New Course Request

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<th>Check Appropriate Boxes:</th>
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1. School/Division **College of Liberal Arts & Sciences** 2. Academic Subject Code **LBST**
2. Course Number **D514** (must be cleared with University Registrar) 4. Instructor **Faculty**

5. Course Title **Study Abroad**

   Recommended Abbreviation (Optional) **Study Abroad**

   (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): **Summer II, 2006**

7. Credit Hours: Fixed at **3** or Variable from **3** to **6**

8. Is this course to be graded S-F (only)? **Yes** No **X**

9. Is variable title approval being requested? **Yes X** No **_____**

10. Course description (not to exceed 50 words) for Bulletin publication: **This course will enable MLS students to participate in overseas studies. In some cases there may be a language prerequisite.**

11. Lecture Contact Hours: Fixed at **_____** or Variable from **3** to **6**

12. Non-Lecture Contact Hours: Fixed at **_____** or Variable from **_____** to **_____**

13. Estimated enrollment: **3-5** of which **100%** percent are expected to be graduate students.

14. Frequency of scheduling: **every year**. Will this course be required for majors? **No**

15. Justification for new course: **To offer MLS students graduate level study abroad.**

16. Are the necessary reading materials currently available in the appropriate library? **Yes**

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ___________________  Approved by: ___________________

Department Chairman/Division Director  Date: 9/4/04

Dean of Graduate School (when required)  Date: 11/15/04

Chancellor/Vice-President  Date: 11/15/04

University Registrar  Date: 11/15/04

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
The following syllabus is a sample of one way this course could be taught. It has been especially designed for graduate students. All graduate students taking this course will be assigned to read an additional book, *Mexican Lives*. In addition, they will be expected to conduct research into a topic related to Mexican culture while in Cuernavaca, and then to write a formal research paper based on their investigation. Undergraduates taking the course will not be required to write a research paper.
INDIANA UNIVERSITY SOUTH BEND
Master of Liberal Studies Program

LBST D514 Study Abroad: Language, Culture, and Society in Mexico

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COURSE SUMMARY
This course is sponsored by the Indiana University Overseas Study Program and the IUSB Office of International Programs. It is intended to provide students with a unique opportunity to examine Mexican culture and society at the same time they are improving their fluency in the language. Language instruction and social analysis are brought together to complement one another and to help students understand and experience the intimate interaction between language and culture. Every day, students will learn and study in the best social and cultural laboratory imaginable, the society itself. The fascinating city of Cuernavaca, Mexico will provide our base for exploring central Mexico and gaining understanding of Mexican society and culture.

COURSE GOALS
1. To use the vivid contrasts of another culture and society to deepen students’ understanding of key social and cultural concepts, including the evolution and intermingling of cultural patterns and forms; social divisions along lines of class, gender and ethnicity; the development, interaction and importance of major social institutions such as family, political economy and religion; and the dynamics of social change involved in urbanization, modernization and incorporation into the world economy.

2. To provide students with an overview of the culture and history of Mexican society from its indigenous origins, through its colonial conquest and its revolutionary transformation to the present, as well as to examine future possibilities.

3. To explore the methodology and techniques of fieldwork, and to have students engage in a sociological analysis of their own experience of Mexican society and culture, using the techniques and information they acquire during the course.

REQUIRED BOOKS
William Canak and Laura Swanson - Modern Mexico
Judith Hellman - Mexican Lives
Selected Articles in the On-Line Orientation and Reading Packet
Spanish Textbooks to be provided in Mexico

We strongly encourage you to read ahead as days will be full in Mexico!!!

COURSE REQUIREMENTS AND GRADING

1. Participation
You are expected to attend and participate actively in all classes, study groups and regular field trips. Active involvement in scheduled activities is essential for getting the most from the class and the trip. Pursuing options of personal interest can also add a great deal to your experience. Full participation will consist of attending all morning language classes, afternoon lectures, all excursions (with allowances made for health problems), and participating in discussions and question/answer periods.

2. Language Classes:
Upon arrival in Cuernavaca, you will take a placement test and be put in a language class of no more than 5 students. Classes will meet from 8:00 AM until 1:00 PM, Monday through Friday. Your progress in the language classes will be evaluated on a weekly basis and there will be a comprehensive final language exam at the end of the program. Your performance on the language portion of the course will contribute 30% of the final grade.

3. Research Paper
Prior to departing for Cuernavaca, you should meet with me to determine a research topic for the course. This should be based on the readings to be completed before departure and focus on same major aspect of Mexican culture. While in Cuernavaca, you will be expected to use field trips and lectures to begin to investigate your topic first hand. Upon return, you will be expected to write a 15-20 page research paper presenting the results of your investigation. This paper should be based on your own observations as well as information from other primary and secondary sources. The research paper will contribute 40% of the final grade.

3. Journal Essays
An essay journal will encompass your reading, class work, field experiences and critical reflections. Journal entries will cover all aspects of the course but allow enough flexibility to be tailored to your own interests. Initial entries in Part I ask you to respond to questions in assessing and reflecting the reading. Entries in Part II ask you to reflect on the lectures and field experiences in light of this reading. Personal entries are also encouraged in which you can record observations of various cultural practices and customs, and note interesting or eye-opening experiences, as well as reflections on class, the readings or the field-trips.

You should attempt to write as much of the journal in Spanish as your language ability permits. Students will consult with me at least once on the content of the journals. I suggest a durable 8½ x 11 spiral notebook or pocket folder. Entries may be out of order but should be clearly labeled. A typical entry should be from one to three pages. Journal entries on the readings that are done in advance can be typed, others will need to be handwritten unless you are bringing a laptop computer. While your journals will be read and graded back in South Bend, the resident directors can give you helpful feedback on your entries, and can assist with any entries written in Spanish. The completed journal is due at the International Center on the Friday after you return from Cuernavaca. The essay journal essays will constitute 30% of the final grade.

The reading and writing aspect of our course is no more than that usually expected for a 3 credit course but summer courses always move fast and in Cuernavaca you will have the added distractions of new sights, experiences, cultural adjustments, and lots of opportunities for travel
and interaction. As a result, I am suggesting that you do as much of the reading, and journal entries in Part I on the reading, as possible before we leave. This will give you a solid foundation for understanding the things you will see, hear, and experience in Mexico, and free more of your time for enjoying the experience. It will also help you to identify a topic for your research paper, as well as some of the additional sources you will need to write it.

JOURNAL ASSIGNMENTS

Part I: Reading Entries

Read the assigned portion of the books (note that Mexican Lives is optional for undergraduates but may be used to extend your understanding and expand your answers). Support your answers with information from Modern Mexico and examples from the reading packet. You are encouraged to add your own observations, questions, and reflections as well.

1. The Place and the People: Read through the orientation portion of the reading packet; read also “Authors’ Preface” and Ch. 1, pp. 1-7, in Modern Mexico, and “The Mexicans,” by Alan Riding in the reading packet; Mexican Lives, Introduction.

2. Politics: Read Ch. 2 in Modern Mexico. While in Mexico, practice your Spanish literacy by reading a local newspaper (La Jornada is often sitting out at Universal).
Entry: Is Mexico a democracy? Why, or if not, what is its political form? How does the political system operate? What are the key emphases and strategies of the PRI, Cardenas and the PRD, and the PAN? After a couple of weeks, return to this entry: What are your impressions of the policies of President Vincente Fox, the first non-PRI president in over seventy-five years?

3. Economy: Read Ch. 3 in Modern Mexico and “Profits Raise Pressures” in the reading packet; Ch. 4 and 5 in Mexican Lives.
Entry: What are the key sectors of the Mexican economy and how have these been changing? What are the problems and prospects for each sector? How have these changes affected farmers, informal economy workers, and businesspeople? What is the role of US multinationals in the Mexican economy?

4. Inequality: Read Ch. 4 in Modern Mexico; Ch. 6 in Mexican Lives.
Entry: What are the lifestyles and main concerns of each social class in Mexico? How has the economy created these classes, and how are they changing?

5. Gender Relations: Read Ch. 5 in Modern Mexico; and “Women in Mexico” in the reading packet.
Entry: What are the stereotyped and realities of Mexican women and their lives? How has gender and sexuality been defined and constructed in Mexican culture? How are gender relations changing, and due to what forces?
6. Race and Ethnic Relations: Read Ch. 6 in Modern Mexico. To learn more about the ongoing struggles of the indigenous (largely Mayan) population of Chiapas, go to the Web site of the Zapatista National Liberation Army (Ejercito Zapatista de Liberacion Nationale (www.ezln.org). Yes, while maintaining a guerilla struggle in the jungle, this group and their charismatic spokesman, Subcomandante Marcos, have also maintained a Web site.
Entry: How is race and ethnicity defined in Mexico? How does this compare and differ from the situation in the US? How are indigenous (Indian) Mexicans perceived? What are the current concerns of the EZLN?

7. Family: Read Ch. 7 in Modern Mexico; and Ch. 3 in Mexican Lives.
Entry: What is the household economy, and what are family strategies for surviving economic hard times? How have changing economies and changing cultural norms affected Mexican families?

8. Religion: Read Ch. 8 in Modern Mexico.
Entry: More contradictions: Is Mexico the most Roman Catholic country in the world or the most anti-Catholic? Why the ambivalence? Why the rise in Protestantism?

9. Education: Read Ch. 9 in Modern Mexico.
Entry: In what ways does the Mexican educational system differ from that in the US? What are its strengths and challenges?

10. Population: Read Ch. 10 in Modern Mexico; and Ch. 1 in Mexican Lives.
Entry: What are the major movements and trends in the Mexican population? What are some of the effects of these population changes?

11. Social Problems and Social Movements: Read Ch. 11 in Modern Mexico; and Ch. 7 and 8 in Mexican Lives.
Entry: What are some of Mexico's most pressing social problems? What is being done to address these? What social movements and social action, if any, are effective? What offers the best hope for positive change in Mexico?

Part II. Class Experience and Excursion Essays
For help in understanding and organizing the material from the history lectures, note the chronology in the reading packet and Ch. 1 in Modern Mexico.

WEEK ONE: The Indigenous Heritage
Pre-Columbian Mexico: development, interaction, and culture; the legacy of indigenous peoples; current issues of ethnicity and Indian language and culture.

12. Orientation Entry: What are some of your first impressions of Cuernavaca? What elements of history, culture and environment have made the city what it is?

13. Tepoztlán Entry: (Optional) How do indigenous, Hispanic, and contemporary influences
come together in this interesting town? What did you encounter here and what does it suggest about social and cultural change in Mexico.

14. Teotihuacan Entry: From the lecture and the visit, what are some of the distinctive features of this ancient urban society that strike you? Why might they have risen and fallen so spectacularly?

15. Indigenous Heritage Entry: What contributions to Mexican culture and society were made by the indigenous civilizations in the areas of religion, architecture and art, food and cultivation, medicine, politics and daily life? Reference: Modern Mexico p. 8, “Preconquest Mexico.”

WEEK TWO: The Hispanic Heritage
Conquest and colonial impact on culture and society; the Hispanic legacy and mestizo identity.


17. Hispanic Heritage Entry: What contributions to Mexican culture and society were made by the Spanish and their Hispanic successors in the areas of religion, architecture and art, food and cultivation, medicine, politics and daily life? What elements of this influence are reflected in the Ex-hacienda de Cortes? Reference: Modern Mexico p. 10, “Colonial Period.”

18. Museo Entry: (Optional) Optional local excursions (any or all may be done on your own): Hotel Casino de la Selva, Museo de Cuauhnahuac (in Palace of Cortez, free on Sunday), Brady Museum (Casa de la Torre, next to Cathedral). What aspects of heritage and conquest are illustrated in the murals and artifacts at the location(s) you visited?

19. Oaxaca Entry: (Optional) Based on the trip to Oaxaca City for the great regional festival, “La Guelaguetza,” record some of your observations and experiences from the festival. What does this extraordinary city show of both the indigenous heritage and present of Mexico, and of the colonial Hispanic heritage and legacy? How do these fit side by side? Examples?

WEEK THREE: The Turmoil of a New Society
Hildago, Allende and independence; Juarez, Maximilian and foreign intervention; Diaz and the ideal of modernity; Villa, Zapata, Obregon and the revolutionary dream. The revolutionary legacy, the PRI and Mexican politics; social and economic policy.

20. Independence Entry: What were the issues at stake, who were the leaders, and how was the conflict resolved? Reference: Modern Mexico p. 13.
21. Civil War Entry: What were the issues at stake, who were the leaders, and how was the conflict resolved? What are the legacies of French and US influence and involvement? What elements of this period are captured in the Jardin Borda? Reference: Modern Mexico p. 15.

22. Revolution Entry: What were the issues at stake, who were the leaders, and how was the conflict resolved? What are the lasting legacies for the nation and the society of this period of turmoil? Reference: Modern Mexico p. 17.

23. Mexico City Entry: Record a few of your observations and experiences. Zocalo: Here the Aztec temple and Spanish cathedral face one other. What do you note about the intermingling of religion and politics in Mexico’s past? Take note of the modern city and its people. This may be the largest megalopolis in the world. Do you find it exhilarating or depressing (or both)? Mega-cities like this are starting to dominate much of the developing world; can they provide a decent place to live? What do you make of this bustle of people and traffic: can it work or is it a monstrosity about to come crashing down? Chapultepec: one of the world’s great anthropology museums stands in the shadow of the great castle, each representing a major strand in Mexico’s cultural heritage. What artistic accomplishments of each civilization or time-period stand out? Optional assignment: Visit Chapultepec Castle up on the hill and find Los Niños Heroes; who are they and what do they symbolize?

24. Mexico in Transition Entry: How has the Mexican government and society tried to fulfill the promises of the revolution? What are the greatest successes and failures? Reference: Modern Mexico p. 19ff. “Mexico’s Miracle” and “Debt, Crisis, and Austerity;” and “Two Articles on Mexico” by Bernard Rosen and Sub-Commander Marcos, in the reading packet.

WEEK FOUR: Mexico Today and Tomorrow
Contemporary social and economic problems; patterns of development and stagnation; NAFTA; community development; women and society. Current crises and challenges: Chiapas, class and ethnic struggle, and political scandal. Political, social, economic, and environmental challenges. Future options and prospects. Optional visit on your own to Salto de San Anton waterfall, park, and market.

25. NAFTA (TLC) Entry: What are the opportunities and problems created by this accord? What are the prospects for different sectors of the Mexican economy and of the Mexican population? Reference: Modern Mexico p. 54-55.

26. Women in Mexico Entry: How have your experiences and the discussion here altered your view of women in Mexico? What aspects of the readings on gender are supported or modified by these experiences? Reference: Modern Mexico Ch. 5 and “The Feminista” in the reading packet.

27. Cuenca Entry: Record your impressions of this village, and what it suggests about central Mexico’s indigenous heritage (along with Xochicalco) and the prospects for rural development. Reference: Modern Mexico pp. 48 and 65, and Mexican Lives Ch. 5 and 6.
28. **Taxco Entry:** *(Optional)* Optional excursion to the silver city of Taxco, famed for its silver artisans and colonial architecture. Along with silver shops be sure to see the fabulous church on the plaza. Record some of your observations and experiences. What does this extraordinary city show of both the indigenous heritage and of the colonial heritage of Mexico? How do these fit side by side? Examples?

29. **Community and Environment Entry:** How do you explain the apparent love of beauty and tolerance of trash seen in this city? Based on your experience in Cuernavaca, what do you see as Mexico's greatest urban development needs? What can be done at the local level to address those needs? *Reference: Modern Mexico Ch. 11.*

30. **National Development Entry:** Based on the lectures and this week's articles, what are the changes you believe must occur to address problems of urban and rural poverty, the Chiapas crisis, and other pressing political and economic problems? What prospects do you predict for Mexico's future? *Reference: Modern Mexico* p65ff. and Ch. 11; Sub-Comandante Marcos on Chiapas in reading packet.

31. **Concluding entry:** Read "The Mirror of the Other" in the reading packet. *Optional/graduate: Mexican Lives* Conclusions and Postscript. What conclusions have you drawn from the trip and the course? What is the most important thing you think Americans could learn from or about Mexico and Mexicans? What is the single most important thing you have learned? What was the most important/illuminating experience for you?

**JOURNALS DUE UPON RETURN FROM MEXICO**