LLS 227: INDIGENOUS LATIN AMERICA
The Maya Zone
Study Abroad to Quintana Roo, Mexico
Winter 2019

INSTRUCTOR'S NAME: Brian Montes, Ph.D.
OFFICE: 8.63.08NB
TELEPHONE NUMBER: 212-237-8748
E-MAIL: bmontes@jjay.cuny.edu
Contact Hours: TBA

Classmate Name & Phone #

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Course Description
This course provides an overview of the diverse indigenous populations of Latin America with students interacting closely with Quintana Roo’s local Maya population. Through an interdisciplinary study of culture, history, and politics, students will learn topics such as the historical construction of race, environmental threats, tourism, nationalism, citizenship and ethnicity. Students will explore the cultural and historical characteristics of the Maya of Quintana Roo as well as learn about specific variations to being Maya across the region. We will discuss the challenges to being “Indian” in Quintana Roo and address how the residents of the Maya Zone confront the problems faced by indigenous communities throughout the world. Learning Yucatec Maya will also be covered as part of the program, as it is spoken throughout the region.

Learning Outcomes
Students in this course will learn to:

- 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 and cultural development of the Maya of Quintana Roo as an indigenous community.
• 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 the indigenous communities of this region. 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. This is a 4 week course and 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.

*** More than 4 non-medical absences results in an “F” for the course.

Every student is expected to arrive on time. I do not like late arrivals to class. It shows disrespect for your professor, your studies, and your fellow classmates and your hosts. 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.

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.

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 (50% of your grade): You are expected to attend all classes and excursions. Expect pop quizzes at any time.

- E-Portfolio and Blog (50% of your grade): Students will develop an e portfolio that will document their experience abroad. E-Portfolios are expected to be creative in design. The professor will go over with students all E-portfolio assignments.

A = 94 – 100  A- = 90 – 93  B+ = 87 – 89
B = 84 – 86  B- = 80 – 83  C+ = 77 – 79
C = 74 – 76  C- = 70 – 73  D+ = 65 – 69
D = 60 – 64  F = below 60

Readings

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.

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: Introduction to Study Abroad and E-Portfolio
(January 2)
Classes at John Jay (Introduction to the course, essential knowledge of issues relevant to contemporary Latin American indigenous populations and review of E-Portfolio)

Reading:

Weeks 2–3 (Study Abroad)
January 3rd – 20th
Please refer to study abroad itinerary

Week 4 (Review and Wrap up)
January 21st
Last class (review and discuss study abroad)
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