempo verbal utiliza el autor. ¿Cuál sería la función comunicativa de esta elección?

4. A continuación, leeremos la sección ***Everything old is new again***

- a. Lean la primera oración de esta sección y establezcan su propia hipótesis de lectura:

*In her book *Waste and Want: A Social History of Trash*, Susan Strasser, a professor of history at the University of Delaware, traces the “progressive obsolescence” of clothing and other consumer goods to the 1920s.*

Esta sección (elijan la opción que consideren más apropiada):

- contará la historia de la vestimenta.
- describirá el consumo de ropa a lo largo del siglo xx
- explicará cómo la gente recicla ropa.
- argumentará sobre los cuidados de la ropa.

- b. Coloquen las siguientes oraciones en orden según el texto, hay una oración extra.

- Existen leyes que fomentan la donación o la compra de ropa de segunda mano en EEUU.
- Durante la I Guerra Mundial la ropa podías ser rearmada para otros miembros de la familia.
- La ropa puede ser utilizada en la fabricación de productos que no son vestimenta.
- Consumo y desarrollo económico demandaban la generación constante de nuevos productos.
- El consumo de la ropa estuvo enlazado con el aumento del empleo en los EEUU.
- Los europeos son menos proclives a la compra de la ropa usada.
- Las condiciones económicas de los países emergentes favorecen el surgimiento de la ropa barata.
- Internet favoreció la venta de ropa en segunda mano.

5. Leamos ahora la sección ***Handling the overflow*** y resolvamos:

- a. ¿Qué hipótesis de lectura hacen al leer el nombre de la sección? (es decir, ¿de qué se tratará la sección? ¿Cómo se relaciona con el resto del texto?)
- b. Unan las dos partes de las oraciones, según la información que se encuentra en el texto

|                                             |                                                        |
|---------------------------------------------|--------------------------------------------------------|
| Las instituciones de beneficencia           | para fabricar papel, aislantes o relleno de tapicería. |
| La ropa puede reciclarse                    | son muy perjudiciales para el hombre.                  |
| Los recicladores textiles                   | afectaría los desarrollos locales.                     |
| Los elementos usados para avejentar el jean | cuesta menos en Africa que en Europa.                  |
| La ropa de segunda mano se clasifica        | según la moda o las telas.                             |
| La ropa de invierno                         | venden la ropa a recicladores textiles.                |
| La venta de ropa de segunda mano            | operan dentro o fuera de los EEUU                      |

- c. Relean el siguiente párrafo y señalen la función comunicativa de los conectores.

***Because women in the West tend to buy much more clothing and discard it more often than men, the world supply of used women's clothing is at least seven times that of men's. Thus, in the mitumba markets around Tanzania, men's clothing generally costs four to five times more than similar women's clothing. Winter clothes, although generally more expensive to produce, command the least value in***

*the secondhand African markets. Companies such as Trans-America are therefore seeking to expand into colder climes such as Eastern Europe.*

**Because** se utiliza para señalar ..... y une las ideas .....

**Thus** se utiliza para señalar..... y une las ideas .....

**Although** se utiliza para señalar ..... y une las ideas.....

**Therefore** se utiliza para señalar..... y une las ideas .....

Los conectores ..... y ..... relacionan partes de una misma oración. En cambio, los conectores ..... y ..... relacionan dos oraciones.

d. Relean el siguiente párrafo

*Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate because of the rise of consumerism in the United States and Europe and the falling prices of new clothing. There are detractors to this view, however. For example, the Institute for Manufacturing at Cambridge University issued a report in 2006 titled Well Dressed? The Present and Future Sustainability of Clothing and Textiles in the United Kingdom, in which it raised concerns that trade in secondhand clothes in African countries inhibits development of local industries even as it creates employment in these countries. And the authors of Recycling of Low Grade Clothing Waste warn that in the long run, as prices and quality of new clothing continue to decline, so too will the demand for used clothing diminish. This is because in the world of fast fashion, new clothing could be bought almost as inexpensively as used clothing. Even so, says Rivoli, "Continued rampant consumerism as well as changing waste disposal practices would seem to ensure a growing supply of American used clothing for the global market."*

A continuación:

- a. Establezcan el argumento principal y el contraargumento que se plantea. ¿Qué conector se utiliza para presentar el contraargumento?
- b. ¿Cuál es la función comunicativa de **would** en este párrafo?
- c. ¿Cómo se señala la presencia de una cita textual?

#### 6. Leamos la sección **Fashion Forward**

- a. Luego de leer el primer párrafo, expliquen su hipótesis de lectura (nuevamente, qué contenido esperan encontrar y cómo lo relacionan con el resto del texto).
- b. Respondan las siguientes preguntas

- ¿Cómo se define “**eco - fashion**”?
- Mencionen las diferentes líneas de acción en moda sustentable. Expliquen en una línea en qué consisten.
- ¿Cuáles son las regulaciones que operan en estos casos?
- El autor da su punto de vista explícitamente. ¿Cuál es, a su criterio, la forma regular el consumo de ropa?

7. Relean las siguientes oraciones

- a. Las palabras subrayadas en estas oraciones pueden tener distintos significados según el contexto. ¿Cómo las pasarían al español?
- *Sales of organic cotton women's clothing grew by a **healthy** 33%.*
  - *"being **green** and ethical is no longer an option, it is [an economic] necessity."*
  - ***Actual** end products are governed by stipulations of the European Equipment and Product Safety Act.*
- b. ¿Cuál es el significado de **would** en esta oración? Si no recordamos las distintas modalidades que puede indicar este verbo modal, podemos recurrir a las explicaciones que se proporcionaron en temas anteriores, en el módulo y/o en el aula virtual.

*As for whether it is better to buy locally produced garments, the report argues that this approach **would cut** severely into the livelihood of peoples in developing countries where the products are now being manufactured*

- c. De acuerdo con este segmento: ¿Qué sucedió primero?
- El informe del 31 de julio de 2006
  - La venta de 5 millones de prendas de vestir para mujer de algodón orgánico.

*By the time of a 31 July 2006 report on CNNMoney.com, the company **had sold** 5 million units of organic cotton ladies' apparel.*

¿Cómo decidieron su respuesta? ¿Qué indicadores textuales lo/as ayudaron?

A continuación, encontrarán el texto didactizado, extraído el 10 de junio de 2022 de <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1964887/>

# Waste Couture: Environmental Impact of the Clothing Industry

[Luz Claudio](#)

On a Saturday afternoon, a group of teenage girls leaf through glossy fashion magazines at a New Jersey outlet mall. Shopping bags brimming with new purchases lay at their feet as they talk excitedly about what's in style to wear this summer. Far away in Tanzania, a young man proudly wears a T-shirt imprinted with the logo of an American basketball team while shopping at the local *mitumba* market for pants that will fit his slender figure. Although seemingly disparate, these two scenes are connected through the surprising life cycle of clothing.

How does a T-shirt originally sold in a U.S. shopping mall to promote an American sports team end up being worn by an African teen? Globalization, consumerism, and recycling all converge to connect these scenes. Globalization has made it possible to produce clothing at increasingly lower prices, prices so low that many consumers consider this clothing to be disposable. Some call it "fast fashion," the clothing equivalent of fast food.

Fast fashion provides the marketplace with affordable apparel aimed mostly at young women. Fueling the demand are fashion magazines that help create the desire for new "must-haves" for each season. "Girls especially are insatiable when it comes to fashion. They have to have the latest thing, always. And since it is cheap, you buy more of it. Our closets are full," says Mayra Diaz, mother of a 10-year-old girl and a buyer in the fashion district of New York City. Disposable couture appears in shopping mall after shopping mall in America and Europe at prices that make the purchase tempting and the disposal painless.

Yet fast fashion leaves a pollution footprint, with each step of the clothing life cycle generating potential environmental and occupational hazards. For example, polyester, the most widely used manufactured fiber, is made from petroleum. With the rise in production in the fashion industry, demand for man-made fibers, especially polyester, has nearly doubled in the last 15 years, according to figures from the Technical Textile Markets. The manufacture of polyester and other synthetic fabrics is an energy-intensive process requiring large amounts of crude oil and releasing emissions including volatile organic compounds, particulate matter, and acid gases such as hydrogen chloride, all of which can cause or aggravate respiratory disease. Volatile monomers, solvents, and other by-products of polyester production are emitted in the wastewater from polyester manufacturing plants. The EPA, under the Resource Conservation and Recovery Act, considers many textile manufacturing facilities to be hazardous waste generators.

Issues of environmental health and safety do not apply only to the production of man-made fabrics. Cotton, one of the most popular and versatile fibers used in clothing manufacture, also has a significant environmental footprint. This crop accounts for a quarter of all the pesticides used in the United States, the largest exporter of cotton in the world, according to the USDA. The U.S. cotton crop benefits from subsidies that keep prices low and production high. The high production of cotton at subsidized low prices is one of the first spokes in the wheel that drives the globalization of fashion.

## **Bringing Clothes to Market Fast, the Global Way**

Much of the cotton produced in the United States is exported to China and other countries with low

labor costs, where the material is milled, woven into fabrics, cut, and assembled according to the fashion industry's specifications. China has emerged as the largest exporter of fast fashion, accounting for 30% of world apparel exports, according to the UN Commodity Trade Statistics database. In her 2005 book *The Travels of a T-Shirt in the Global Economy*, Pietra Rivoli, a professor of international business at the McDonough School of Business of Georgetown University, writes that each year Americans purchase approximately 1 billion garments made in China, the equivalent of four pieces of clothing for every U.S. citizen.

According to figures from the U.S. National Labor Committee, some Chinese workers make as little as 12–18 cents per hour working in poor conditions. And with the fierce global competition that demands ever lower production costs, many emerging economies are aiming to get their share of the world's apparel markets, even if it means lower wages and poor conditions for workers. Increasingly, clothing being imported to the United States comes from countries as diverse as Honduras and Bangladesh.

Once bought, an estimated 21% of annual clothing purchases stay in the home, increasing the stocks of clothing and other textiles held by consumers, according to *Recycling of Low Grade Clothing Waste*, a September 2006 report by consultant Oakdene Hollins. The report calls this stockpiling an increase in the “national wardrobe,” which is considered to represent a potentially large quantity of latent waste that will eventually enter the solid waste stream. According to the EPA Office of Solid Waste, Americans throw away more than 68 pounds of clothing and textiles per person per year, and clothing and other textiles represent about 4% of the municipal solid waste. But this figure is rapidly growing.

### **Everything Old Is New Again**

In her book *Waste and Want: A Social History of Trash*, Susan Strasser, a professor of history at the University of Delaware, traces the “progressive obsolescence” of clothing and other consumer goods to the 1920s. Before then, and especially during World War I, most clothing was repaired, mended, or tailored to fit other family members, or recycled within the home as rags or quilts. During the war, clothing manufacturers reduced the varieties, sizes, and colors of their productions and even urged designers to create styles that would use less fabric and avoid needless decoration. The government’s conservation campaign used slogans such as “Make economy fashionable lest it become obligatory” and resulted in an approximate 10% reduction in the production of trash.

However, the spirit of conservation did not last long; by the mid-1920s consumerism was back in style. Industrialization grew in the twentieth century, providing the means of increased production of all consumer goods. During World War II, consumption rose with increased employment as the United States mobilized for the war. The production and consumption of many household goods, including clothing, grew by 10–15% even in the middle of the war and continues to expand to this day.

Industrialization brought consumerism with it as an integral part of the economy. Economic growth came to depend on continued marketing of new products and disposal of old ones that are thrown away simply because stylistic norms promote their obsolescence. When it comes to clothing, the rate of purchase and disposal has dramatically increased, so the path that a T-shirt travels from the sales floor to the landfill has become shorter.

Yet even today, the journey of a piece of clothing does not always end at the landfill. A portion of clothing purchases are recycled mainly in three ways: clothing may be resold by the primary

consumer to other consumers at a lower price, it may be exported in bulk for sale in developing countries, or it may be chemically or mechanically recycled into raw material for the manufacture of other apparel and non-apparel products.

Domestic resale has boomed in the era of the Internet. Many people sell directly to other individuals through auction websites such as eBay. Another increasingly popular outlet is consignment and thrift shops, where sales are growing at a pace of 5% per year, according to the National Association of Resale and Thrift Shops.

The U.S. government offers tax incentives for citizens who donate household goods to charities such as the Salvation Army and Goodwill Industries, which salvage a portion of clothing and textiles that would otherwise go to landfills or incinerators. The trend of increased purchasing of clothing and other household goods has served the salvage charities well. For instance, since 2001 Goodwill Industries has seen a 67% increase in its sale of donated goods, most of it clothing. Figures from the National Association of Resale and Thrift Shops put Goodwill's sales of donated goods at thrift shops at more than \$1.8 billion in 2006.

A 2006 survey conducted by America's Research Group, a consumer trends research firm, found that about 12–15% of Americans shop at consignment or resale stores. The Council for Textile Recycling estimates that 2.5 billion pounds of postconsumer textile waste (which includes anything made of fabric) is thus collected and prevented from entering directly into the waste stream. This represents 10 pounds for every person in the United States, but it is still only about 15% of the clothing that is discarded.

### Handling the Overflow

Only about one-fifth of the clothing donated to charities is directly used or sold in their thrift shops. Says Rivoli, "There are nowhere near enough people in America to absorb the mountains of castoffs, even if they were given away."

So charities find another way to fund their programs using the clothing and other textiles that can't be sold at their thrift shops: they sell it to textile recyclers at 5–7 cents per pound. Since 1942, the Stubin family of Brooklyn, New York, has owned and operated Trans-America Trading Company, where they process more than 12 million pounds of postconsumer textiles per year. Trans-America is one of the biggest of about 3,000 textile recyclers in the United States. At its 80,000-square-foot sorting facility, workers separate used clothing into 300 different categories by type of item, size, and fiber content. According to figures from Trans-America, about 30% of these textiles are turned into absorbent wiping rags for industrial uses, and another 25–30% are recycled into fiber for use as stuffing for upholstery, insulation, and the manufacture of paper products.

About 45% of these textiles continue their life as clothing, just not domestically. Certain brands and rare collectible items are imported by Japan, the largest buyer in terms of dollars of vintage or American high-end fashion. Clothing that is not considered vintage or high-end is baled for export to developing nations. Data from the International Trade Commission indicate that between 1989 and 2003, American exports of used clothing more than tripled, to nearly 7 billion pounds per year. Used clothing is sold in more than 100 countries. For Tanzania, where used clothing is sold at the *mitumba* markets that dot the country, these items are the number one import from the United States.

Imported apparel from America and Europe is bought in 100-pound bales of mixed clothing by small entrepreneurs. Like opening a piñata, these merchants sort through the contents of the bales to see whether their investment has paid off. Prices are set according to the latest fashions, the condition of the clothing, and its desirability. For example, men's light slacks in perfect condition and in waist sizes in the low 30s fetch a premium price of \$5.00. T-shirts sell well, especially those with logos from winning sports teams or recognizable athletic gear companies.

Because women in the West tend to buy much more clothing and discard it more often than men, the world supply of used women's clothing is at least seven times that of men's. Thus, in the *mitumba* markets around Tanzania, men's clothing generally costs four to five times more than similar women's clothing. Winter clothes, although generally more expensive to produce, command the least value in the secondhand African markets. Companies such as Trans-America are therefore seeking to expand into colder climes such as Eastern Europe.

Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate because of the rise of consumerism in the United States and Europe and the falling prices of new clothing. There are detractors to this view, however. For example, the Institute for Manufacturing at Cambridge University issued a report in 2006 titled *Well Dressed? The Present and Future Sustainability of Clothing and Textiles in the United Kingdom*, in which it raised concerns that trade in secondhand clothes in African countries inhibits development of local industries even as it creates employment in these countries. And the authors of *Recycling of Low Grade Clothing Waste* warn that in the long run, as prices and quality of new clothing continue to decline, so too will the demand for used clothing diminish. This is because in the world of fast fashion, new clothing could be bought almost as inexpensively as used clothing. Even so, says Rivoli, "Continued rampant consumerism as well as changing waste disposal practices would seem to ensure a growing supply of American used clothing for the global market."

## Fashion Forward

To address the environmental impacts of fast fashion at its source, and to find a niche in this increasingly competitive market, some manufacturers are aiming to develop "eco-fashions." The International Standards Organization (ISO) has defined eco-fashions as "identifying the general environmental performance of a product within a product group based on its whole life-cycle in order to contribute to improvements in key environmental measures and to support sustainable consumption patterns." The ISO is developing standards for a labeling system to identify garments that meet criteria as environmentally friendly. However, even without such specific standards for what constitutes an environmentally friendly garment, industry is taking a broadening diversity of approaches.

One approach has been to use sustainably grown cotton, hemp, bamboo, and other fiber crops that require less pesticides, irrigation, and other inputs. Organic cotton is grown in at least 12 countries. Figures provided by the Organic Trade Association 2004 Manufacturer Survey show that the sale of organic cotton fiber grew by an estimated 22.7% over the previous year. Sales of organic cotton women's clothing grew by a healthy 33%. However, organic cotton represents only 0.03% of worldwide cotton production. This figure may grow as retailers begin to expand their selections of organic cotton apparel. In 2004, Wal-Mart, America's largest retailer, began selling organic cotton women's shirts at its Sam's Club stores. Today the company is the world's largest buyer of organic cotton, offering several lines of organic cotton apparel and bedding goods in its Wal-Mart and Sam's Club stores. By the time of a 31 July 2006 report on CNNMoney.com, the company had sold 5 million

units of organic cotton ladies' apparel.

According to *Well Dressed?*, about 60% of the energy used in the life cycle of a cotton T-shirt is related to postpurchase washing and drying at high temperatures; transportation constitutes only a small portion of the energy profile to produce a cotton product. As for whether it is better to buy locally produced garments, the report argues that this approach would cut severely into the livelihood of peoples in developing countries where the products are now being manufactured.

More innovative eco-fashions are being developed and made available to consumers at different levels of the fashion spectrum, from casual clothing to haute couture. Patagonia, a major retailer in casual wear, has been selling fleece clothing made from postconsumer plastic soda bottles since 1993. This recycling process takes clear plastic bottles made of polyethylene terephthalate (PET), melts them, and reconfigures them into fibers that can be woven into fabrics and other applications. Patagonia is one of the first and largest clothing retailers to use this material. The company estimates that between 1993 and 2006 it saved 86 million soda bottles from ending up in the landfill. Patagonia also recycles its cotton T-shirts through Italian company Calamai Functional Fabrics. According to Trailspace.com, an outdoor gear information site, recycling cotton saves 20,000 liters of water per kilogram of cotton, a water-intensive crop.

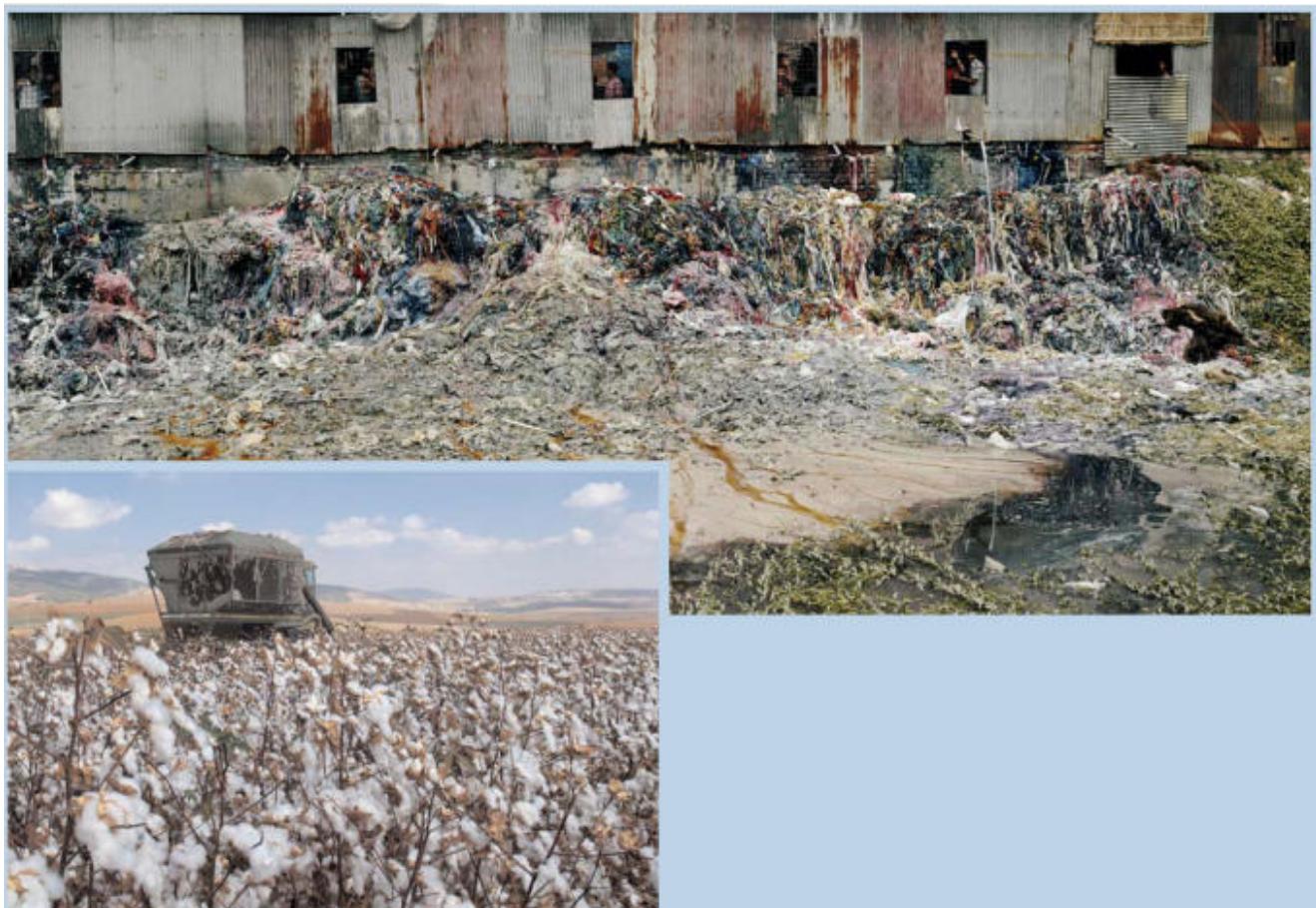
Another approach is the use of polymers created from plant-based materials. One such material trademarked by Cargill, Ingeo, is made of corn by-products that are fermented and transformed into polylactide. This polymer is spun into fibers and woven into fabrics that, under strictly managed circumstances, could be composted (polylactide, marketed under the name NatureWorks PLA, is also fashioned into wraps, rigid food and beverage containers, coated papers and boards, and other packaging applications). Versace is one of the haute couture designer clothing firms that have used Ingeo in their collections.

Other retailers large and small are taking different steps to appeal to the environmentally conscious consumer. Tesco, the largest British retailer, has commissioned a study by Oxford University toward developing a Sustainable Consumption Institute to establish a system to label every product sold by Tesco on the basis of its carbon emission footprint. This plan was highlighted at the 2007 Association of Suppliers to the British Clothing Industry Conference. Many in the industry think such efforts are not only good for the environment, but also makes good business sense. Hana Ben-Shabat, vice president of goods and retail practice at AT Kearney, a management consulting firm that works with fashion industry suppliers, stated in a presentation at the conference that "being green and ethical is no longer an option, it is [an economic] necessity."

In the European Union, the Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH) regulations enacted 1 June 2007 require clothing manufacturers and importers to identify and quantify the chemicals used in their products. These regulations may even require manufacturers to inform consumers about potentially hazardous chemicals that may be present in their products and can leach out, such as often happens with dyes (details of how the regulations will be implemented are still being worked out). Actual end products are governed by stipulations of the European Equipment and Product Safety Act, which regulates the use of heavy metals, carcinogenic dyes, and other toxics used in textile manufacture. Additional consumer protection is offered by the European Union's Öko-Tex Standard 100, a testing and certification program established in 1992. The standard gives the textile and clothing industry uniform guidance for the potential harm of substances in raw materials as well as finished products, and every stage in between—these include regulated substances as well as substances that are believed to be harmful to health but are not yet regulated

(such as pesticides). The standard also governs elements such as colorfastness and pH value.

Such regulations and standards, coupled with increasing consumer awareness about less toxic and sustainable products, may provide some impetus to revolutionize the garment industry. However, the biggest impacts for increasing sustainability in the clothing industry rests with the consumer. Using detergents that work well at lower temperatures, extending the usable life of garments, purchasing fewer and more durable garments, and recycling these garments into the used clothing market or into other garment and nongarment products all would contribute to increasing sustainability. Consumer awareness about the fate of clothing through its life cycle may be the best hope for sustainability in the fashion industry.



Each step of the clothing production process carries the potential for an environmental impact. For example, conventionally grown cotton, one of the most popular clothing fibers, is also one of the most water- and pesticide-dependent crops (a view disputed by Cotton Incorporated, a U.S. cotton growers' group). At the factory stage, effluent may contain a number of toxics (above, waste products from a garment factory in Dhaka, Bangladesh, spill into a stagnant pond).



Fierce global competition in the garment industry translates into poor working conditions for many laborers in developing nations. (top) A worker in Phnom Penh, Cambodia, rests on the floor of a garment factory. More than 2,000 young women work in this factory, producing clothes for shops in Europe and North America. (bottom) The owner of a textile factory in Dhaka threatens a child laborer, who works for 10 hours a day to earn US\$1.



A textile worker takes a break at dawn after sanding jeans all night at a clothing factory in Guangdong Province, China. The blue dust from the jeans is a heavy irritant to the lungs. The factory where this worker is employed uses a wear-and-tear process to achieve the fashionable distressed look for the approximately 10,000 pairs of jeans it produces every day. Thousands of workers labor around the clock scrubbing, spraying, and tearing jeans in order to meet the production demand. China is one of the world's largest producers of jeans.



A woman shops at a *mitumba* (Swahili for "secondhand") market in Nairobi, Kenya. Middlemen purchase bales of clothing at a set price to resell at the *mitumba* market. Sometimes the bales contain prize garments, other times less desirable items, and the clothing may be sold by the piece or by weight. People