ANTHROPOLOGY 400 – MAYA RESILIENCE: CONSTRUCTING PAST AND PRESENT IDENTITIES

Dr. Thomas G. Garrison
Phone: (213) 740-1902
Email: thomas.garrison@usc.edu
Office: AHF B40
Class Meeting Pre-trip: MW 5:30-6:30 in April

Course Description
This Problems Without Passport course studies how the Maya people of Central America have forged a strong cultural identity in both the past and present. Archaeology has played an important role in these processes. On the one hand, data recovered from archaeological investigations teaches about the ancient Maya and their once great city-states. On the other hand, the modern Maya use the reconstructed, "tourist attraction" ruins as symbols of the antiquity of their cultural heritage and their connection to the lands now controlled by modern Guatemala. Through visits to archaeological sites, museums, and Maya communities students will engage with the complexities of issues relating to the frequently conflicting interests of indigenous cultural heritage and national economic development.

Recommended Preparation
No previous preparation is required for this course, but ANTH 202g, 140g, 310, 314g or another anthropology based archaeology course would be helpful.

Introduction, Objectives, and Outcomes
Archaeological sites are tourist attractions throughout the world. From the pillared, marble buildings of ancient Greece to the majestic temples of Angkor Wat in Cambodia, consolidated ruins represent a major tourism draw and source of revenue for countries whose borders contain dense numbers of ancient sites. In Latin America, for countries such as Mexico, Guatemala, Belize, Honduras, Peru, and Bolivia archaeological tourism is a centerpiece for advertising campaigns encouraging international visitors.

However, in these same countries there are substantial populations of indigenous groups who are descendant from the builders of the ancient ruins. For many of these people, the archaeological sites represent sacred places that are often times connected to origin stories and other myths. The ideological value assigned to these places can often be in direct conflict with the economic value assigned to ancient ruins. This course examines Guatemala and the modern Maya people as a case study to engage with and debate these complex issues.
The Guatemalan government has a conflicting relationship with its indigenous Maya populations. During a 36 year civil war (1960-1996) over 80% of the casualties were highland Maya people who are now treated as victims of genocide. Originally these communities identified themselves by their language groups: K’iche’, Q’anjob’al, Poqomam, Ixil, etc… In the wake of the 1996 Peace Accord there has been a more recent trend towards pan-Maya activism in which the Guatemalan indigenous populations highlight the commonalities in their shared Maya heritage rather than emphasize local differences. Indigenous activists such as 1992 Nobel Peace Prize awardee Rigoberta Menchú have played prominent roles in constructing this new pan-Maya identity. A strong part of this process has been a re-connection with the archaeological past and the use of archaeological sites to conduct rituals linking modern people with their ancestors.

This course will immerse students in Maya culture past and present through lectures, and visits to archaeological sites, museums, and modern Maya communities. A series of lectures prior to the trip to Guatemala will prepare students for their international experience. At ruins and museums in Guatemala we will see how the Maya are presented to the public, both nationally and internationally. During visits to modern Maya highland markets and towns we will witness how the Maya live today. Guest lectures and informed guided tours will help to enrich the experience. Readings, evening discussions, and short writing assignments will help students to engage with the complex issues being played out at the different places we visit. A final research paper topic will be selected before departing Guatemala, with the final assignment being turned in by the end of July.

**Course Requirements**
International travel in Latin America requires a certain degree of maturity and self-awareness. Students are expected to be in attendance at all of the pre-trip lectures in order to be prepared for travel in Guatemala. While in-country, students are expected to be attentive and respectful during tours and visits. All work is expected to be turned in on time.

**Description of Assignments**
The bulk of your grade will consist of 1.5-2 page written critiques of each visit that we make in Guatemala. These critiques should be thoughtful and engage with the reading that is assigned for the course. Before leaving Guatemala you will be required to turn in a research paper prospectus outlining what you plan to write about for your final paper. Finally, when you return to the US you must write an 8-10 page paper and submit it via email.

**Statement on Late Assignments**
This course is designed for a select group of students prepared for international travel. Late assignments will not be accepted. You will receive zero credit if assignments are not turned in on time.
Statement on Attendance
Attendance in all pre-trip lectures is mandatory in order to prepare you for travel in Guatemala.

Statement of Contact Hours and Out of Class Workload
Prior to the trip you may contact me through email or come to my normal office hours. While in Guatemala you will spend a large part of your day with me as we travel around the country. On most days we will be on the road no later than 9 AM and will finish our formal class activities by 5 PM to get ready for dinner and discussion. While in Guatemala your primary workload will involve writing your critiques. Otherwise, you will have the rest of the summer to complete your research papers and presentations.

Grading Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critiques</td>
<td>60%</td>
<td>Day after each site visit</td>
</tr>
<tr>
<td>Prospectus</td>
<td>10%</td>
<td>Before returning to the US</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
<td>July 31</td>
</tr>
</tbody>
</table>

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your course instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open from 8:30am to 5:00pm, Monday through Friday. Website and contact information for DSP
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html
(213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX)
ability@usc.edu

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General Principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, The Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://usc.edu/dept/publications/SCAMPUS/gov/ Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The Review process can be found at: http://usc.edu/student-affairs/SJACS/ Information on intellectual property at USC is available at: http://usc.edu/academe/acsen/issues/ipr/index.html
Emergency Preparedness/Course Continuity in Crisis
In case of emergency, when travel to campus is difficult, if not impossible, USC executive leadership will announce a digital way for instructors to teach students in their residence halls or homes using a combination of the Blackboard LMS (Learning Management System), teleconferencing, and other technologies. Instructors should be prepared to assign students a “Plan B” project that can be completed ‘at a distance.’ For additional information about maintaining your classes in an emergency, please access: http://cst.usc.edu/services/emergencyprep.html. This is only relevant for the portion of the course at USC.

Health and Safety in Guatemala
Guatemala is a developing country and you will see some poverty stricken areas during your experience abroad. There are a number of private hospitals in Guatemala that will be accessible if necessary, with the best one being the Hermano Pedro hospital in Antigua. We will be staying in hotels that range from $40-$60/night, which are more secure than cheaper hostels. No one should go out on his or her own after dusk. Guatemala is perfectly safe if one does not take unnecessary risks. Travel to the Peten will be via TAG airline. All other travel will be in hired mini-buses that will get us from place to place.

Readings
There is one required book for this course and a number of readings that will be disseminated to you as PDFs.

Required
Coe, Michael D., and Stephen Houston

Course Schedule
Pre-Trip at USC
There will be 7 course meetings prior to our trip to Guatemala. Lecture topics will include:
1. The Maya within the Context of Mesoamerica
   Readings: Coe and Houston, Chaps. 1-2
2. The Geography of Guatemala
   Readings: Coe and Houston, Chap. 3
3. Maya Sociality and Social Organization
   Readings: Coe and Houston, Chap. 9
4. Tikal
   Readings: Coe and Houston, Chaps. 4-5
5. Maya Subsistence and Trade
   Readings: Coe and Houston, Chap. 6
6. Practicing Maya Archaeology
   Readings: Coe and Houston, Chap. 7
7. The Enduring Maya
   Readings: Coe and Houston, Chaps. 8, 10
In Guatemala
During your time in Guatemala you will be spending at least eight hours a day (usually 9 AM-5 PM) doing course related activities with your professor. You can do your write-ups in the evenings or during travel.

6/20
Students arrive and will be met by Prof. Garrison at the airport

Staying in the Hotel Biltmore in Zona 10, Guatemala City

7:00 PM: Dinner in Zona 10

6/21
Breakfast at Biltmore

9:00-11:30 AM: Tour Museo Nacional de Arqueología y Etnología de Guatemala with Prof. Garrison
http://www.munae.gob.gt/

12:00 PM: Lunch at Universidad Francisco Marroquín

1:00-4:00 PM: Tour Museo Popol Vuh with Prof. Garrison
http://www.popolvuh.ufm.edu/index.php/P%C3%A1gina_Principal

Dinner in Zona 10

6/22
5:00 AM: Leave for TAG terminal at airport

6:30-7:30 AM: Flight to Flores, Peten (TAG 110)

8:00 AM: Check-in at Casona de la Isla

9:00 AM: Breakfast at Café Chilero/Cool Beans

10:00 AM: Tour of Flores, Shopping opportunities

12:00 PM: Lunch in Flores

1:00 PM: Take launch to the Petencito Zoo

6:30 PM: Dinner in Flores
6/23
7:00 AM: Breakfast at Hotel

8:00 AM: Travel to archaeological sites of Yaxha and Topoxte

1:00 PM: Lunch at Yaxha comedor

2:00 PM: Return to Flores, Free afternoon

6:30 PM: Dinner in Flores

6/24
7:00 AM: Breakfast at Hotel

8:00 AM: Travel to archaeological site of Tikal

12:00 PM: Lunch at Tikal

1:00 PM: Tikal museums

5:00 PM: Return to Flores

6:30 PM: Dinner in Flores

6/25
6:30 AM: Travel to Airport

6:45 AM: Breakfast at Airport

8:00-9:00 AM: Flight to Guatemala City (TAG 121)

9:00 AM: Travel to Lake Atitlan in Shuttle

1:00 PM: Check-in to Hotel Dos Mundos, Free afternoon

http://www.hoteldosmundos.com/

6:30 PM: Dinner in Panajachel

6/26
7:00 AM: Breakfast in Panajachel

8:00 AM: Travel to market day in Chichicastenango with Dr. Vinny Stanzione
2:00 PM: See Maya ritual performed by twin daykeepers

6/27
Take launch to Santiago Atitlan with Dr. Vinny Stanzione
6:30 PM: Dinner in Panajachel

6/28
8:00 AM: Breakfast in Panajachel
9:00 AM: Shuttle to archaeological site of Iximche
10:30 AM: Tour Iximche with Dr. Laura Gamez
1:30 PM: Lunch at Katok
2:30 PM: Shuttle to Antigua
4:00 PM: Check-in at Posada Hermano Pedro in Antigua
http://www.hotelposadahermanopedro.com/
6:30 PM: Dinner in Antigua

6/29
8:00 AM: Breakfast in Antigua
9:00 AM: Travel to Finca Azotea coffee plantation, visit coffee museum and music museum
http://www.museoscentroamericanos.net/guatemala_museos/museo_del_cafe/museo_cafe.h tm
12:00 PM: Visit Prof. Garrison’s project lab
1:00 PM: Lunch and discussion with Mstr. Edwin Román about activism in Guatemala
Free afternoon
6:30 PM: Dinner in Antigua

6/30
7:30 AM: Breakfast in Antigua
8:30 AM: Trip to see the murals of San Juan Comalapa

1:00 PM: Lunch in Antigua

6:30 PM: Dinner in Antigua

7/1
8:00 AM: Breakfast in Antigua

9:00 AM: Walking tour of Antigua with Elizabeth Bell

11:00 AM: Visit CIRMA library

12:00 PM: Lunch in Antigua

1:00 PM: Work on final paper prospectus

7/2
8:00 AM: Breakfast in Antigua

9:00 AM: Travel to Jade Museum

11:00 AM: Travel to Antigua market and artisan’s market

1:00 PM: Lunch in Antigua

2:30 PM: Optional trip to the Chocolate Museum

6:30 PM: Final dinner (la despedida)

7/3
End of program, students travel home or to next destination