

When Hernan Cortes swept through Mexico in the early 16th Century, millions of indigenous people found themselves under the boot of the Spanish crown. While Mexico has become a largely mestizo nation since that time (a confluence of European and indigenous cultures), pockets of resistance survive to this very day. Nowhere is this more evident than in the southern Mexican states of Oaxaca and Chiapas, where millions still speak pre-Colombian languages such as Tzotzil and Zapotec, and practice traditions markedly different than in the rest of Mexico. But nothing remains untouched. Through the lens of hybridity and transculturation, along with travel to Mexico, this class will explore how indigenous culture has survived, transformed, and even thrived while under the constant pressure of assimilation. Sometimes, mere survival becomes an act of resistance in itself. 502 years later, what remains?

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Course Objectives

This course will draw from a wide body of research, including fields as diverse as anthropology, archeology, history, literature, religion, and sociology to explore how indigenous ways of life in southern Mexico have evolved from pre-Columbian times to present day. Students will then take theory discussed in the classroom and apply it during our travel to Mexico. By the conclusion of the course, students will be able to articulate how the indigenous of Oaxaca and Chiapas embody (or not) concepts of transculturation and mestizaje, in areas as diverse as language, dress, food, and religion, and how resistance are critical for their continued survival.



Spanish 365

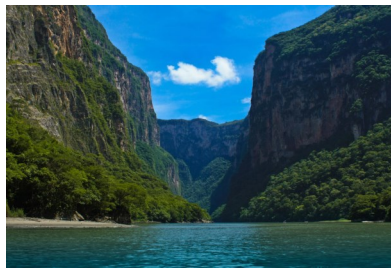
Indigenous Mexico: 502 Years of Resistance

January 2023: Study Travel

Time: TuWThF 10:00-12:00

Location: TBA

- 20% Critical Response Papers (2)
- 20 Initial in-class presentation
- 20 Final in-class presentation
- 20 Participation and Attendance
- 20 Travel Diary



Course Components

A	93-100%	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
C+	78-79	F	<60

Participation & Attendance: Attendance and participation is a **must** in this class. Because of our very compressed schedule, any absences will have a severe effect on your grade. In short: do not miss class! Participation also includes good conduct while in Mexico. Be respectful. Don't be "that person."

Initial In-class presentation: Before we travel to Oaxaca and Chiapas, you will complete one in-class presentation of 8-10 minutes. This will be of an academic article that will add context to that day's reading, or provide a counterpoint to it.

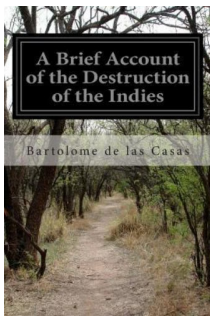
Final in-class presentation: Before we travel to Mexico, you will select one area that interests you (language, dress, etc.), and collect evidence while you are there. When we return, you will present your findings in a 8 minute presentation. One-on-one, we will develop this idea before and during our travel.

Critical Response Papers: You will submit two short papers (2pps) that explore an article not covered in class, and how it pertains to our discussions. Does it affirm our discussions? Does it alter our perceptions?

Travel Diary: Just as important as reading articles will be your reflections on our travel. These diaries are personal in nature, but should also include connections you have made with material that we have covered in class. How is your presentation evolving? Do include pictures, but be mindful of etiquette.

Note on language: Classroom work will done entirely in English to expand enrollment. Assignments may be submitted in either English or Spanish.

Required Text



A Brief Account of the Destruction of the Indies
(Bartolomé de las Casas)
9781480205697

Important Policies

Campus Health and Safety for January 2023

TDB

Converse Honor Code: Please refer to the Student Handbook section titled “**Honor System**” (p. 40) and be aware of infractions that include cheating, plagiarism, lying, and/or bribery. Rewording any section of another author’s work without citation, copying and pasting from the internet, and giving your answers to another student are examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be subject to the procedures set forth in the Converse Student Handbook (p. 42). Please reference regularly and remember the Principles of the Converse Honor Tradition.

Academic Accommodations: Students with documented disabilities who would like to request academic accommodations should review and complete the form on my.converse.edu under Students > Student Life > Student Accessibility Services.

Questions can be directed to Sami Singleton, Case Manager for Student Accessibility Services, at sami.singleton@converse.edu or by calling (864) 596-9027.

COVID-related absences will be excused once approved by Sami Singleton or the Wellness Center, and instructors will be notified of a start and end date. Unapproved absences will be excused at the discretion of the instructor.

Students experiencing travel disruptions due to COVID should also contact Sami Singleton if an accommodation is needed.

Title IX Statement

In accordance with Title IX of the Education Amendments of 1972, Converse prohibits discrimination and harassment on the basis of sex. Converse strongly encourages the prompt reporting of, and is committed to a timely and fair resolution of, complaints of sex discrimination and harassment by students, faculty, staff, and third-party contractors. Sexual harassment includes quid pro quo harassment, sexual assault, dating violence, domestic violence, and stalking.

Course Calendar

Class 1	Pre-Columbian cosmology
Class 2	A Brief Account of the Destruction...
Class 3	Key concepts: transculturation and mestizaje and the survival of language
Class 4	Religious (re)awakenings
Class 5	Indigenous artistic expression
Class 6	Eating the past: gastronomic resurgence
Class 7	Revolution, again: the Zapatista Rebellion
Class 8	A tale of two pueblos: Chamula and Zinacantan
Class 9	Final Presentations

