

ANTH 1140: Exploring a Non-Western Culture: The Maya
Libby RAP
MW 3:00 – 4:15pm, Libby 140

Contact Information

Dr. Kate Fischer, fischerk@colorado.edu

Office Hours: Mondays 11am-12pm, WGST Cottage 206 and 4:15-5:15pm, Libby 176, or by appointment

Course Description and Goals

This course explores the culture of the Maya of Central America, emphasizing their material adaptations, social organizations, ideals and values, and artistic achievements in the past and the present, as well as the ways in which those achievements have been challenged by colonialism, imperialism, warfare, and inequality. In focusing primarily on the contemporary period, it will also introduce students to the substantive issues, methods, and concepts of cultural anthropology. Generally speaking, cultural anthropology is the study of how human beings organize their lives as members of society, and the ways in which they make these lives meaningful as cultural individuals. Using several books, a number of scholarly articles and book chapters, and a few films, we will work towards an anthropological understanding of Maya past and present. This course is approved for arts and sciences core curriculum: human diversity.

Required Readings

The following texts are required for this course and are available at the CU bookstore:

- Loewe, Ronald. *Maya or Mestizo? Nationalism, Modernity, and its Discontents*. Toronto: University of Toronto Press. 2011.
- Lyon, Sarah. *Coffee and Community: Maya Farmers and Fair-Trade Markets*. Boulder: University Press of Colorado. 2011.
- Menchú, Rigoberta. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. New York: Verso. 1984. (available in Spanish and in a number of editions; you may read any edition you prefer).

All other readings are available on Desire2Learn (D2L). In addition to the readings and grades, updates and adjustments will be announced here, and you are responsible for being aware of these changes. To access D2L, go to <http://learn.colorado.edu>. It is highly recommended that you download the readings at the start of the term so that you do not have to worry about technical difficulties. Should you choose to not print the articles, your choice will not be an acceptable excuse for not completing the readings on time. **All assignments are to be completed by Monday unless otherwise noted.**

Grading Criteria

Grading Scale

You will be tested on all course content including lectures, readings, discussions, and films. Not discussing a reading in class does not make it exempt from testing. Grades are rounded up and down to the nearest tenth. Grades will be posted on D2L. It is your responsibility to make sure that the grade posted online matches the grade you received. Grades can only be disputed within one week of being posted.

The average grade in this course is in the B range. A grade of 80-85 means you are doing OK, and typically there is nothing “wrong” with your work, it is simply not as fully developed as it could be. A full 100 points on any written assignment (i.e., not multiple choice) would be a perfect paper to which absolutely nothing can be added; these

grades will rarely if ever be given. How can you get higher than the average? More extensive, sustained, well-thought-out, and well-informed contributions will typically get more points, whether on the exams, in your written responses, or in class discussion. To earn an A in this class, you will have truly done above-average work. There is no curve or quota: it is entirely possible for every student to earn an A if they have done the work. Likewise, it is entirely possible for every student to earn a C if they do below-average work.

First Exam	15%
Second Exam	15%
Presentation	20%
Final Project	35%
Participation and Quizzes	15%

92.5% – 100%	A
89.5% – 92.4%	A-
86.5% – 89.4%	B+
82.5% – 86.4%	B
79.5% – 82.4%	B-
76.5% – 79.4%	C+

72.5% – 76.4%	C
69.5% – 72.4%	C-
66.5% – 69.4%	D+
62.5% – 66.4%	D
59.5% – 62.4%	D-
59.4% – 0%	F

Participation, Attendance, and Quizzes

I expect you to attend regularly, arrive on time, and stay through the entire period. Given the small size of the class, I will rarely lecture. This means that participation and attendance are a crucial part of mastering the material in this course. Questions you may raise or ideas you have about given topics will challenge us all to think actively and critically. One way I am able to assess your progress in the course is by listening to your questions and critical reflections. In order to fully participate in the classroom discussion, it is essential that you are up to date in your required readings. Merely being present in class is not enough to receive full credit for participation. Likewise, monopolizing the conversation will be detrimental to your final participation score; I am more interested in a few thoughtful comments or questions each day.

You may miss up to two class sessions without penalty or questions asked. After the second missed class, I will begin deducting half a letter grade (5 points) from your final grade, so be certain you need to miss class before doing so. If there are extenuating circumstances in your case, please discuss them with me as soon as possible. Please note that you must be intellectually as well as physically present for your presence to be counted.

Cold calling and unannounced quizzes may occur at any time. The quizzes will take different forms. Sometimes you may be asked to summarize a reading in a short response. Some quizzes may be multiple-choice. Others will be posted on D2L prior to or following a class session. D2L quizzes will be announced in class but not on the syllabus.

Exams

There will be two exams. If you have a short question pertaining to the exams that I can answer in a sentence or two, then feel free to email me. If, however, your question is more involved, please come and see me during my office hours or make an appointment to meet with me at another time. You will be tested on all course content including lectures, readings, discussions, and films. **Make-up exams will not be allowed except under extreme emergencies, which must be documented by your dean or Libby staff.** The exams will be given in class. In lieu of an exam during the final exam period, you will turn in a final project (see below).

Presentation

Each student will be responsible for presenting to the class and then serving as the 'expert' during the follow-up discussion once during the semester. You will do this with a partner, though you will be graded separately. Your presentation should build off that day's assigned readings but should not be a summary of them. That is, you should assume everyone has done the reading, though perhaps not as carefully as you have, and your focus should be on presenting new material. You are not required to have visuals, though certainly film clips, images, audio, etc. are welcome. Please discuss with me prior to your presentation to be sure we have the right equipment for your presentation. Following your presentation of no more than 12 minutes, we will discuss that day's readings in light of your additional materials. You will be graded on preparation, depth, clarity, and relevance.

If you are sufficiently ahead of the game, you may request a change in the readings for that day, so long as they are articles/chapters and not assigned books. You will need to do this at least one week in advance and you will need to have or be able to acquire a digital version of your replacement reading.

Research Project

We will only be able to scratch the surface of Maya culture and history during this course. There is much more that can be said about any topic we cover, and many topics we will not cover at all. To that end, you will design a project that both augments your knowledge of the Maya in some way and speaks to your existing interests. The most straightforward of these is a research paper, but given that this is Libby RAP, there are other possibilities. You could create a film, present a dance, curate a photographic exhibit...

We will meet throughout the semester to discuss your final project, including how it is to be assessed and whether you want to present it at the end-of-semester showcase. As such, each student's project will be based on slightly different criteria, but they will all include a significant amount of independent, outside research and an original analysis and argument. That is, no project, whether artistic or a formal essay, is to be a regurgitation of material from the course. The topic can be archaeological or contemporary, across the region or limited to one area or to a particular diaspora. To help you with your thinking and analysis, the final project assignment is actually a compilation of a number of smaller assignments. Each are worth 10% of the final score and the paper itself is worth the remaining 70%.

1. Meet with me at least once during office hours or by appointment to discuss your topic (can be done at any time during the term, but earlier is better, particularly if you intend to present at the showcase)
2. Submit an abstract (200-250 words) describing your intended project along with an annotated bibliography of at least three sources not assigned in class
3. Submit a rough draft of your project, either an actual draft of your paper or a summary of your progress to date and next steps
4. Submit a final project (during the final exam period, unless otherwise negotiated)

General Policies

- Please come to class ready to learn. As a class, we will decide what the technology policy will be. Regardless of what the class decides, students who arrive late, are texting, not paying attention, or are otherwise distracting may be asked to leave and will receive a 0 for attendance that day.
 - Keep in mind that studies at CU have shown that students who use technology in the classroom receive an average of half a letter grade lower than they would have without it. Of greater concern is the fact that those students' *neighbors* earn an entire letter grade lower than their peers.
- I understand that sometimes emergencies prevent you from attending class, finishing a paper, or preparing for an exam. Please contact me as soon as possible if there is some situation in your personal life that is preventing you from doing your best in this course so we can work out an acceptable solution.

- University policy stipulates that students must check their CU email at least once per week. It would behoove you to do so more frequently. I will not respond to email that reads like a text message.

Disabilities, Medical Conditions, Religious Observances

- If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.
- If you have a temporary medical condition or injury, see “Temporary medical conditions” under Quick Links at the Disability Services website (www.colorado.edu/disabilityservices) and discuss your needs with me.
- Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know as soon as possible and at least one week in advance. Absences for religious observances do not count towards the absence limit. For more information, see <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

Classroom Behavior, Discrimination, Harassment, and Honor Code

- Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.
- All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy (<http://www.colorado.edu/policies/academic-integrity-policy>) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.
- The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at <http://www.colorado.edu/institutionalequity/>.

Service Animal Classroom Policy

The CU Boulder campus has specific policies regarding animals permitted in classrooms. According to campus policy, only service animals that fit the definition below are allowed in classrooms. For the full policy on Campus Use of University Facilities, please see colorado.edu/policies/CUUF. "Service Animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or performing tasks for purposes of this definition. "Assistance Animal" means an animal that provides emotional support, well-being, comfort, or companionship but is not a Service Animal. A service animal must be identifiable as a service animal by wearing a vest or harness, must be housebroken, and must be kept under control by voice, signals, or other effective means. Dogs must not be disruptive or active in any classroom situation. If you bring a dog to class, I may ask you: 1) Is the dog required because of a disability? 2) What work or task has the dog been trained to perform?

Assignments

All readings are to be completed by Monday of each week.

Week Of	Topic	Readings
1/11	Introduction	Miner, Horace. 1956. "Body Ritual Among the Nacirema." <i>American Anthropologist</i> 58(3): 503-507. To be read in class. Sharer, Robert J. with Loa P. Traxler. <i>The Ancient Maya</i> (Sixth Edition). Stanford; Stanford University Press. 2006. Introduction, pp. 1 – 22. (due Wednesday)
1/18	No Class	No class Monday, January 18 (MLK Jr. Day)
1/20	Pre-Columbian Maya Social and Economic Life	Coe, Michael D. <i>The Maya</i> (Seventh Edition). New York: Thames and Hudson. 2005. Pp. 210 – 241. Sharer, Robert J. with Loa P. Traxler. <i>The Ancient Maya</i> (Sixth Edition). Stanford: Stanford University Press. 2006. Pp. 79 – 95, 99 – 119.
1/25	Pre-Columbian Maya Civilizations	Group Research and Presentations: Preclassic, Classic, and Postclassic Sites
2/1	Testimonio and Daily Life	Menchú, Rigoberta. 1984. <i>I, Rigoberta Menchú: An Indian Woman in Guatemala</i> (Me llamo Rigoberta Menchú y así me nació la consciencia). New York: Verso. Translator's note, introduction, and chapters 1-10
2/8	Daily Life and Violence	Rigoberta Menchú, chapters 11-21
2/15	War and Resistance	Rigoberta Menchú, chapters 22-end
2/22	Testimony and Truth(?)	Pratt, Mary Louise. "I, Rigoberta Menchú and the 'Culture Wars'." In <i>The Rigoberta Menchú Controversy</i> . Arturo Arias, ed. Minneapolis: University of Minnesota Press. 2001. Pp. 29 - 48. Stoll, David. "I Don't Seek to Destroy Menchú." In <i>The Rigoberta Menchú Controversy</i> . Arturo Arias, ed. Minneapolis: University of Minnesota Press. 2001. Pp. 66 - 69. Galeano, Eduardo. "Let's Shoot Rigoberta." In <i>The Rigoberta Menchú Controversy</i> . Arturo Arias, ed. Minneapolis: University of Minnesota Press. 2001. Pp. 99 - 102.

		Patai, Daphne. "Whose Truth? Iconicity and Accuracy in the World of Testimonial Literature." In <i>The Rigoberta Menchú Controversy</i> . Arturo Arias, ed. Minneapolis: University of Minnesota Press. 2001. Pp. 270 - 287.
2/29	<i>Gendered Labor First Exam</i>	Little, Walter. 2003. "Performing Tourism: Maya Women's Strategies." <i>Signs: Journal of Women in Culture and Society</i> 29(21): 527-532. Eber, Christine and Brenda Rosenbaum. 1993. "'That we may serve beneath your hands and feet': Women Weavers in Highland Chiapas, Mexico." In <i>Crafts in the World Market: The Impact of Global Exchange on Middle American Artisans</i> . June Nash, ed. Albany: State University of New York Press. Pp. 154-179. First Exam: Wednesday, March 1
3/7	<i>Globalization, Nationalism, Identity</i>	Loewe, preface through chapter 2
3/14	<i>Globalization, Nationalism, Identity</i>	Loewe, chapters 3 – end Abstract Due
3/21	<i>Spring Break</i>	No Class – Spring Break
3/28	<i>Social Justice and Contemporary Struggles</i>	Lyon, pp. 1 – 107
4/4	<i>Social Justice and Contemporary Struggles</i>	Lyon, pp. 107 – 213
4/11	<i>The Zapatistas: Revolution and Resistance</i>	<i>Zapatista Reader</i> selections Hernández Castillo, R. Aida. 2002. "Zapatismo and the Emergence of Indigenous Feminism." <i>NACLA</i> 35(6): 39-43. Speed, Shannon. 2002. "Global Discourses on the Local Terrain: Human Rights and Indigenous Identity in Chiapas." <i>Cultural Dynamics</i> 14(2):205-228. Gottesdiener, Laura. 2014. "A Glimpse Into the Zapatista Movement, Two Decades Later." <i>The Atlantic</i> . January 23. Rough Draft Due
4/18	<i>Religion and Representation</i>	O'Neill, Kevin Lewis. 2010. <i>City of God: Christian Citizenship in Post-War Guatemala</i> . Berkeley: University of California Press. Pp. 31-59 and 199-214. In-Class Film: <i>Apocalypto</i>
4/25	<i>Course Wrap Up Second Exam</i>	Course wrap-up Second Exam: Wednesday, April 27
5/4	<i>Final Project Due</i>	Final Project due by 5:00PM