



Academic Information

Social Reality and Change in Chiapas Program Mérida, Yucatán and San Cristóbal, Chiapas, Mexico Summer 2010

The Social Reality and Change Program is an eight-week, summer study abroad program administered by the Institute for Study Abroad, Butler University (IFSA-Butler) in Mérida and San Cristóbal. This unique opportunity allows students to conduct undergraduate research at the prestigious Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS) and study Spanish and Mayan language at the Universidad Autónoma de Chiapas (UNACH).

CIESAS is a public research institute with a number of regional centers devoted to research and graduate programs in the social sciences. The CIESAS center in Chiapas focuses on topics pertinent to the southern frontier of Mexico such as social history, linguistics, health, religion, politics and the environment. IFSA-Butler students are the only undergraduate students permitted to conduct research at CIESAS. The Social Reality and Change course meets at the CIESAS research center.

UNACH is a public university in Chiapas. The Advanced Spanish and Mayan Language courses will meet at the College of Modern Languages at UNACH, which has a well-developed and reputable Spanish as a Second Language program.

The Academic Program

The Social Reality and Change in Chiapas program offers four program classes specifically designed for IFSA-Butler students. Students may earn 7 to 10 U.S. semester credit hours during the summer. All courses are conducted in Spanish by Mexican professors.

All students are required to enroll in the following courses:

- Advanced Spanish (3 U.S. semester credit hours)
- Social Reality and Change (3 U.S. semester credit hours)
- Research Methodology Seminar (1 U.S. semester credit hour)

Students may opt to enroll in Mayan Language for 3 additional U.S. semester credit hours.

The program begins in Mérida. Students will participate in an IFSA-Butler orientation, take the Research Methodology Seminar and begin the Advanced Spanish class. The remaining six weeks of the program will take place in Chiapas, where students will finish the Advanced Spanish course and start the Social Reality and Change course, as well as the Mayan Language course, if they choose to enroll in it.

Students must take a full summer course load as determined by IFSA-Butler. Credit will be awarded on a Butler University transcript based on a typical U.S. full course load of 7 to 10 university credit hours. Taking less than a full course load may jeopardize student status and result in personal academic repercussions and/or loss of financial aid. All courses are graded on an A-F scale, and there is no provision for pass/fail or auditing courses. See the "Academics" and "Program Fees and Financial Aid" sections in *Preparing to Study Abroad Mexico* for more information.

Students are required to take their courses for academic credit.

Program Courses

Advanced Spanish I (3 U.S. semester credit hours)

This course is mandatory and conducted in Spanish by Mexican professors. This course will review semi-complex grammatical structures and introduce students to more complex linguistic competencies that will serve as support for the academic work they are conducting at CIESAS. Some structures of subjunctive, vocabulary and stress communication according to the complex will be applied. Students will also learn linguistic differences.

This course will be taught in two sections based on a placement test administered upon arrival. See attached information.

Social Reality and Change (3 U.S. semester credit hours)

This course is mandatory and conducted in Spanish by Mexican professors. Through this course, students will become familiar with the history and reality of Chiapas by critical revision of texts and their experience in situ. They will review Chiapas' most important historical events and its current situation, within the framework of the processes of globalization and how Chiapas is affected by them. This course focuses on themes such as indigenous and religious conflicts, challenges to development, education, health, civil organization and indigenous rights as fundamental elements for understanding the reality that is Chiapas. The course is comprised of six thematic modules and culminates in a 10-15 page research paper. Some reading is required prior to departure for Mexico. See attached information.

Research Methodology Seminar (1 U.S. semester credit hour)

Through this seminar, students will learn how to conduct research, as well as receive a general introduction to the country and region. Themes such as socio-economic composition and changes, demographics, politics and cultural diversity will be covered, from both historic and contemporary perspectives. After this seminar, students will have a better understanding of Chiapas' realities and be better able to identify their area of academic interest. During this time, students will also define their research topic for the Social Reality and Change course. See attached information.

Mayan Language (3 U.S. semester credit hours)

This course is optional and conducted in Spanish by Mexican professors. It will expose students to the history of the Mayan language and also explore the regional differences, the Mayan alphabet, numbers, epigraphy and basic vocabulary. Exposure to the Mayan language will facilitate cultural immersion, understanding and appreciation for Mayan culture. *The syllabus for this course will be available spring 2010.*

Course Registration

Students will register for courses upon arrival in Mexico.

Tutorials

Students will be required to complete 10 hours of Spanish tutorials.

Excursions

Program excursions are subsidized and mandatory. These activities are designed to complement and enrich the academic program and are organized only for program participants. In order for students to gain a wide perspective of Chiapas and Mexico in general, the program staff has organized a series of visits to indigenous communities, nature reserves, archaeological sites and smaller cities. The program includes two one-day excursions to the indigenous communities of San Juan Chamula and Zinacantan, and Cañon del Sumidero and Chiapa de Corzo. The three-day excursion is to the Comitán indigenous community, Toniná and Palenque.

Volunteer Opportunities

Students will have the opportunity to volunteer in the following areas:

- Working with children
- Environment and sustainable development

- Recycling programs
- Organization of patron saint festivals
- Cultural and natural heritage preservation
- Women's associations

Volunteering in San Cristóbal requires a high level of cultural sensitivity on the part of the student. Students will be considered for volunteer placement after completing an application and upon careful review of language competency. The application will require an essay and recommendation.

**Course: Advanced Spanish I
Social Reality and Change in Chiapas Program
San Cristóbal, Chiapas, Mexico
Summer 2010**

Advanced Spanish I is designed especially for participants on IFSA-Butler's Social Reality and Change in Chiapas program. It is taught in Spanish by Mexican professors. The course is worth 3 U.S. semester credit hours.

Course Description:

This course focuses on the reinforcement of linguistic aptitudes in a student of Intermediate II/Advanced I Spanish proficiency, with emphasis on both formal and functional aspects of the language. The formal aspect will be based on a review of verbal mood and tenses, basic spelling, and the use of adverbial, conjunctive, adjectival and verb phrases. The functional aspect of this course will focus on oral, written and literate abilities, seeking to increase the proficiency level necessary for both academic and everyday situations. Among the topics addressed within the functional aspect of the language will be the distinction between colloquial and formal languages in terms of style, tone and vocabulary; dialectical variation; pronunciation from basic syllabic units; and prosodic intonation and simplification, such as the knowledge and use of the diphthong, hiatus, elision, etc.

The course will also touch on diverse themes of local culture through discussion of texts and audiovisual materials and will take advantage of the more diversionary aspects of language.

Methodology:

The lessons will follow a dynamic based on the Task-Based Approach, as part of the Communicative Language Teaching method (CLT). For homework, students will construct brief response essays to mechanical grammar exercises, prepare personal and group expositions, and complete relevant readings. They will also work through a novel, whose themes will provide opportunity for discussion and analysis. Active participation of each student is essential.

Attendance:

This is a course in which consistent attendance is of fundamental importance. If a student must miss a class, he or she will receive prior approval from the program director, Diana Arízaga. Only she may approve the absence. If a student misses class and the reason is not justified, the student will receive a 0% on the day's activities, quizzes and/or exams.

Evaluation Criteria:

Six weekly quizzes	30%
Four essays	20%
Verb Quizzes	15%
Participation	10%
Class Assignments	10%
Final Exam	10%
Project	5%

Essays:

Each essay will be worth 5% and should be double-spaced, 12 point type in Times New Roman or Arial font. They should each follow basic parameters of a recognized citation and documentation format (MLA preferred). Length (in page numbers) will be set in each case; essays should be written carefully.

Evaluation of each paper will be based on the following criteria:

- Language (grammar, punctuation, agreement, use of connecting words, etc.)
- Tone and style (lexicon, order of ideas, etc.)
- Content (introduction, thesis, argument, conclusion)

Topics:

- Essay 1: "My first impressions in Merida." Point out the differences and similarities between what you expected to encounter and what you actually experience in Merida. Also, you may address what you observe about the cultural diversity you find here and the nuances of its different residents. Avoid generalizing or comparing with your own culture and society. Instead, look for a balance of both the pleasant and challenging. Length: One page
- Essay 2: "My experience in the archaeological sites of the Yucatan." Compare the different archaeological sites that you have visited so far. You may reflect on the difference between the ancient Maya and present-day Mayan populations; or, the relationship of assimilation/rejection between them and dominant Latin culture. Length: One page.
- Essay 3: "Letter to the Governor of the State of Yucatan." Create a balance of positive and negative aspects of Yucatecan society, and propose a constructive criticism in which an awareness can be created to achieve change in each aspect that requires it. Length: One–two pages.
- Essay 4: "Canek" by Ermillo Abreu Gomez. Select a theme (friendship, earth, death, compassion, justice, innocence, etc) and develop a thesis about its treatment in the novel. Length: Two pages.

Participation:

It is essential that all students participate orally in class sessions in order for lessons to flow properly. Participation also refers to the general attitude of each student, their preparation prior to class and professional conduct. Each student will receive a daily grade for their participation in accordance with these parameters. An average of these grades will constitute 10% of the final grade.

Class Assignments:

Students will also receive a daily grade based on the activities they complete and turn in during class sessions. The professor reserves the right to request additional class assignments for which grades will be collected within this category.

Project:

Projects will be completed in groups of two–three students and last from 10-15 minutes. Dates will be previously assigned. In all cases, the following is suggested:

- Use of audiovisual materials
- Completion of handout with important information outlined
- Implementation of interactive techniques to stimulate class participation
- Demonstration of examined themes and mechanisms for evaluating them

Grades will be individual, not group-based. Evaluation of each paper will be based on:

- Language
- Tone and style
- Content
- Use of informative resources
- Overall strength and delivery

Theme/subjects of the project should be one of the following:

- Gonzalo Guerrero
- Prerevolutionary haciendas in the Yucatan
- War of the castes
- The two historic Caneks
- The Mexican Revolution
- Alma Reed and Felipe Carrillo Puerto

Verb Quizzes:

Verb quizzes are short and function as incentive for students to study and review the verbs' mechanical aspects prior to the lesson, and so the class itself may delve deeper into their conceptual aspects. The number of quizzes may vary, depending on the class' needs. An average grade of all quizzes will constitute 15% of the final grade.

Weekly Quizzes:

There will be a final quiz each week. Each of these quizzes will carry a weight of 5% and review the material covered throughout the week.

Final Exam:

The final exam will be accumulative. The exam will be comprised of the class assignments, class activities and weekly quizzes. The final exam is worth 10% of the final grade.

Required Texts:

Only one purchased text is required, from which student will work throughout the course. It is inexpensive and can be found at almost any bookstore:

- Abreu Gómez, Ermilo. Canek. 1940 (any edition)

Tentative Class Schedule

Date	Lesson	Homework
Week 1 June	Welcome activity. Adjectives, gender agreement. Structures with the infinitive: Acabar de + inf. Tener que + inf. Ir a + inf.	
June	Verbs/verbal phrases. Pronominal verbs. Present progressive. Translation of English verbal phrases to Spanish.	Canek: read chapter: "Los personajes" (parts 1-6).

June	<p>Adjectives/conjunction adjectives.</p> <p>Spanish phonetics.</p> <p>Invented words.</p> <p>Indicative present tense.</p> <p>Formal vs. Colloquial language.</p> <p>Translation of English idiomatic expressions and colloquialisms to Spanish.</p> <p>Syllable stress: oxytone, paroxytone, and proparoxytone words.</p>	Canek: read parts 1-6 of chapter "La intimidación".
June	<p>Inverted structure.</p> <p>Activity: describe your town</p> <p>Review of Spanish accent.</p>	<p>Weekly Exam 1.</p> <p>Canek: read parts 7-12 of chapter "La intimidación".</p>
Week 2	<p>Present subjunctive.</p>	Turn in Essay 1.
June	<p>Activity: E-mail your nephew who is going to attend your university.</p> <p>Activity: What are you afraid of?</p>	Canek: read parts 13-18 of chapter "La intimidación".
June	<p>Song: "Ojalá".</p> <p>Activity: A better world. Realistic, pessimistic or critical phrases.</p> <p>Subj./ind. With conjunctive phrases.</p> <p>Activity: ir a / para que / present subjunctive</p> <p>Past Imperfect.</p> <p>Activity: What was my town like when I was a child?</p>	Canek: read parts 19-24 of chapter "La intimidación".
June	<p>Direct and indirect object pronouns</p> <p>Construction: solía + inf.</p>	Canek: read parts 25-30 of chapter "La intimidación".
June	<p>Direct and indirect object pronouns</p>	Weekly exam 2.

	<p>Adverbs of place.</p> <p>First class of conditional phrases.</p> <p>Activity: "Si tengo tiempo..."</p>	<p>Canek: read parts 31-36 of chapter "La intimidación".</p>
<p>Week 3</p> <p>June</p>	<p>Inverted structure in the past.</p> <p>Interview: "What did you enjoy most about the archaeological site visits?"</p>	<p>Turn in Essay 2.</p> <p>Verb Quiz: inverted structure.</p> <p>Canek: read parts 37-42 of chapter "La intimidación".</p>
<p>June</p>	<p>Compare your experiences in Chichen vs. Uxmal.</p> <p>Activity: 10 things you did yesterday-- interview.</p> <p>Activity: Your first year of college.</p>	<p>Verb Quiz: Preterite I.</p> <p>Canek: read parts 43-47 of chapter "La intimidación".</p>
<p>June</p>	<p>Activity "What I did".</p> <p>"What I could have done and didn't do".</p> <p>Description vs. Narration in the past.</p> <p>Actividad: "Ayer por la tarde".</p>	<p>Verb Quiz: Preterite II.</p> <p>Canek: read parts 1-6 of chapter "La doctrina".</p>
<p>June</p>	<p>Past participle.</p> <p>Preterite vs. Present Perfect.</p> <p>Activity: The most spectacular things I've done in my life..</p> <p>Passive voice with "ser" and with "se".</p> <p>Adjective comparison.</p>	<p>Verb Quiz: past participle.</p> <p>Canek: read parts 7-12 of chapter "La doctrina".</p>
<p>June</p>	<p>Past progressive.</p> <p>Activity: Apagón.</p> <p>Impersonal "se."</p> <p>Review of pronominal verbs.</p>	<p>Weekly Exam 3.</p> <p>Canek: read parts 13-18 of chapter "La doctrina".</p>
<p>Week 4</p>	<p>Verb quiz: imperfect subjunctive</p> <p>Imperfect subjunctive.</p> <p>Activity: "Before... my parents told</p>	<p>Turn in Essay 3</p>

June	me..."	CaneK: read parts 19-24 of chapter "La doctrina"
June	Verb Quiz: conditional. Second class of conditional phrases. Activity: "If I won the lottery..."	CaneK: read parts 25-30 of chapter "La doctrina".
June	Adverbs/ adverbial phrases. Conjunctions/conjunctive phrases Prepositions/prepositional phrases Por/para.	Weekly Exam 4. CaneK: read parts 31-39 of chapter "La doctrina".
Week 5 June	Indicative pluperfect. Activity: Ya había...	CaneK: read parts 1-8 of chapter "La injusticia".
June	Compound tenses in subjunctive. Third class of conditional phrases.	CaneK: read parts 9-16 of chapter "La injusticia".
July	Adverbs of Place and kitchen and home vocabulary Activity: Lottery.	CaneK: read parts 17-24 of chapter "La injusticia".
July	Adverbs of place and kitchen and home vocabulary. Activity: What's on the table and shelves.	Weekly exam 5. CaneK: read parts 1-8 of chapter "La guerra".
Week 6 July	Por y para. Relative pronouns. Review Activity: present tense (ind. y subj.).	CaneK: read parts 9-16 of chapter "La guerra".
July	Prepositions and pronominal verbs with "complemento de régimen." "Queísmo y dequeísmo." Actividad de repaso: pretérito/imperfecto, concordancia de adjetivos, participio pasado.	CaneK: read parts 17-24 of chapter "La guerra".

July	Prepositions and pronominal verbs with "complemento de régimen." "Queísmo y dequeísmo." Review Activity: preterite/imperfect, adjective agreement, past participle.	Caneek: read parts 25-30 of chapter "La guerra".
July	Activity: "If I had an all-expenses paid week in..." Review Activity: pronominal verbs, accentuation.	Weekly exam 6.
July	Final Exam.	Turn in Essay 4

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San Cristóbal, Chiapas, Mexico
Summer 2010

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All program participants are required to purchase and read the following text before the start of the program: Cosío Villegas, Daniel. Historia Mínima de México. México D.F: El Colegio de México, 2004.

Overview:

Situated in the nation's south, the state of Chiapas has multiple connotations in both historic and present day Mexico. These undertones are the result of a complex plot of processes and players that interweave their histories in movements of diverse, contradictory, conflicting and, at times, complementary directions. It's a land incorporated into the nation shortly after the independence of Spanish colonies; ancient destination of European immigration and modern-day Central American immigration; and home to numerous ethnic groups, languages, and peoples. Chiapas is a place of battles, and political, religious and agrarian conflicts; space and laboratory for new forms of doing, being, and organizing. The complexity appears as well in the inequities of health and educational access, of knowledge and practices to take care of the body, society, and the world. To that end, understanding Chiapas, studying Chiapas, exploring Chiapas is to go deep into the changing realities of a key region of Mexico.

General Objective:

That the student understand histories and contemporary realities of Chiapas by studying key aspects and determinants of their economic, political, and socio-cultural configuration.

Structure:

This course is organized into 6 modules divided into 11 sessions in which lecture material will be presented and discussed by both professors and students. Part of the premise is that students have read the material prior to each session. Students will then be appropriately equipped to participate in all sessions.

Schedule:

Module I: History of Chiapas

Theme I

History of Chiapas I (Conquest and Colonization)

Professor Jan de Vos. General information on the colonization processes that have taken place in Chiapas, their effects and subsequent history, as well as influences on the modern day.

Monday, June 7, 2010

8 a.m.–12 p.m.

Recommended readings:

- De Vos, Jan. La Paz de Dios y Del Rey: La Conquista de la Selva Lacandona, 1525-1821. México: Fondo de Cultura Económica, 1988.
- De Vos, Jan. Vivir en frontera. México: CIESAS, 1994.

Theme II

History of Chiapas II (19th Century)

Professor Dolores Palomo. This session will provide a historical perspective on research of the 19th Century and the state of period documents. It will also tie in the historical influence of the era's practices that exist today.

Tuesday, June 8, 2010

8 a.m.–12 p.m.

Recommended readings:

- Mercedes Olivera y Dolores Palomo, Coords., Chiapas, de la Independencia a la Revolución, CIESAS, COCHYTECH, México, 2005.

Module II: Linguistic Diversity in Chiapas

Theme III

Linguistic Diversity in Chiapas: History and Present Day

Professors Gilles Polian and Eladio Mateo. General overview of indigenous languages and their participation in projects related to languages in danger of extinction. The professors are members of various associations of indigenous writers and indigenous language academies in Chiapas and Guatemala.

Monday, June 14, 2010

8 a.m.–12 p.m.

Module III: Environment and Sustainable Development

Theme IV

Ecology and Sustainable Development

Professors Maria Elena Martinez and Ron Nigh. International networks of organic production and production organizations in the Southeast. Promoters of organizations with interests in local organic agriculture.

Tuesday, June 15, 2010

8 a.m.–12pm

Recommended readings:

- Martínez Torres, María Elena. Organic Coffee: Sustainable Development by Mayan Farmers, Ohio University Press, 2006
- Nigh, Ronald y Nemesio J. Rodríguez. Territorios Violados. Indios, Medio Ambiente y Desarrollo en América Latina, México, Dirección General de Publicaciones del Consejo Nacional para la Cultura y las Artes, Instituto Nacional Indigenista, 1995.

Theme V

Hydro-Policy on the Southern Border

Professor Edith Kauffer. Research and active discussion group participation on the design of public policies for water management in the frontier basins of Mexico and Central America.

Recommended Readings:

- Kauffer, Edith (Editora). El Agua en la Frontera México-Guatemala-Belice. México, Universidad Autónoma de Chiapas, 2005.

Module IV: Anthropology, Ethnicity, and Religion

Theme VI

Religious Diversity and Conflict in Chiapas

Professor Carolina Rivers. Broad perspectives of change and religious diversity in Chiapas. Collaboration on the development of the "Religious Diversity Atlas."

Tuesday, June 22, 2010

8 a.m.–12 p.m.

Recommended readings:

- Rivera Farfán, Carolina et. al. Diversidad Religiosa en Chiapas. Intereses, Utopías, Realidades. México, Universidad Nacional Autónoma de México; Centro de Investigaciones y Estudios Superiores en Antropología Social; Consejo de Ciencia y Tecnología del Estado de Chiapas; Secretaría de Gobierno del Estado de Chiapas; Secretaría de Gobernación, 2005.
- Rivera Farfán, Carolina. "Expresiones del cristianismo en Chiapas". México, PUEBLOS Y FRONTERAS 1, 2001. http://www.pueblosyfronteras.unam.mx/a01n1/pdfs/4_expresiones_cristianismo.pdf

Theme VII

Power, Politics, and Movements in the Era of Neoliberal Multiculturalism

Professor Xochitl Leyva. Reflection of the political dimensions and power in Chiapas compared to Central America/Latin America in the frame of neoliberal multiculturalism.

Recommended readings:

- Leyva Solano, Xochitl, Araceli Burguete y Shannon Speed. Gobernar (en) la Diversidad. Experiencias Indígenas desde América Latina. México, CIESAS, 2008.
- Leyva Solano, Xochitl. "Geopolitics of Knowledge and the Neo-Zapatista Social Movement Networks" in Jai Sen and Peter Waterman Changing Worlds: Emerging World Movements and the World Social Forum. New Delhi, The Viveka Foundation, 2009.
- Leyva Solano, Xochitl y Axel Köhler. "Diáspora religiosa, auto-representación e identidades de los jóvenes indígenas urbanos de los Altos de Chiapas" en: Juan J. Puyadas y Gunther Dietz (coordinadores) *Etnicidad en América Latina: movimientos sociales, cuestión indígena y diásporas migratorias*. Sevilla, Federación de Asociaciones de Antropología del Estado Español, Fundación el Monte y Asociación Andaluza de Antropología, 2005, pp. 225-238. Also see: http://sureste.ciesas.edu.mx/Proyectos/PVIFS/pagina_principal.html

Theme VIII

Population Movement

Professor Gabriela Robledo. Migration and ethnicity. Migratory movements of workers and recent international migration.

Tuesday, June 29, 2010

8 a.m.–12p.m.

Recommended readings:

- Cruz Burguete, Jorge Luis. Gabriela Robledo Hernández y Carlos Uriel del Carpio. Las Migraciones Internas de los Pueblos Indígenas de Chiapas. México, El Colegio de la Frontera Sur, 2007.

Module V: Health and society in Chiapas

Theme IX

Indigenous Youth in the City and Sexual Reproductive Health

Professor Diana Reartes. Results of various research projects on maternal death, reproductive health, HIV-AIDS as well as Chiapas youth and their participation in evaluating policies related to public health.

Monday, July 5, 2010

8 a.m.–12 p.m.

Recommended readings:

- Freyermuth, Graciela y Paola Sesia. "Presentación. Del curanderismo a la influenza aviaria: viejas y nuevas perspectivas de la antropología médica". México, DESACATOS 20, 2006 <http://www.ciesas.edu.mx/Desacatos/20%20Indexado/presentacion.pdf>

Theme X

Health and Traditional Medicine

Professor Enrique Eroza

Tuesday, July 6, 2010

8 a.m.–12 p.m.

Recommended readings:

- Eroza, Enrique. "Tres procedimientos diagnósticos de la medicina tradicional indígena", México, ALTERIDADES 6 (12), 1996. <http://www.uam-antropologia.info/alteridades/alt12-3-eroza.pdf>
- Eroza, Enrique. "Las crisis convulsivas entre los tzotziles y los tzeltales. Del don sagrado al estigma". México, DESACATOS 20, 2006. http://www.ciesas.edu.mx/Desacatos/20%20Indexado/saberes_3.pdf

Module VI: Social Change Trends

Theme XI

Social Change and New Realities

Professor José Luis Escalona. Recent results of research into the transformations of rural life and its relationship with trending changes in Chiapas.

Monday, July 12, 2010

8 a.m.–12 p.m.

Recommended readings:

- Escalona, José Luis. "Cambio social y participación política en el medio rural. Una experiencia en Las Margaritas, Chiapas.", México, SOCIOLÓGICA, 63, 2007. <http://www.revistasociologica.com.mx>
- Escalona, José Luis. "Invocaciones de lo étnico e imaginario sociopolítico en México". México, LIMINAR, CESMECA-UNICACH. Año 3, vol. III, diciembre del 2005. <http://redalyc.uaemex.mx/src/inicio/ArtPdfRed.jsp?iCve=74530206>
- Escalona, José Luis. "Politics and Memories in Rural Chiapas: Languages of Power at the Dawn of the Twenty-First Century". En IDENTITIES: Global Studies in Culture and Power. 15: 550-573, 2008.

Evaluation:

Evaluation will be based on the production and presentation of a final project that will develop, expound and reflect on one of the studied areas. For this, students should have selected before the course one of the 11 themes that may be of interest to them. This research project will be undertaken under the supervision of one of the course professors. At the end of the course, students will submit the written work of 20+ pages, as well as present the project.

Research:

Each student will be required to select a theme before arriving in Chiapas. This theme will be explored with one of the researchers outside of class, and students must adhere to the established schedule and meeting times with the researcher. Each student will need at least two hours of preparation time outside class for each covered theme.

The submission date and final project presentation is July 13.

Participation/Absenteeism:

The course structure does not permit students to miss any class sessions. In the case of illness, it is the responsibility of the student to make up the readings and lost research. Moreover, active participation is obligatory in each theme. Each case of unexcused absence will result in a 5% loss of the final course grade.

Course Guidelines:

1. Come to class prepared. Reading the required chapters before each session will ensure a better understanding of the theme.
2. Active participation in class is necessary and evaluated. 10% of the final grade is based exclusively on participation.
3. Plagiarism is a form of cheating and will not be tolerated. Each student will turn in original work. In case of plagiarism, students will receive a grade of 0% (F) and will have to leave CIESAS-Southeast.
4. While in class, silence your cell phone. Sending text messages will not be tolerated in class. Students will lose 5% of their final grade. This is not negotiable.
5. Do not leave class without a reason. Please plan your bathroom visits accordingly.
6. Each student will be responsible for adhering to their research schedule, contacting their researcher and understanding the course expectations.

Grading:

Final grade outcomes will consider the following:

Class participation	10%
Final Project	70%
Final Project Presentation	20%

General Bibliography

Viqueira, Juan Pedro y Mario H. Ruz (editores). *Chiapas, los rumbos de otra historia*. México, UNAM – CIESAS – CEMCA – UdG, 1995.

Mattiace, Shannan, Aída Hernández y Jan Rus. *Tierra, libertad y autonomía. Impactos regionales del zapatismo en Chiapas*. México, CIESAS, IWGIA, 2002.

Ruz Sosa, Mario. 2001. *Chiapas en el mundo maya: una antología*. Tuxtla Gutiérrez: Secretaría de Educación del estado de Chiapas.

Required Text:

Upon acceptance to the program, and before beginning it, students should have read the following book:
Cosío Villegas, Daniel. Historia Mínima de México. México D.F.: El Colegio de México, 2004.

**Course: Research Methodology Seminar
Social Reality and Change in Chiapas
San Cristóbal, Chiapas, Mexico
Summer 2010**

This course is designed specifically for participants of IFSA-Butler's Social Reality and Change in Chiapas program. It is conducted in Spanish by a Mexican professor. It meets for 20 contact hours and is awarded 1 U.S. semester credit.

Introducción

Este seminario de metodología de investigación se llevará a cabo en su totalidad en Mérida y precede a los aspectos teóricos que los estudiantes profundizarán con los investigadores del CIESAS-Sureste, en San Cristóbal. Este seminario ha sido diseñado para determinar la aproximación más apropiada para desarrollar una investigación en ciencias sociales a partir de la revisión crítica de diversas perspectivas metodológicas y del tópico que se elija para realizar la investigación durante el curso. Asimismo, parte del contenido del curso brindará al estudiante una visión histórica y contemporánea de aspectos centrales de México; tales como su configuración socioeconómica y regional, sus cambios políticos, sociales, su composición demográfica y un panorama de su diversidad sociocultural, entre otros, para la mejor comprensión de las realidades e imaginarios chiapanecos.

Objetivo

Al final de este seminario los estudiantes estarán preparados para realizar una investigación de corto alcance mediante el empleo de una aproximación teórica y metodológica clara y precisa para adentrarse en el conocimiento de una problemática particular de la región todo ello bajo la guía de un investigador.

Esquema de organización del seminario

El seminario consta de dos partes articuladas que se realizan en algunos momentos de manera simultánea. La primera tiene que ver con la parte metodológica, refiere a la revisión de presupuestos de la investigación en ciencias sociales, aquí se discuten brevemente algunas concepciones de la investigación en ciencias sociales y las modalidades y aplicación de técnicas de investigación, así como de la presentación de los resultados de un proceso de investigación. La segunda es una revisión del material temático sobre México que brindará al estudiante una introducción a los diferentes temas a tratar durante su estancia en San Cristóbal. Los estudiantes:

- Reflexionarán sobre los presupuestos básicos de la investigación en ciencias sociales.
- Manejarán las técnicas de investigación en ciencias sociales para facilitar el desarrollo de una investigación de campo.
- Contarán con los elementos necesarios para presentar adecuadamente los resultados de una investigación en ciencias sociales.
- Revisarán literatura reciente sobre aspectos fundamentales de México como antecedente y contexto a su trabajo de investigación en Chiapas.
- Definirán su tema de investigación para trabajarlo en Chiapas.

Estructura

El seminario está organizado en dos partes la primera consta de siete sesiones de dos horas cada una dedicadas a los aspectos metodológicos de la investigación en ciencias sociales y la segunda se compone de tres sesiones de dos horas cada una en las que se discutirán temas generales de la historia y las realidades Mexicanas contemporáneas.

Evaluación

Dado que el seminario está orientado a desarrollar y realizar actividades de investigación, la evaluación se hará con base en una presentación oral frente al grupo en la que los estudiantes demuestren habilidades y conocimientos relacionados tanto con la metodología que emplearán durante su trabajo de investigación, como con la

información que se recopile del tema o tópico a tratar durante su investigación en Chiapas (85%). Participación y asistencia (15%).

Temáticas

Metodología (14 horas)

- Ciencias sociales/ciencias naturales. Encuentros y desencuentros (2 horas)
- Positivismo y hermenéutica. Ciencia y arte (2 horas)
- Métodos de investigación en ciencias sociales (2 horas)
- Técnicas cualitativas (4 horas)
- Técnicas cuantitativas (2 horas)
- Formulación de reportes/ informes de investigación (2 horas)

Temas generales (6 horas)

- Visión de la historia de México
- Desarrollo y transformaciones de la agricultura mexicana
- Industrialización, urbanización y migración
- Transformaciones religiosas en el México contemporáneo
- Composición étnica, género y derechos humanos
- Culturas e industrias culturales

CALENDARIZACIÓN

Horas	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
	Mayo 24	Mayo 25	Mayo 26	Mayo 27	Mayo 28
9-11	Seminario de Metodología	Seminario de Metodología	Seminario de Metodología	Seminario de Metodología	Seminario de Metodología
11-1	Español	Español	Español	Español	Español

Horas	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
	Mayo 31	Junio 1	Junio 2	Junio 3	Junio 4
9-11	Seminario de Metodología	Seminario de Metodología	Temas Generales	Temas Generales	Temas Generales
11-1	Español	Español	Español	Español	Español
Total	20 hrs.				

Bibliografía

Adler Helman, Judith. 1994. *Mexican Lives*. The New York Press.

Bonfil Batalla, Guillermo. 1996. *México Profundo: Reclaiming a Civilization*. University of Texas Press.

Cosío Villegas, Daniel et. al. 2004. *Historia Mínima de México*. México D.F., El Colegio de México.

Frye, David. 1996. *Indians into Mexicans: History and Identity in a Mexican Town*. University of Texas Press.

Guillén Romo, Héctor. 2005. *México frente a la mundialización neoliberal*. Era, México.

Huerta González, Arturo. 1995. *Riesgos del modelo neoliberal mexicano*. Editorial Diana, México.

Meyer, Lorenzo. 2005. La relación México-Estados Unidos en el mundo unipolar. Estados Unidos: de la vecindad distante a la proximidad difícil. En, Francisco Alba et. al. *Una historia contemporánea de México: Transformaciones y permanencias*. Pp. 141-153

Oster, Patrick. 1990. *The Mexicans: A Personal Portrait of a People*. Harper & Row, NY .

Saladino, Aberto y Santana, Adalberto (compiladores). 2003. *Visión de América Latina*. Fondo de Cultura Económica de México.

Turner, John Kenneth. 2006. *México Bárbaro*. Ediciones Leyenda, México.



Course Preference Form

**Social Reality and Change in Chiapas
Mérida, Yucatán and San Cristóbal, Chiapas, Mexico
Summer 2010**

Name: _____

Home Institution: _____

Major: _____

Please complete this form and return it to IFSA-Butler. All students are required to enroll in 7 to 10 U.S. semester credit hours while enrolled on the Social Reality and Change in Chiapas program. Advanced Spanish and Social Reality and Change are mandatory. Mayan language is optional. Please indicate below if you plan to enroll in the Mayan language course.

I DO plan to enroll in Mayan language.

I DO NOT plan to enroll in Mayan language.

Directed research is a required component of the Social Reality and Change course. Please refer to pages 1-4 of the syllabus for a list of research themes. Please indicate on the line below which theme interests you most as a possible research topic. You will develop and define your theme once the program starts.

Please note that the following text is required reading for the Social Reality and Change course:
Cosío Villegas, Daniel. 2004. Historia Mínima de México. México D.F., El Colegio de México.

All students are responsible for purchasing and reading the text prior to the start of the program. By signing below, you acknowledge that you are aware of this requirement.

Name

Date

Please return this form to:

Institute for Study Abroad, Butler University
1100 W.42nd St. Suite 305
Indianapolis, IN 46208
Fax: 317-940-9704