

CONTEMPORARY YUCATAN: SELECTED TOPICS

Language and Cultural Studies in the Yucatan
Summer Program

US semester credit hours: 3

Contact Hours: 45

Course Code: IS389-01

Course Length: Summer

Delivery Method: Face to face

Language of Instruction: Spanish

COURSE DESCRIPTION

This course will analyze a series of themes related to Contemporary Yucatan. This will allow students to develop a wide perspective of the current state of the local political scenario, as well as the social and cultural aspects. Amongst the most important topics, we will study the Mayan indigenous population; forms of political organization; violence; migratory movements within the Mayan population as well as other migrant groups entering the Yucatan; tourism; eco-tourism; gastronomy; and the Archaeology in the Yucatan. As a general reference point for each of these contemporary themes will be the history of Yucatan —especially that of the XIX and XX C—and its relation with the Caribbean, with a special emphasis on Cuba. This will allow students to place themselves in the historical processes that have influenced the current image of the State of Yucatan.

STUDENT LEARNING OBJECTIVES

Students will be able to make cognitive connections between this course and other courses on the Mexican Universities IFSA-Mexico program. This course strives to provide students the ability to become aware of resources for further study of Contemporary Yucatan.

Students will:

- Understand the current situation in the Yucatan with respect to each of the selected topics, for them to comprehend the sociocultural context of the State of Yucatan.
- Analyze the complexity of the local socioeconomic / human reality of Yucatan.
- Recognize and contrast contemporary local issues and contrast them with other societies.
- Instill interculturality when facing different realities.
- Interpret different social contexts from an informed academic perspective.
- Synthetize problems based on the local reality they will be exposed to.
- Become familiar with resources available for further research on contemporary issues in the Yucatan.
- Make cognitive connections between learning in this course and other learning experiences in the IFSA Mérida Program

COURSE DELIVERY

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic.

Students are encouraged to bring their prior learning experiences into class discussions (based on experiential learning theory) and to make cognitive connections between this course and others in Mexico whenever possible (based on the philosophy of integrative learning).

COURSE OUTLINE

The course is organized in 23 two-hour sessions that combine the theoretical and field visits students will be exposed to throughout the summer.

METHODOLOGY: Students will have lectures and are expected to be part of a class discussion daily. The professor will lecture themes to be discussed through applied examples of the current reality. Students will be asked to actively participate with their ideas and own perspective of Yucatan. We will also watch some documentaries about the Yucatec Mayan population and we will have weekly outings to allow students to make direct connection with the contemporary reality. Finally, students will select, from the course material, a topic of their interest to conduct bibliographical research, which will be part of their final paper.

RESOURCES

Session 1.- History of Yucatán, S. XIX & XX

[The caste war; Henequen haciendas; multi-ethnic societal structure; important political figures]

Session 2.- Yucatan and the Caribbean: Relationship with Cuba

[Cuba, José Martí, the concept of contemporary Caribbean, Yucatecan population in Cuba; Cuban population in the Yucatan]

Session 3.- Contemporary Mayan indigenous population

[Generalities about the Mayan indigenous population past and present]

Session 4.- Contemporary Mayan indigenous population

Session 5.- Outing for Culture Class (Biblioteca Yucatanense)

Session 6.- Contemporary Mayan indigenous population

Recommended reading:

Lizama Quijano, Jesús 2007 *Estar en el mundo. Procesos culturales, estrategias económicas y dinámicas identitarias entre los mayas yucatecos*. México, CIESAS/Porrúa (específicamente el apartado de Conclusiones)

[Transformation within the Mayan population and its relationship with globalization]

Sesion 7.- Contemporary Mayan indigenous population

Recommended reading:

Bracamonte y Sosa, Pedro 2007 *Una deuda histórica. Ensayo sobre las condiciones de pobreza secular entre los mayas de Yucatán*. México, CIESAS/Porrúa (específicamente el capítulo 5)
[Poverty and marginalization of the contemporary Mayan indigenous population]

Documentary: *Juventud Maya. Problemas y retos en Yucatán*

Session 8.- Political organization and electoral processes

Recommended reading:

Figueroa-Magaña, Jorge Enrique 2013 "Identidad regional y conducta electoral: el caso del PAN en Yucatán" en Limina R. *Estudios sociales y Humanísticos*, año II, vol. XI, número 1, México
[General review of Politics in Mexico and Yucatan. Political parties in the Yucatan and their alliances with the population]

Session 9.- Political organization and electoral processes

[General review of Politics in Mexico and Yucatan. Political parties in the Yucatan and their alliances with the population]

Session 10.- Outing for Culture class: Botanical Garden of the Center of Scientific Research of Yucatan, (CICY)

Session 11 - 15.- Bibliographical Research

[This research will be developed based on the selected topic to be turned in as final essay]

Session 16.- Migration: gender and economics in the Yucatan

Recommended reading:

Weinstein Bever, Sandra 2002 "Migration and the transformation of gender roles and hierarchies in Yucatán" en *Urban Anthropology and studies of cultural systems and world economic development*, Vol. 31, No. 2
[International and regional migration in Yucatan. Transformations in gender roles]

Session 17.- Migration: gender and economics in the Yucatan

Recommended reading:

Lewin Fischer, Pedro 2012 *Las que se quedan. Tendencias y testimonios de migración interna e internacional en Yucatán*, México, Gobierno Federal/Gobierno del Estado/IEGY (específicamente el capítulo de experiencia migratoria de las mujeres)
[Gender and migration: the case of women, indigenous migration into Yucatan]

Session 18.- Tourism in Yucatan: ecotourism and gastronomy of Yucatan

Recommended reading:

Ayora Díaz, Steffan Igor y Gabriela, Vargas Cetina, 2005, "Romantic Moods: Food, Beer, Music and the Yucatecan Soul" en Thomas M. Wilson, *Drinking Cultures*, United Kingdom, Berg, p. 155- 178.
[Yucatecan regional identity and the attraction to tourism]
Taylor, Sarah, 2011 "Maya cosmopolitans: engaging tactics and strategies in the performance of tourism"
[Turismo en comunidades mayas de Yucatán]

Session 19.- Tourism in Yucatan: ecoturismo y gastronomía de Yucatán

Lectura recomendada:

Cabrera Serrano, Donna Catalina, 2005 "Identidad y Globalización: encuentros y transformaciones entre las cocinas nacionales" en *Universitas Humanística*, año/vol. XXXII, número 060, Pontificia Universidad Javeriana, Colombia, p. 85-93

[Gastronomía en Yucatán-cocinas nacionales, regionales y locales]

Session 20.- Archaeology of Yucatan

[Main archaeological sites in the Yucatán their importance in the eco-touristy terms]

Session 21.- Local knowledge and Mayan cultural patrimony

[se revisarán ciertos saberes agroecológicos de la población maya contemporánea de Yucatán, así como elementos de su patrimonio cultural]

Sesión 22.- Final essays presentations

Power point presentations based upon their final essays.

Sesión 23.- Overview of topics and final notes

EVALUATION METHODS

20% Attendance and class participation

20% Documentary analysis: *Juventud Maya. Problemas y retos en Yucatán*

20% Outings reaction papers

20% Final essay

20% Final presentation

The documentary analysis will be complemented with the Cuba field-excursion and the weekly outings throughout the city. Each student will have to write a critical review (2 pp) of each activity.

Final essay and presentation: Students have to write a short essay (8 pages long double spacing, excluding references) after selecting one of the five topics provided by the professor during the second session of the course. This essay should be a careful reflection and analysis of the chosen theme. The professor will be meeting with students for weekly reviews and advances, throughout the course. Based upon this essay, students are required to produce a power point presentation addressing their main reflections and findings.

Grading rubrics for individual assignments will be provided by the instructor Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

Participation includes attendance, preparation, engagement in discussion, civility, and respect.

Grading chart:

IFSA-Mexico	U.S.
96 – 100	A
90 – 95	A-

87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
0 – 69	F

TIMELY SUBMISSIONS

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA resident director as well as your home institution.

ADDITIONAL NOTES

The theoretical portion of this course will meet two hours four days each week at the IFSA-Mexico office. Field work will be conducted on Fridays.