

# KIIS Maya Mexico Winter 2020-2021

HON 300 Topics: Cultural Expression in Modern Mexico (3 credits)  
December 26, 2020 – January 7, 2021



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*Syllabus subject to change*



## Course Description

This study abroad course, designed for students coming from all majors, asks, how can we better understand contemporary Mexico by identifying and analyzing diverse forms of Mexican cultural expression, past and present. Sources of cultural expression include (but are not limited to) artwork, music, museums, media, sporting events, archaeological and religious sites, graffiti, food and fashion. Individually and as a group, we deconstruct the nuanced meaning, motivation, and potential influence such expression has on Mexican national identity, which, much like that of the United States, is rarely singular or static. Open to Honors and non-Honors students with a 3.2 GPA or higher. This course is taught in English.

### KIIS Study Abroad Mission Statement:

KIIS creates and offers high-quality education abroad programs for students from diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help transform students into global citizens who have personal and professional skills for lifelong enrichment. We strive to go beyond generalizing headlines and outdated cultural clichés to help foster a nuanced appreciation of the world in which we live.

### Students participating in KIIS Study Abroad programs aim to:

- 1) Articulate the relationship between ideas, experiences, and place;
- 2) Develop tools to engage with diverse people in the local cultures; and,
- 3) Explore other peoples' values and clarify their own.

In the equivalent of one, single-spaced typed page, reflect on:

*How has this experience made you think – or act – differently about the world around you? Please consider the 3 SLOs discussed. Please don't consider course content in your response; instead, think beyond it, and be as specific as possible.*

### **Academic Model**

We employ a "Place as Text" teaching methodology, which inserts students into social environments and fosters close observation of the local culture. We make use of five basic learning strategies: mapping, observing, listening, discussing, and reflecting. A central goal is for students to take an active role in the direction of their learning by:

- self-selecting topics and readings (from among a selection provided by the instructor) that most interest them
- dedicating themselves to become "student-experts" in the chosen field
- participating in small group excursions that (safely) place them in culturally uncomfortable situations
- regularly synthesizing readings and on-site observations
- in pairs, leading a seminar-style oral presentation

Throughout the program, students develop an understanding of Mexican society, past and present. In the process, they also learn to work effectively in small groups, improve their oral presentation and analytical skills, and develop a heightened sense of confidence and leadership.

### **Student Learning Outcomes**

After completing this course, students should be able to:

- Identify and explain five transformative moments in Mexican history
- Gain an understanding of how Mexican history and culture have been, and continue to be, expressed in art, media, museums, food, rituals, public spaces, and politics.
- Relate topics in Mexican history to current events
- Compare and reflect upon notions held about Mexico before and ideas developed during the study abroad program
- Work effectively in small groups and improve oral presentation skills
- Analyze and synthesize readings, observations and class discussions in short written papers

## Program Calendar Snapshot

During this winter study abroad, we spend four days in Mexico City, six in the tranquil and culturally-vibrant southern Mexican city of Oaxaca, and the final two in the neighboring Pacific beach town of Huatulco. In Mexico City, academic excursions include the Zocalo and Historic Center, the original artwork of Diego Rivera and Frida Kahlo, the National Anthropological Museum, the city's rich markets and diverse neighborhoods, the famous temples of Teotihuacan, and a Lucha Libre night. In Oaxaca, we explore street art, the famous archaeological sites of Monte Alban and Mitla, textile and weaving villages, vivid markets, and unique Herve el Agua. The program concludes in a Pacific beach enclave with student oral presentations and a group discussion of tourism and sustainability. Note: items mentioned above are subject to change. A more detailed program calendar can be found on the KIIS Maya Mexico Winter webpage (<https://www.kiis.org/programs/maya-mexico-winter/>).

## Assignments

Students begin their academic preparation for this study abroad program at the pre-departure KIIS student orientation on November 7, 2020 (in Elizabethtown, KY). First, professors familiarize students with the Place as Text model (described above). Second, we discuss notions students hold about Mexico and begin to develop a (deeper) understanding of Mexican history and culture. Third, in groups of two, students self-select one of the following topics, which ultimately will serve as the basis for their on-site final oral presentation:

1. Understanding class in contemporary Mexico
2. The relationship between the Mexican past and present
3. Choices museums make
4. Confronting machismo in Mexican society
5. The benefits and drawbacks of tourism in Mexican society
6. Food and culture in Mexican society
7. Progressive change in Mexican society
8. The legacy of the great Mexican muralists
9. What shapes Mexican national identity

### A. Writing Assignment #1 (due pre-departure)

Students will be provided an image (e.g. photo, artwork, graphic, etc.) and an accompanying question. Each student submits a one-page essay response by **December 24 at noon**.

### B. Digital Scavenger Hunt (on-site)

There is much to learn about Mexican history and culture by personal exploration during program activities and any free time students may have. Students will be given a list of specific situations, stores, foods, experiences, etc. that they are expected to locate over the duration of the study abroad program and document them by photo or video.

### C. Writing Assignment #2 (on-site)

In a two-page essay, students respond to question(s) that combine common class reading and on-site observations and reflections. Details will be shared prior to program departure.

### D. Writing Assignment #3 (on-site)

In a two-page essay, students respond to question(s) centered on their self-selected reading and

on-site observations and reflections. This third short written assignment directly prepares students for their end-of-program Final Oral Presentation

#### **E. Oral Presentation (on-site at program's end)**

In groups of two (formed at the November pre-departure orientation), students craft and lead an oral presentation to the class at program's end that will last 30-45 minutes. The oral presentation combines preliminary investigations students make before program departure, common and self-selected readings, and on-site observations and reflections. Around two days before your oral presentation, each group will meet with the instructor to discuss your preparations, including a) your central argument, b) how you intend to organize your presentation, c) the readings you have selected, and d) the ideas and questions you have formulated to help generate class discussion. Students should not plan to rely on PowerPoint, Prezi or the like.

#### **F. Final Photo Reflection**

At program's end, the instructor will provide students with one final question. To respond, each student will need to select one photo s/he has taken over the course of the study abroad program and write a one-page essay that speaks to the question and self-selected photo.

### **Grading Procedures**

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

Below 60 F

The "Writing Assignments" listed above count for 25%. The "Oral Presentation" counts for 30%. The "Digital Scavenger Hunt" counts for 10%, the "Final Photo Reflection" counts for 15%, and participation counts for 10%.

### **Readings**

1. Prior to departure, students and professors will read two common texts, which we will discuss on-site. Both common reads will be made available at the November KIIS Student Orientation.
2. **Each group will self-select and closely read at least two of the following articles (Dropbox):**

Aguilar-Rodriguez, "Cooking Modernity: Nutrition Policies, Class, and Gender in 1940s and 1950s Mexico City" (2007).

Andersen, "Remembrance of an open wound: Frida Kahlo and post-revolutionary Mexican identity" (2009).

Avila Foucat, "Community-based Ecotourism Management moving towards Sustainability, in Ventanilla, Oaxaca, Mexico" (2002).

Ávila-García, Sánchez and Furio, "The Environmentalism of the Rich and the Privatization of Nature: High-End Tourism on the Mexican Coast" (2012).

- Ayora-Díaz, "Regionalism and the Institution of the Yucatecan Gastronomic Field" (2010).
- Azcárate, "Contentious Hotspots: Ecotourism and the Restructuring of Place at the Biosphere Reserve Ria Celestun" (2010).
- Barthes, Roland. *Mythologies*. New York: Hill and Wang, 2012. → Wrestling Excerpt
- Becker and Muller, "The Securitization of Urban Space and the "Rescue" of Downtown Mexico City: Vision and Practice" (2015).
- Block, Hoffman-Jeep, "Fashioning National Identity, Frida Kahlo in Gringolandia" (1999).
- Bunten, "More Like Ourselves: Indigenous Capitalism Through Tourism" (2010).
- Carmean, *House of the Waterlily: A Novel of the Ancient Maya World* (New York: Berghahn, 2017).
- Carpenter, "Tlatelolco 1968 in Contemporary Mexican Literature Introduction" (2005).
- Castañeda, "We Are *Not* Indigenous!": An Introduction to the Maya Identity of Yucatan" (2004).
- Chibnik, "Oaxacan Wood Carvings in the World of Fine Art: Aesthetic Judgments of a Tourist Craft" (2006).
- Cohen and Rodriguez, "Remittance Outcomes in Rural Oaxaca, Mexico: Challenges, Options, and Opportunities for Migrant Households" (2004).
- Cowgill, "State and Society at Teotihuacan, Mexico" (1997).
- Davis, "Zero-Tolerance Policing, Stealth Real Estate Development, and the Transformation of Public Space- Mexico City" (2013).
- The Economist*, "Why Mexico Has Not Become More Prosperous - and How it Could" (2018).
- Friedman, Thomas, "How Mexico Got Back in the Game" (2013).
- Helland, "Culture, politics, and identity in the paintings of Frida Kahlo" (1990).
- Hoobler – "To Take Their Heritage in Their Hands": Indigenous Self-Representation and Decolonization in the Community Museums of Oaxaca, Mexico" (2006).
- Isendahl and Smith, "Sustainable Agrarian Urbanism\_ The Low-density Cities of the Mayas and Aztecs" (2012).
- Kaltmeier, "Insurrection and Symbolic Work: Graffiti in Oaxaca (Mexico) 2006/2007 as Subversion and Artistic Politics" (2016).

Kearney, "Transnational Oaxacan indigenous identity: The Case of Mixtecs and Zapotecs" (2010).

Kroshus Medina, "Commoditizing Culture Tourism and Maya Identity" (2003).

Levine, "Negotiating Political Economy at Late Postclassic Tututepec (Yucu Dzaa), Oaxaca, Mexico" (2011).

Mahon and Macdonald, "Anti-Poverty Politics in Toronto and Mexico City" (2010).

Miller, Shawn William, *The Environmental History of Latin America* (New York: Cambridge University Press, 2007), → Chapter One: "An Old World Before It Was New"

Osmond, "Photographs, Materiality and Sport History: Peter Norman and the 1968 Mexico City Black Power Salute" (2010).

Poole, "An Image of "Our Indian": Type Photographs and Racial Sentiments in Oaxaca, 1920-1940" (2004).

Smith, "Life in the Provinces of the Aztec Empire" (2013).

Soleri, Cleveland and Cuevas, "Food Globalization and Local Diversity: The Case of Tejate" (2008).

Sousa and Terraciano, "The "Original Conquest" of Oaxaca: Nahuatl and Mixtec Accounts of the Spanish Conquest" (2003).

Stephen, "Women's Weaving Cooperatives in Oaxaca: An Indigenous Response to Neoliberalism" (2005).

Stephen, "Sexualities and Genders in Zapotec Oaxaca" (2002).

Tiffany, "Frame That Rug!": Narratives of Zapotec Textiles as Art and Ethnic Commodity in the Global Marketplace" (2004).

Wilson, "Introduction: The Impacts of Tourism in Latin America" (2008).

Zolov, "Showcasing the 'Land of Tomorrow- Mexico and the 1968 Olympics" (2004).

### **Attendance Policy**

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

### **Academic Honesty Policy**

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the

unauthorized copying of examinations, assignments, reports, term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

### **Disability Accommodation**

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, [maria.canning@wku.edu](mailto:maria.canning@wku.edu), to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Office Manager, Haley McTaggart, [haley.mctaggart@wku.edu](mailto:haley.mctaggart@wku.edu), if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

### **Title IX / Discrimination & Harassment**

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS

Assistant Director Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / [andrea.anderson@wku.edu](mailto:andrea.anderson@wku.edu)) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / [michael.crowe@wku.edu](mailto:michael.crowe@wku.edu)) or Joshua Hayes (270-745-5121 / [joshua.hayes@wku.edu](mailto:joshua.hayes@wku.edu)). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/brochure2019update.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.