Course Description

This course provides an overview of the diverse indigenous populations of Latin America. Through the interdisciplinary study of culture, history, and politics, students will learn and analyze topics such as the historical construction of race and gender, environmental threats, globalization, assimilation, nationalism, cultural citizenship, and ethnic revitalization. Students will explore the cultural and historical commonalities that bring the region of Latin America together, as well as learn about the specific variations across the region and within nations. We will discuss the challenges to being “Indian”, and address how they confront the problems these native communities face.

Learning Outcomes

Students in this course will learn to:

- **Gather, interpret, and assess information from a variety of sources and points of view.** Scholarship utilized in this class will include a historical nonfiction novel, periodicals, testimonials, as well as anthropological and sociological texts.

- **Evaluate evidence and arguments critically or analytically.** In an effort to develop critical analysis of readings, students will be required to write two 2-3 page essays. The purpose of these assignments is to evaluate the student’s ability to summarize and compare/contrast texts critically and analytically.

- **Produce well-reasoned written or oral arguments using evidence to support conclusions.** Several writing assignments, including a final paper will be required from students. The final research paper will be ten pages in length. Students will select an indigenous community discussed in class. In their final paper students will be required to produce a well-reasoned thesis statement, using
evidence from their readings and research to devise and support their own arguments. Students will also be required to give an in class oral presentation based on their paper. Students will be required to present in class information regarding the history of a particular indigenous community. Their presentations will be assessed on their ability to present and defend an argument in a clear, concise and effective language.

- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.** Students will be required to explore the concepts of “discovery”, “modernity”, and “race” through various lenses including but not limited to community activists (indigenous and non-indigenous), and Latin American and U.S. scholars. Students will analyze these concepts and their meaning from a local, national and global perspective.

- **Analyze the historical development of one or more non-U.S. societies.** Students will be required to analyze the historical development of several indigenous communities including but not limited to the Maya of southern Mexico and Guatemala, and the Miskitu of Venezuela.

- **Analyze the significance of one or more major movements that have shaped the world’s societies.** Students will be required to discuss and analyze key socio-political events that have shaped Latin America and its indigenous communities. Such topics to be discussed in class will include the discovery and conquest of Latin America, Yucatan’s Caste War, the Zapatista rebellion, and the passing of NAFTA.

- **Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.** Students will be required to explore the concept of “Indian” as a constructed racial category as it relates to a larger project of colonialism and globalization.

**GENERAL COURSE INFORMATION AND POLICIES:**

**ATTENDANCE:** You are required to attend every class. Only a medical emergency should keep you from coming to class; any medical absence needs to be appropriately documented in writing. Attendance is taken at the beginning of class. Every student is expected to arrive on time.

*** 3 latenesses will be counted as an absence
*** More than 4 non-medical absences results in an “F” for the course.

I do not like late arrivals to class. It shows disrespect for your professor, your studies, and your fellow classmates. I do realize, though, that sometimes lateness is unavoidable. Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly.

**ASSIGNMENTS:** I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. Topics must be drawn from this syllabus and assigned reading materials from this class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. All papers must be typewritten, APA-style research paper on a topic approved by the professor.

Being prepared for class is necessary for full comprehension of the lectures and engaged participation in class discussions. Participation involves being alert and taking notes during lectures; asking questions to clarify points of misunderstanding; engaging actively in small-group
activities; and contributing meaningfully and often to discussions. Keeping up with the readings is the best way to be sure you are ready to participate.

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

Respect towards the instructor and towards your fellow classmates is necessary. Walking in and out of class, leaving class early, eating in class, talking during the lecture, and other forms of disruptive behavior will not be tolerated. Please remember to turn your cell phone off in class. Texting, talking, and surfing the web on your cell phone is not allowed. No games please.

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned in class or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.

All other required readings are available on our course website.

**GRADING is as follows:**

- **Class attendance (15% of your grade):** You are expected to attend all classes. Expect pop quizzes at any time during this semester.

- **Critical Essays (30% of your grade):** Students will write two 2-3 page response papers, due at the end of weeks 2 and 3. Your paper should summarize and present the arguments about the topic at hand.

- **Mid-term exam (25% of your grade):** The midterm exam will be based on the lectures, readings and class discussions. Make sure you take good notes during the semester. The midterm questions will be handed out in class on the exam date.

- **Final Essay (30% of final grade)**
  
  \[
  \text{A} = 94 – 100 \quad \text{A-} = 90 – 93 \quad \text{B+} = 87 – 89 \\
  \text{B} = 84 – 86 \quad \text{B-} = 80 – 83 \quad \text{C+} = 77 – 79 \\
  \text{C} = 74 – 76 \quad \text{C-} = 70 – 73 \quad \text{D+} = 65 – 69 \\
  \text{D} = 60 – 64 \quad \text{F} = \text{below 60}
  \]

**Required Texts**

Please do all the assigned readings for each class meeting. Read the assignments before class so that you are prepared to carry on an intelligent discussion of the material in class. Lectures will complement the readings and assume the base level of knowledge which they present, so it is critically important that you keep up with the readings.
• Castellanos, M. Bianet. 2012. A Return to Servitude: Maya Migration and the Tourist Trade in Cancun.

Blackboard: Course syllabus, handouts, assignments, will be available on blackboard. All students can access blackboard with a JJ account.

Class Schedule and Study Abroad Itinerary

Syllabus Change Policy
Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.

Week One: The Conquest of Latin America
(January 2nd-January 5th)
Classes at John Jay (Introduction to the course, essential knowledge of issues relevant to contemporary Latin American indigenous populations)
Readings:


Week Two & Three
(January 6th-January 20th)
Classes and Field Trips within the municipality of Felipe Carrillo Puerto
Monday-Thursday
9:00am-11:30 (Classes)
12:00 (Lunch)
1:30-4:00 (Class and field trips)
6:00pm (Dinner)

Study Abroad Itinerary

Saturday January 6th
Arrival
ADO pre-paid bus to Playa
Van shuttle service from Playa to Carrillo
Welcome taco dinner
Drop off individually at homestays
**Sunday January 7th**
Morning: Free
12pm: Group to Balam Nah lagoon. Lunch at lagoon. (extra cost)
6pm: back to homestays
7:00: Dinner with host family
Meet at parque

**Monday January 8th**
9:00: Orientation at Na’atik
10:45 - 11:00: Snack
11:00 – 2:00pm: Class
Lunch at homestay
6pm: Walking tour of Carrillo
7:30pm: Dinner with homestays

**Tuesday January 9th**
9:00-12:30: Class
12:30-1:30pm free time at school
2:00pm: Lunch
4:00pm: Visit to museum in Tihuosuco
7:30: Dinner with homestays

**Wednesday January 10th**
9:00-12:30: Class
12:30-1:30 at Na’atik free time
2:00pm: Lunch with host family
Afternoon at public pool
7:00 pm: Dinner at host family

**Thursday January 11th**
9:00-12:30: Class
12:30-1:30 at Na’atik free time
2:00pm: Lunch with homestay
Kantemó snake cave
Back late

**Friday January 12th**
9:00 – 12:30: Maya Class
12:30-1:30 at Na’atik free time
Free afternoon and evening

**Saturday January 13th**
8am: Pickup from homestays
Shuttle for Tulum and Cobá
Back for dinner at homestay
Week 3
Sunday January 14th
Puuc Route

Monday January 15th
9:00-12:30: Class
12:30-1:30 at Na’atik free time
2:00pm: Afternoon Museum and Talking Cross
7:00pm: Dinner with homestays

Tuesday January 16th
9:00-12:30: Class
12:30-1:30 at Na’atik free time
Cooking class for lunch
Afternoon at pool
7pm: Dinner with homestay

Wednesday January 17th
9:00-12:30: Class
Uh May for lunch and tour/prayer session
Free time (Shopping for souvenirs/gifts in Carrillo)
7:00pm: Host family dinner

Thursday January 18th
9:00-12:30: Class
12:30pm: trip to Chetumal. Museum, lunch, malecón & Bacalar
7:00pm: Dinner at homestay

Friday January 19th
9:00: Class at Sijil
Free afternoon and evening with homestay

Saturday January 20th
To airport

Week Four
January 22nd-January 23rd
Conclusion and Wrap up (Reflection of study abroad experience)

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. Incomplete Grade Policy

B. Extra Work During the Semester

C. Americans with Disabilities Act (ADA) Policies
“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66.00 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

**Statement of the College Policy on Plagiarism**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotations are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)*

**Resources & Academic Support**

Center for English Language Support (CELS): Rm. L. 1201 NH/ Phone (212) 237-8231  
Writing Center: Rm. L01.68 NB/ Phone (212) 237-8569  
Computer Labs: Rm. L2.72.00/ Phone (212) 237-8047