

## Term Information

Effective Term Spring 2013

## General Information

Course Bulletin Listing/Subject Area Spanish  
Fiscal Unit/Academic Org Spanish & Portuguese - D0596  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2798.12  
Course Title Globalization in the Mayan Country. History, Culture, Tourism, and the Environment in the Yucatan  
Transcript Abbreviation May Mexico  
Course Description The Yucatán offers a unique scenario in the Americas in which relevant issues of socio-economic development; preservation of archeological or historical sites; protection of the environment; reinvigoration of Indigenous culture, & emergence of alternative models of tourism can be studied altogether. The program will offer a comparative framework for a diversity of academic projects or interests.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 4 Week (May Session)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Field Experience, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0905  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Maymester program credit for Education Abroad GE

Sought concurrence from the following Fiscal Units or College

## Requirement/Elective Designation

General Education course:

Education Abroad (new)

## Course Details

Course goals or learning objectives/outcomes

Content Topic List

- TOURISM
- GEOGRAPHY AND MAYAN HISTORY
- YUCATECAN HISTORY, CULTURE, AND SOCIETY
- ENVIRONMENT

## Attachments

- Span 2798.12 Corona Yucatan.docx: Proposal

*(Syllabus. Owner: Sanabria,Rachel A.)*

## Comments

- Dear committee members,

Please consider the attached course, Spanish 2798.12 after the submission deadline for SU12. As you may know, a similar version of this course was successfully offered in the past for Scholars, and it is now being submitted again for GE Education Abroad credit. The last version includes the revisions suggested.

Please let us know if you have any questions or concerns.

Best regards,

Fernando Unzueta

Chair, Spanish & Portuguese *(by Sanabria,Rachel A. on 11/09/2012 02:30 PM)*

- Returned at Dept. request

This request needs an appeal for Summer. Can it be handled through advising? *(by Heysel,Garett Robert on 11/08/2012 10:32 PM)*

- See e-mail to R. Sanabria. *(by Vankeerbergen,Bernadette Chantal on 06/28/2012 12:09 PM)*

**COURSE REQUEST**  
2798.12 - Status: PENDING

Last Updated: Heysel,Garett Robert  
11/29/2012

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	06/12/2012 05:31 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	06/12/2012 05:32 PM	Unit Approval
Approved	Heysel,Garett Robert	06/14/2012 08:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/28/2012 12:09 PM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	11/06/2012 10:43 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	11/06/2012 10:43 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	11/06/2012 12:10 PM	College Approval
Submitted	Sanabria,Rachel A.	11/06/2012 03:39 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	11/06/2012 03:39 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	11/08/2012 10:32 PM	College Approval
Submitted	Sanabria,Rachel A.	11/09/2012 02:30 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	11/09/2012 02:30 PM	Unit Approval
Approved	Heysel,Garett Robert	11/29/2012 03:39 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	11/29/2012 03:39 PM	ASCCAO Approval

## **Education Abroad Course Proposal May Session 2013**

**Course Title:** Globalization in the Mayan Country. History, Culture, Tourism, and the Environment in the Yucatan

**Course Number:** Span 2798.12

**Credit Hours:** 3

**Instructor:** Associate Professor Ignacio Corona (Department of Spanish and Portuguese) (the course is designed to be taught by different faculty members in the College of Arts and Sciences).

### **GE Education Abroad Goals and Expected Learning Outcomes Goals:**

- “By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.”

### **Expected Learning Outcomes:**

1. Students recognize and describe similarities, differences, and interconnections between Mexico and the U.S. in general, and Yucatan and the U.S. in particular, through analysis of course materials, guided site visits, lectures, and participation in class discussions.
2. Students function effectively outside the United States by living and studying in Yucatan and by participating in the designed tours throughout the Mexican states of Yucatan, Campeche, and Quintana Roo.
3. Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Yucatan through essays, journals, blogs, and group discussions.

## **2. GE Rationale**

- a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

As students read and discuss the course materials and as they visit protected biospheres, historic sites, villages and towns as well as ecotourism sites they will be encouraged to adopt a comparative perspective. As they interact with the host university personnel, faculty, and students, the host families, and the local people they will also gain valuable intercultural knowledge. Students will be required to take a cross-cultural approach in their major research project. The readings, lectures, and films are also selected with the purpose of providing relevant information on the region's history, society, economy, and culture.

b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

There will be a pre-departure orientation meeting and another orientation session upon arrival. The students will receive 4 weekly hrs. of instruction of basic Spanish with the twofold purpose of providing them with survival Spanish and introducing them to essential aspects of the local costumes, history, and culture. Families selected by the host institution –Universidad Marista de Mérida- will host the students in pairs or small groups. This experience of living with a family will be another key element in the students' adaptation to their new country. In their free time, students will be encouraged to explore Mérida (one of the safest cities in the country), in small groups and to communicate with the local people. I will also have 24/7 cell-phone availability in case of any emergency or if any difficulty arises.

c) In what ways is the academic content of this particular course enriched by the Education Abroad component of the course?

Direct experience with and cultural immersion in the target culture –contemporary Yucatecan culture and society- cannot be fully replaced by merely reading or watching a video about it. The EA component is intended to offer hands-on involvement through diverse activities and participatory events that will have an impact on the academic content of the course. They are intended to complement the theoretical knowledge with opportunities to apply or use that knowledge during the four weeks of the program. What students may learn in their readings and through class discussions will be reinforced, applied, and extended by excursions to related sites, museums, and places of interest. For example, after reading about the different stages of Mayan civilization, we will visit several archeological sites that represent a given historical period or style; or when we study the creation of protected reserves vis-à-vis the economic importance of ecotourism, we will tour nearby bio-reserves, such as the spectacular Ik-kil and Cuzamá cenotes (sinkholes) and visit the world's first ecotourist attraction in Quintana Roo (Ixcaret) to allow the students to arrive at their own conclusions.

### 3. GE Assessment Plan

a) Students are required to write weekly entries for an analytical journal that captures how well they have met the Education Abroad ELO's. While they will be instructed to consider the analytical journal as the place to practice expressive writing and understand how personal experiences are connected or related to the historical, political, and cultural traditions of the host society, they will also be asked to write a 4 pp (double-spaced, typed) reflection paper that considers the following aspects: "1. *What are the most striking similarities, differences, and interconnections you have encountered between the Yucatan peninsula and the U.S.?* 2. *How have you developed an ability to function effectively within the aforementioned region? (Think of the ways you communicated verbally and non-verbally in the Yucatan and how you overcame challenges)* 3. *Overall, how has your Education Abroad experience enriched your academic and personal experience? Use concrete examples.*" This assignment will be graded following the rubric developed by the ASC Curriculum Committee Assessment Panel and OIA. The assignment is also worth 16% of the student's final grade.

b) Each student will write a research paper and give an accompanying presentation on a topic of their choice, preferably related to the course themes, but one which takes into account the similarities, differences, and interconnections between Yucatan, Mexico and the U.S. (examples: 1. Give an account of the presence of U.S. companies in Yucatan. What types of companies are they? What does that say about globalization and the interconnectedness of Yucatan's (and Mexico's) economy and the U.S.? Pay particular attention to the composition of their workforce. For instance, are most of the workers men, native Mayas, are the managers or administrators local people? How such employment opportunities may connect with issues like migration and specific types of economy. This assignment aligns with ELO 1 above and is also worth 40% of the student's final grade.

c) From the point of view of the evaluation criteria, I expect all students to be able to earn at least a grade of "C" on the two assignments that correlate directly with the Expected Learning Outcomes of the GE Study Abroad Category. These are the research paper and the reflection paper. From a more qualitative perspective, I expect the assignments and journal and blog entries reflect an appreciation or at least an informed understanding of the local culture.

d) As the proposer and first instructor of this interdisciplinary course, I will collect and examine the results of all direct and indirect assessment methods to see whether the course is meeting its Goals and ELO's. I will continue to monitor the course, making suggestions for improvement to future instructors.

4. A detailed rationale for the number of credit hours to count for GE credit.

This 3 credit hour course has the following contact hours:

- Lecture and discussion sessions: 14 classes of 1.5 hours each [21 hrs.]

- Spanish Language and Cultural Introduction classes: 12 classes of 1.5 hours each [18 hours].
- Film viewing and discussion sessions: 3 sessions of 2.5 hours each [7.5 hrs.]
- Cultural activities: 5 activities of various time lengths each [21 hrs.]
- Field Trips: 4 guided field trips and visits of various time lengths each [71.5 hours].
- Total: 139 hours

5. [Syllabus attached].

THE OHIO STATE UNIVERSITY  
Office of International Affairs  
Extended Gateway Program  
**Spanish 2798.12 - Globalization in the Mayan Country.  
History, Culture, Tourism, and the Environment in the Yucatan**  
GE Category: Education Abroad  
May 2013

Ignacio Corona < corona.7@osu.edu >  
Hagerty Hall 254; 292-8617  
Office Hours: M 1:00-2:00 pm or by app.

*Globalization in the Mayan Country* is an interdisciplinary program focused on the distinct history, culture, and natural environment of the Yucatán peninsula. This triple focus is channeled through an examination of the crucial role its main economic engine –tourism- currently plays in the region. The Yucatán offers a unique scenario in the Americas in which relevant issues of socio-economic development; preservation of archeological or historical sites; protection of the environment; reinvigoration of Indigenous culture, and emergence of alternative models of tourism can be studied altogether. The program will underscore the relevance of the Yucatán as a specific geocultural subject in area studies and offer a comparative framework for a diversity of academic projects or interests. In effect, the region may be very attractive to students with an interest in history and archeology; in cultural anthropology, sociology, and migration studies; in ecology and environmental science; in the economy of commerce and tourism; in local forms of knowledge, from alternative medicine to agricultural techniques; with an interest in Mayan and nouveau-Mayan art, music, painting, and design, etc. Subjects and subtopics from this range may vary every year and they can be incorporated as specific thematic units into the basic curriculum or in relation to the scheduled site visits.

**Texts:** [LB] Levy, Daniel C. and Kathleen Bruhn. Mexico. The Struggle for Democratic Development. 2<sup>nd</sup> Ed. Berkeley: U California P, 2006.

[BM] Baklanoff, Eric N. and Edward H. Moseley. Yucatán in an Era of Globalization. Tuscaloosa, AL: U Alabama P., 2008.

#Additional reading materials will be available at the class webpage through Carmen.

GE Education Abroad Goals:

*By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.*

Expected Learning Outcomes:

- 1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.*
- 2. Students function effectively within their host country/countries.*
- 3. Students articulate how their time abroad has enriched their academic experience.*



## Specific Course Objectives

Students will:

- Learn about Mexico's and Yucatán's history and culture from local scholars.
- Learn about the history of globalization as experienced in the Yucatán peninsula and the place of Yucatan in the Western hemisphere's history.
- Reflect on the workings of globalization in the region from both a historical and contemporary perspective.
- Compare specific effects associated with economic and cultural globalization on local realities between Mexico and the U.S.
- Recognize and describe similarities, differences, and interconnections between Mexico and the U.S. through the analysis of course materials and participation in class discussions.
- Function effectively in Yucatán by taking classes and interacting with faculty and other students at Universidad Marista de Mérida, living with host families, and participating in field visits and programmed cultural events and activities.
- Be able to explain how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Yucatán via journals, blogs, research papers, and group discussions.

## Other Course Objectives

Students will:

- Have a significant exposure to a region that was home to one of the world's greatest ancient civilizations: the Mayas.
- Examine the historical impact of globalization in the region by studying how it has assimilated cultural influences from Europe, Central America, the Caribbean, and the rest of Mexico throughout its history.
- Gain knowledge about how tourism has emerged as a key local globalizing strategy and its connection with the marketability of the local history, culture, and environment.
- Analyze the impact economic globalization has on local cultures, and the ways local cultures absorb, resist, and negotiate such an impact, and at times reinvent themselves.
- Gain knowledge of the local cultural norms, values, and traditions.

## Course Structure and Class Organization

The course is structurally divided into four thematic units in which the study of globalization is explored through a double historical and contemporary perspective, as it pertains to Yucatán: history; culture; tourism, and the environment. Every unit and particular session will be introduced by the instructor, who

will highlight the main points to be covered and their significance in the program as a whole. Most of the sessions will incorporate a guest lecture by a scholar from our host institution (Universidad Marista de Mérida), the Universidad Autónoma de Yucatán, or the Instituto Nacional de Antropología e Historia (INAH). Some class time will be devoted to a Q&A segment after each guest lecture. During the field trips, site representatives will introduce the site or guide the visit at some locations. Some sessions in the program have been designated as “discussion sessions” to allow the students to engage in an intellectual conversation on the readings, audiovisual materials, the visited sites, and the general experience of the place and culture. Two “viewing sessions” will be designated for watching selected documentaries and length-feature films. All class materials will be in English as well as all the lectures and discussion sessions. In addition to this core class, the group will take another class that will introduce students to the basics of the Spanish language and to Mexican and Yucatecan cultural norms, values, and traditions.

### Evaluation requirements

1) **Class participation and discussions (20%).** You are expected to attend all classes, lectures, planned group activities, and field trips. Your attendance and participation is essential to the course and it will be evaluated on a daily basis. A high participation grade implies that the student will actively contribute to the class with comments and informed questions about the lectures, reading materials, and films. There will be ample opportunity for students to participate in both small group and class discussion. On a discretionary basis, you may be asked to write a short reaction paper to make up for oral participation. You are required to complete all reading assignments before class. Depending on the size of the group, you may also be in charge of introducing a reading. If so, this introduction should go for about 10-15’ and cover its main arguments. A good presentation should present relevant information that accurately reflect the author’s main points, be organized, and clearly delivered. A LCD projector will be available in case you prefer to project an outline of your presentation in Power Point.

2) **Analytical journal [1 200/300 word entry per week] (8%)** . The journal, central to the experience of any study tour or study-abroad program, is based on ideas developed by K. Wagner and T. Magistrale in *Writing Across Cultures: An Introduction to Study Abroad and the Writing Process* (1995) and adapted by Newson-Horst and Kilwein-Guevara: Writing about your cultural experiences will help in the discovery and understanding of your new society and at the same time, it will enrich your knowledge of your own country and yourself. At the heart of this course is the goal of understanding globalization from a non-U.S. perspective and learn what it means for people in Mexico, specifically in the Yucatán peninsula. The analytical journal will help you achieve this end.

The central theoretical challenge is to develop a perspective that allows you to understand how personal experiences are connected or related to the historical, political, and cultural traditions of a new society. The analytical journal is the place to practice expressive writing – using language in a relaxed and informal manner – but always with the intention of eventually placing these personal experiences into a social and theoretical context. In your analytical journal you should write about your emotions, thoughts, and experiences. You may react to lectures, readings, people, food, customs, cultural values, the weather, etc. At the same time, you should always strive to explain why you feel a certain way and why you had such an experience and why you agree or disagree with certain customs, rituals, or values. The everyday occurrences as well as typical classroom experiences, readings and other assignments are potentially rich subjects for investigation. The journal can also take the shape of a travelogue in which you are going to convey your experience of visiting different sites and cultural and geographic landscapes.

3) **Small group photo/video blog (24%) [1 post per week].** Along with a classmate you will choose from a provided list of topics (archeological sites; monuments; urban spaces; markets; etc.) to post photos, videos and/ or written reflections (free extension) based on your experiences in Yucatán. The two

students should cooperate and participate equally in the production and posting of the weekly blog posts. Blog posts are essentially op-ed pieces (short written arguments or reflections on a given subject). Readers are implicitly invited to respond or react to those posts. This activity should offer the opportunity to the group to talk about and see a given object, situation, topic from a multiple perspective. It should also be another way of sharing information among the participants.

4) Research paper and presentation (40%) [5% research proposal; 10% oral presentation; 25% written essay]. You will develop a 2000 word research paper on a topic of your choice. You can do so from your particular field of studies or major, but this is not mandatory, as the project can be focused on any aspect of Yucatán’s culture, history, society, politics, urban life, environment, art, education, local customs, festivities, cuisine, etc. Depending on the specific topic, the paper could reflect on the workings of globalization in the region, either from a historical or from a contemporary perspective. In any case, it should develop a coherent argument on a clearly defined topic relevant to the course. A 1-2 page research proposal is due by the end of the first week. The proposal will be revised and return it with feedback during the second week. At that point, you should start collecting pertinent information and developing the project to be presented by the end of the fourth week. You are encouraged to consult with the instructor regarding your research during this process. While written, the paper can be illustrated (i.e., graphics, pictures, maps, statistics, etc.) or enhanced by the use of audiovisual media. In such a case, you could use a more appropriate format to allow the combination of text and audiovisual elements, such as Prezi, Power Point, I Works, etc. Bibliographic information is required and the student should follow “the guide for research papers” to be handed in with the revised proposal.

5) Final reflection paper [4 pp double-spaced, typed] (8%) . In writing your final reflection paper, you may want to consult your own analytical journal as a starting point to reflect on how the Education Abroad experience has enriched your academic experience. Your paper should consider all THREE of the following aspects, for which you will use concrete examples: 1. What are the most striking similarities, differences, and interconnections you have encountered between the Yucatan peninsula and the U.S.? 2. How have you developed an ability to function effectively within the aforementioned region? (Think of the ways you communicated verbally and non-verbally in the Yucatan and how you overcame challenges) 3. Overall, how has your Education Abroad experience enriched your **academic** experience? This assignment will be graded following the rubric developed by the ASC Curriculum Committee Assessment Panel and OIA.

Evaluation requirements

Attendance and class participation	20%
Analytical Journal (2% each / 4 entries)	8%
Blog Post (6% each)	24%
Research paper and presentation	40%
<u>Final Reflection Paper (4 pp.)</u>	<u>8%</u>
Total	100%

Grading Equivalencies

Grades will be calculated according to the following scale:

A:	95.5% and above	A-:	90% and above	B-:	80% and above
B+:	87.5% and above	B:	82.5% and above	C-:	70% and above
C+:	77.5% and above	C:	72.5% and above	E:	below 60%
D+:	67.5% and above	D:	60.0% and above		

## IMPORTANT INFORMATION

**Academic Misconduct:** “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. Here is a direct link for discussion of plagiarism: [http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm) Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>”

**Students with disabilities:** “Anyone who requires an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate special needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodation strategies. If you have not previously contacted that office, I encourage you to do so. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>”

## ACADEMIC PROGRAM SCHEDULE

### WEEK 1      **GEOGRAPHY AND MAYAN HISTORY**

- Explore the country and the region's historical, geographical, and cultural contexts in a comparative perspective.
- Examine the country's main historical periods in relation to the external forces of globalization.
- Identify the main periods of Mexico's history and defining themes.
- Study the structural changes to the Mexican economy since the 1980's; neoliberal policies and its social, political, and cultural impact.
- Examine some of the most astonishing achievements of Mayan culture and its relevance today.

#### May 06      **Introduction to the Course**

##### **Lecture: "The Physical and Socio-Cultural Scenarios"**

Sub-topics:

Geographic coordinates

Mexico in numbers: A Comparative framework

The Three Mexicos

Reading: # Agustin / Cooper. "Mexico's Yucatán Peninsula and Cancún" (255-262)

#### May 07      **Discussion Session # 1: "Globalization Theories and the Idea of Latin America"**

Sub-topics:

What is globalization?

Occidentalism and the Age of Discoveries

Latin America and European Modernity

Readings: # Jameson, Fredric. "Notes on Globalization as a Philosophical Issue" (54-77)

# Mignolo, Walter. "Occidentalism and the 'Americanness' of America." The Idea of Latin America (23-50)

##### **Cultural activity # 1: City Tour**

#### May 08      **Guest Lecture: "Globalization and Mexican History. A General Introduction"**

Sub-topics:

First Globalizing Wave: the Age of Discoveries

    Conquest of Mexico

    Colonial Mexico

    The Mexican Independence

Second Globalizing Wave: the emergence and consolidation of the global market

    Liberalism vs. Conservatism

    The *Porfirista* regime and the Mexican Revolution

    The Post-revolutionary regime, the PRI-hegemony and the Mexican miracle

Third Globalizing Wave:  
Neoliberal reform

Readings: [LB] – Ch. 1 “The Changing Course of Development” (9-33)

May 09

**Guest Lecture: “Pre-Columbian Yucatán”**

Sub-topics:

Periods of Mayan History

Cosmology and Astronomy

The Books: the Popol Vuh and the Chilam Balam

Religious Architecture

Cultural and Technological Achievements

Reading: # Rees, Peter. “Mexico” (226-253)

**Film Session # 1:**

- Documentary: “Cracking the Maya Code.” Dir. David LeBrun. Night Fire Films and ARTE France, 2008. 54’
- Film: “Popol Vuh: Sacred Book of the Quiché Maya.” Dir. Patricia Amlin Berkeley, CA: U California Extension Media Center, 1988. 62’

May 10

**Discussion Session # 2: “Dimensions of Mayan Writing and Cosmological Beliefs”**

**\*\*Research Proposal due**

**\*\*First journal entry / travelogue entry due.**

**\*\*First group photo/video blog post due.**

May 11-12

**Field Trip # 1: Ruta Puuc: Ticul, Gruta de Lol-Tun, Kabah, Uxmal, Museo del Chocolate**

WEEK 2

**YUCATECAN HISTORY, CULTURE, AND SOCIETY**

- Focus on how globalization has impacted the region and its population.
- Distinguish between old and new forms of colonization (colonialism vs. neocolonialism or internal colonialism) in Mexico.
- Examine Yucatán’s role during the Mexican Revolution.
- Discuss the relationship between neoliberalism and globalization
- Examine the impact of globalization and transnational media on Mexico, particularly on Yucatán.

May 13

**Guest Lecture: “Yucatán History from Colonialism to Globalization”**

Sub-topics:

The Conquest of Yucatán

Colonial Yucatán

Indigenous Rebellions and the Caste Wars

The Henequen Boom

Yucatán in modern Mexico’s history

Readings: [BM] - Moseley, Edward and Helen Delpar, “Yucatán’s Prelude to Globalization” Blakanoff and Moseley (20-41)

\*\*Second journal entry / travelogue entry due.

\*\*Second group photo/video blog post due.

May 14

**Guest Lecture: “Yucatán in an Era of Globalization I: Cultural Change”**

Sub-topics:

Cultural impact of globalization

Culture and economy

Local culture and the media

Reading: # Greene, A. “Cablevision(nation) in Rural Yucatan...” Joseph, Rubenstein, et.al. (415-450)

**Film Session # 2:**

- Documentary: “The Frozen Revolution.” Dir. Raymundo Gleyzer. Tricontinental Film Center, 1971. 60’

May 15

**Discussion Session # 3: “Postcolonial Views of Mayan History”**

Sub-topics:

The difference among modernization, tradition, and development

The concept and practice of mayanism

The ways in which Maya history has been used by western scholars

Reading: # Wainwright, Joel. “An Archaeology of Mayanism from Las Casas to Asturias & British Museum” (99-149)

**Cultural activity # 2: Introduction to Yucatecan Cuisine. Traditional Food and Cooking Techniques**

May 16

**Guest Lecture: “Yucatán in an Era of Globalization II: Migration”**

Sub-topics:

Internal and external migration trends in the peninsula

Economic and social impact of migration in the region

Migration and Mayan communities

Reading: [BM] - Re Cruz, Alicia, “Chan Kon Tourism and Migration in the Making of The New Maya Milpas” Blakanoff and Moseley (134-146)

**Cultural activity # 3: Yucatecan serenade at Santa Lucía Plaza**

May 17-19     **Field Trip # 2: The Hacienda World: Hacienda Yaxcopoil; Hacienda Ochil, Hacienda Sotuta de Peón**

**WEEK 3     TOURISM**

- Focus on the economic significance of the service sector for developmental purposes.
- Identify different types of tourism in the Yucatán peninsula.
- Examine the intersection of cultural and economic policies in the development of tourism in the peninsula.
- Analyze the multi-faceted relationship between globalization and tourism.
- Focus on the diverse perspectives that have created a site as responding to different economic, social, political, and cultural forces from inside and outside the country.
- Discuss the difference between mass tourism and alternative models of tourism
- Identify different types of alternative tourism.
- Analyze the social and economic impact of tourism in the Yucatán peninsula.

May 20     **Guest Lecture: “The Economy of Tourism”**  
Sub-topics:  
Importance of tourism for Mexico and Yucatán  
Impact of tourism and new development projects in the region  
Social and economic impact of tourism in the Yucatán peninsula

Readings: # Saragoza, Alex, “Selling Mexico: Tourism and the State, 1929-1952” (91-115)

\*\*Third journal entry / travelogue entry due.

May 21     **Guest Lecture: “Tourism and Development”**  
Sub-topics:  
Economic importance of tourism for Mexico and Yucatán  
Modernization and large-scale tourism  
Globalizing strategies and the importance of the service sector

Reading: # Castañeda, Q. “Measuring Tourist Impact at P’iz-te’.” 68-93.

**Cultural activity # 3: Huun Mayan handmade papermaking workshop and Museo Macay**

May 22     **Guest Lecture: “Alternative Models of Tourism”**  
Sub-topics:  
Impact of tourism and new development projects in the region  
Alternative models of tourism and their importance



Community, history, ecology, and tourism.

Readings: # Borland, Katherine, "Grassroots Diplomacy to Voluntourism: New Forms of North-South Travel in Central America" (1-14)

# Martín, Kathleen and William Martín González, "Embracing Community: An Alternative Tourism for Yucatán" Blakanoff and Moseley (164-184)

May 23 **Field Trip # 3 [Day 1]: Mayan Riviera and World Heritage Site: Isla Holbox, Cancún**

May 24 **Field Trip # 3 [Day 2]: Playa del Carmen, Xcaret**

May 25 **Field Trip # 3 [Day 3]: Playa del Carmen, Tulúm, Cobá, Chichén Itzá**

**Film Session # 3:**

- Film: "Apocalypto." Dir. Mel Gibson. Touchstone Home Entertainment, 2007. 138'

May 26 **Field Trip # 3 [day 4]: Chichén Itzá, Cenote Ik-Kil, Pisté, Izamal, Mérida**

**Discussion Session # 4: "G/local Culture, Myth-Making Narratives, and the Politics of Cultural Difference: Touring Chichén Itzá"**

Readings: # Jones, Lindsay. "Conquests of the Imagination: Maya-Mexican Polarity and the Story of Chichén Itzá, Yucatán"

# Castañeda, Q. "An everyday guide to Orchestration of Practices." 203-231.

**WEEK 4 - ENVIRONMENT**

- Identify the peninsula's main ecosystems and landscapes.
- Identify Yucatán's *cenote* [limestone sinkhole] range.
- Explore the regional wildlife, national parks, reserves, and biospheres.
- Analyze the multi-faceted relationship between globalization and the environment.
- Discuss the impact of tourism on the environment.

May 27 **Guest Lecture: "Yucatán Main Ecosystems"**

Sub-topics:

The distinct topography, wildlife, and environmental conditions of the peninsula  
The Chicxulub meteorite

May 28 **Guest Lecture: "Regional Biosphere Reserves and Environmental Issues"**

Sub-topics:

The peninsula's biospheres and reserves

Governmental and non-governmental efforts to protect the environment.

**Cultural activity # 4: The Chunkanan village and the *cenotes de Cuzamá***

May 29      **Field Trip # 4: Biospheres: Reserva de la Biósfera de Ría Lagartos**

May 30      Research Paper Preparation / Consultation

\*\*Fourth journal entry / travelogue entry due

\*\*Fourth group photo/video blog post due

May 31      Research Presentations

\*\*Research Paper and Final Reflection Paper due

June 01      Return to Columbus

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ASC / Span 2797.05  
**TIME and ACTIVITIES SCHEDULE**  
**May 2013**

**Week 1**

<b>Day 1 (May 6) Monday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Introduction and Lecture UMM 2	Introduction to the course  “The Physical and Socio-Cultural Scenarios”	SUM CEMADI
10:40-12:10	UMM language Class USFSP Level 2	Welcome	CEMADI
Free Afternoon			

<b>Day 2 (May 7) Tuesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Discussion Session # 1 UMM 2	“Globalization Theories and the Idea of Latin America”	CEMADI
10:40-12:10	Spanish Class USFSP Level 1	“ <i>Going out-How to get there</i> ” Directions, locations	CEMADI
Free time for lunch with host family			
14:00-18:00	Spanish/Culture Class Joint Activity	“Getting to Know the city” <i>Guided tour in the Wawa. Visit to downtown</i>	Meeting Point Gran Plaza

<b>Day 3 (May 8) Wednesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Globalization and Mexican History. A General Introduction”	CEMADI
10:40-12:10	Spanish / Culture Class USFSP	<i>A Mexican family life</i> Household and chores	
Free time for lunch with Host family			CEMADI
Free Afternoon			

<b>Day 4 (May 9) Thursday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Pre-Columbian Yucatán”	CEMADI
10:40-12:10	Spanish / Culture Class USFSP Level 2	<i>Getting acquainted</i> –Personal information; formal, informal situations	CEMADI
16:00-18:00	Film Session # 1 UMM 2	“Cracking the Maya Code” and “Popol Vuh...”	CEMADI

<b>Day 5 (May 10) Friday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Discussion Session # 2 UMM 2	“Dimensions of Mayan Writing and Cosmological Beliefs”	CEMADI
10:40-12:10	Spanish / Culture Class USFSP Level 2	<i>Talking about Families- Family Relationships, similarities and differences</i>	CEMADI
Free Afternoon			

<b>Day 6 (May 11)</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
8:30-20:00	Field Trip # 1: Ruta Puuc	Visit to Ticul, Gruta de Lol-Tun, Kabah, Uxmal, Museo del Chocolate	Leaving from Gran Plaza

<b>Day 7 (May 12)</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
Free Day			

**Week 2**

<b>Day 8 (May 13) Monday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Yucatán History from Colonialism to Globalization”	CEMADI
10:40-12:10	Spanish Class USFSP Level 2	“ <i>Going out</i> ” , locations, directions, currency, entertainment	

<b>Day 9 (May 14) Tuesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Yucatán in an Era of Globalization I: Cultural Change”	CEMADI
10:40-12:10	Spanish / Culture Class USFSP Level 2	“ <i>Food and health</i> ”- eating habits in México	CEMADI
16:00-18:00	Film Session # 2 UMM 2	“The Frozen Revolution”	CEMADI

<b>Day 10 (May 15) Wednesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:00	Discussion Session # 3 UMM 2	“Postcolonial Views of Mayan History”	CEMADI
10:30-16:00	Group lunch and Cooking Lesson at <i>Los Dos</i> Cooking School	Yucatecan Cuisine Traditional Food and Cooking Techniques	<i>Los Dos</i> Cooking School
Free Afternoon			

<b>Day 11 (May 16) Thursday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Yucatán in an Era of Globalization II: Migration”	CEMADI
10:40-12:10	Spanish / Culture Class USFSP Level 2	“ <i>Getting acquainted</i> ” – Personal information, formal, informal situations	
20:00- 22:00	Cultural Activity # 3: Traditional music	Yucatecan Serenade	Meeting place: Santa Lucia Plaza



<b>Day 12 (May 17) Friday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
8:30-20:00	Field Trip # 2: The Hacienda World Visit H. Yaxcopoil; H. Ochil, H. Sotuta de Peón	The Colonial and the Neocolonial system in Yucatán	Leaving from Gran Plaza

<b>Day 13-14 (May 18-19)</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
Free Weekend			

### Week 3

<b>Day 15 (May 20) Monday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“The Economy of Tourism”	CEMADI
10:40-12:10	Spanish / Culture Class USFSP Level 2	<i>Talking about Families- Marital status and relationships</i>	<i>CEMADI</i>
Free Afternoon			

<b>Day 16 (May 21) Tuesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Tourism and Development”	<i>CEMADI</i>
10:45-12:20	Spanish Class USFSP Level 2	“ <i>Animals world</i> ”- Going to the Zoo	Meeting Place Paseo Montejo
15:00-18:00	Cultural Activity # 3	“Huun Mayan handmade papermaking workshop”	Museo Macay

<b>Day 17 (May 22) Wednesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Alternative Models of Tourism”	<i>CEMADI</i>
10:40-12:10	Spanish / Culture Class USFSP Level 2	“ <i>Let’s go on tour.</i> ” Reservations, hotels, restaurants, shopping, customs.	<i>CEMADI</i>
Free Afternoon			

<b>Day 18</b> (May 23) <b>Thursday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
8:00-14:00	Field Trip # 3: “Mayan Riviera and World Heritage Site”	New tourist developments: Isla Holbox	Leaving from Gran Plaza
15:00-17:00	Checking in and Cancún City and Island Tour	Large-scale tourism and the environment	Hotel [TBA]
Free afternoon			

<b>Day 19</b> (May 24) <b>Friday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
10:00-20:00	Playa del Carmen Visit Xcaret	What is an “eco- park”? Can there be one?	Ecological Hotel <i>Las Palapas</i> , Playa del Carmen
20:00	Return to Playa del Carmen		

<b>Day 20 (May 25) Saturday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
10:00-20:00	Visit Tulúm, Cobá, and Chichen Itzá	Archeology, Nature, and Tourism	Leaving from Playa del Carmen Hotel
20:30-22:30	Film Session # 3: “Apocalypto”	Myth-making narratives	<i>Mayaland</i> Hotel at Chichén Itzá

<b>Day 21 (May 26) Sunday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:00	Discussion Session # 4: “Touring Chichén Itzá”	“G/local Culture, Myth-Making Narratives, and the Politics of Cultural Difference”	<i>Mayaland</i> Hotel
10:15-13:00	Touring Chichén Itzá	Post-Classic Maya: History, and Tourism	Chichén Itzá
13:30-15:00	Visit Cenote Ik-Kil	Free time	Return to <i>Mayaland</i> Hotel for Lunch
16:30-20:00	Visit Pisté and Izamal	Tourist Impact; Colonial Yucatán	Return to Mérida

**Week 4**

<b>Day 22 (May 27) Monday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Yucatán Main Ecosystems”	CEMADI
10:40-12:10	Spanish Class USFSP Level 2	“ <i>Pastimes</i> ” - what to do in leisure time	CEMADI
Free Afternoon			

<b>Day 23 (May 28) Tuesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:30	Guest Lecture UMM 2	“Regional Biosphere Reserves and Environmental Issues”	CEMADI
10:40-17:00	Cultural Activity # 4: Visit Chunkanan and Cuzamá	Indigenous communities and tourism: the cenotes de Cuzamá	Leaving from UMM

<b>Day 24 (May 29) Wednesday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
8:30-19:00	Field Trip # 4: “Biospheres”  Visit Reserva de la Biósfera de Ría Lagartos	The Workings of the Biospheres	Leaving from Gran Plaza

<b>Day 25 (May 30) Thursday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
10:00-12:00	Research Paper Preparation UMM Library	Individual Consultation	CEMADI
Free afternoon			

<b>Day 26 (May 31) Friday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
9:00-10:50	Research Presentations UMM 2	Research presentation	CEMADI
11:00-12:00	Diplomas	Ceremony	CEMADI
19:00-21:00	Farewell dinner		Panchos Restaurant

<b>Day 27 (June 01) Saturday</b>	<b>Activity</b>	<b>Topics</b>	<b>Place</b>
6:00	Departure	Farewell to Yucatán!!	Mérida Airport