

[http://www.utexas.edu/courses/stross/ant322m\\_files/ant322m.htm](http://www.utexas.edu/courses/stross/ant322m_files/ant322m.htm)

## **INDIGENOUS MESOAMERICA**

alternatively

### **INDIANS OF MEXICO AND GUATEMALA**

[Ant. 322M](#) (31270), [Las 324L](#) (40520) TTH 12:30 to 2:00p UTC 3.112 **Spring**  
**2011**

B. Stross Office Hours T 2-3 W 11 - noon - Office SAC 4.124  
[bstross@mail.utexas.edu](mailto:bstross@mail.utexas.edu)

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**Final Exam will be on** Saturday, May 14, 2:00–5:00 pm

Global Cultures Flag

*This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.*

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### Text

**TEXT (req)** Carmack, Gasco, Gossen. 2007. *The Legacy of Mesoamerica*. (2<sup>nd</sup> ed)  
F 1219 L44 2007 PCL Reserves ISBN 0-13-049292-2 (paper)

### **Lecture Topics and Reading Assignments**

**Week 1 GEOGRAPHY 1/18, 20,**  
**climate, fauna, flora, geology, hydrography, physiography**  
([tabasco](#), [yucatan](#), [quintana roo](#), [chiapas](#) )  
(Mexico [map 1](#), [map 2](#), [map 3](#), [map 4](#), [map 5](#))  
(Guatemala [map 1](#), [map 2](#), map 3) (detailed [Mexico state](#) maps)  
Film on **Thursday, The Mayo Tribe – Desert Speaks \*28 \***  
**Reading: Text CH 1** (1996 ed) **or** **Introduction** (2007 ed) **and**  
**[flora and fauna page](#)**

**Week 2 CULTURE AREA 1/25, 27**  
**some shared traits, contiguity** ([some music](#), [2](#), [3](#) )  
**Mesoamerica as a** ([culture area](#)) . Kirchhoff, [Armillas](#)  
Film on **Thursday The Tree of Life**  
(VIDCASS 9978 UGLAVC) \*30\* [Q's](#) )  
**Reading: Text Ch 3** (1996 **or** 2007) **and C. Hale (1999), Travel**  
**Warning...**, *Journal of American Folklore* 112: 297-315

**Week 3 THE PAST 2/1, 2/3**  
**Prehistory** ([Maya Vessel](#), [Olmec Portal](#), [Isthmian Stela](#))  
(Mark Van Stone's [FAQ](#))  
([earliest inhabitants](#), [e.i.2](#) , [e.i.3-migrations](#), [e.i.4 – migration models](#))  
([FAMSI maps of Mesoamerica](#))

**History** ([seeing the other](#)), ([the colonial caste system](#)).  
([Cortés as Quetzalcoatl](#))  
([Columbus](#)) ([Columbus2](#) longer) ([NAFTA](#)) ([The Requerimiento](#))  
Film on **Thursday: Popol Vuh** (DVD 6990 AVL FAC)  
\*60\* [Q's](#) ) (free book version of Popol Vuh is at:  
<http://www.mesoweb.com/publications/Christenson/PopolVuh.pdf> )  
The Present (an [example](#) of current indigenous empowerment - Amuzgo)  
**Reading: Text CH. 2,4,5,6** (1996 ed) **or** **Text CH 1, 4, 5, 7** (2007 ed)

**Week 4 LANGUAGE AND CULTURE OVERVIEW 2/8, 2/10**

[Language distribution](#) ([Languages of Mexico](#), [Languages of Mexico, Belize, Guatemala](#))

Language [characteristics](#), culture [characteristics](#) and [worldview](#)

Film on **Thursday:: Shunka's Story** (Vidcass 6294) \*20\*

Film on **Thursday:: The Lacandon Maya Balché Ritual**

(Vidcass 6290) \*40\* [Q's](#) )

**Reading: Text CH. 11, 12** (1996 ed) **or** **CH 11, 6** (2007 ed) **and** de Landa)

(de Landa is at: <http://www.sacredtexts.com/nam/maya/ybac/index.htm> )

**Week 5 MACRO-MAYAN 2/15, 2/17**

\*Mayan diversification ([Chart](#)), \*Mayan writing ([Script](#))

[Lacandon](#), clans and communication. ([hach winik pics](#))

[1](#), [2](#), [3](#)) (Lacandon and the future - [Plan Puebla Panama](#) )

\*[Yucatec](#); relating to nature and supernature: food, ( [housing](#), [customs](#)

in Spanish, [Cancun & PdCarmen](#))

Film on **Thursday:: Todos Santos Cuchumatan**

([Mam](#) Maya) (Vidcass 1269 UGLAVC) \*41\* [Q's](#) )

**Reading: McGee (or Perera & Bruce or Redfield & Villa Rojas  
or McClusky or Boremanse) (or watch Swidden Horticulture Among  
the Lacandón Maya VIDCASS 6291 [Lacandón] or The Living Maya  
VIDCASS 4811 (Programs 1-4) (Yucatec Mayans)**

**Week 6 MACRO-MAYAN II 2/22, 2/24**

[Huastec](#), an outlier. ([Teenek](#)) (teenek pictures [1](#), [2](#), [3](#), [4](#) -TBA)

Quiche and the [Popol Vuh](#). ([Maya Perspectives](#) videos in UGL AV  
Library) ([Guatemala 2003](#))

Film **Thursday: Todos Santos: the Survivors**

(VIDCASS 2202 UGLAVC) \*58\* [Q's](#) )

**Reading: Popol Vuh and** (Ariel de Vidas **or** B. Tedlock **or** Hernandez Castillo  
**or** watch Discovering Dominga in AVL) (Popol Vuh is at

<http://www.mesoweb.com/publications/Christenson/index.html> )

(Cacao in the Popol Vuh – Michael [Grofe](#))

**Week 7 MACRO-MAYAN III 3/1, 3/3**

**Tzeltal, divination, souls, colors, dreams, reincarnation, numeral classifiers**

(the biopiracy debate) (batz'il winik pics 1, 2, 3)

Film on **Thursday: Appeals to Santiago** (Tenejapa [Tzeltal](#))

VIDCASS 6293 \*27\* [Q's](#)

**Reading:** Vogt (or Gossen, or Nash or Eber or Rosenbaum) (or watch Chac: the Rain God in AVL)

**Week 8 MACRO-MAYAN IV 3/8, 3/10**

**Tzotzil**, gossip, insults, and proverbs \*(Slides: Tzeltals and Tzotzils )

Film **Thursday: Sacred Games** (Chamula [Tzotzil](#))

(VIDCASS 1812 UGLAVC \*75\* [Q's](#) )

**Reading:** Wilson or G.P. Gonzalez (*A Maya Life*) or G.P. González (*Return of the Maya*) or watch El Norte or any one of the Maya Perspectives series in AVL)

**(Spring break 3/14-19)** - good time to start working on the 2 page [book report](#) (due on last day of class) by reading a book from this list: click [here](#).

**Week 9 MACRO-AZTEC-TANOAN 3/22, 3/24**

**Tarahumara**, long distance runners, ([Tarahumara and tourism](#))

([pillars of the world trailer](#)) ([Rarámuri](#) pics [1](#), [2](#), [3](#)) alcohol in Tarahumara society

[MIDTERM EXAM](#) on Thursday of Week 9; i.e.. 3/25/09

(to cover materials of Weeks 1 through 8)

**Reading:** J. Kennedy or W. Merrill (*Raramuri Souls*) or watch

Voices of the Sierra Tarahumara 52min (Tarahumaras) or

Teshuinada, semana santa Tarahumara 60 min (Tarahumaras)

**Week 10 MACRO-AZTEC-TANOAN II 3/29, 3/31**

**Huichol**, the peyote quest, [yarn painting](#) ([links](#)) ([article 1](#), [2](#)) ([tunnel to Catorce](#))

([Real de Catorce](#)) (*Mara'akame Canta*; [huichol musical](#) ej., [2](#) )

([flowers in the desert](#)) ([Huichol culture 1](#), [wiki 2](#))

Film on **Thursday 3/29: To Find Our Life** \*63\*

**Reading:** Text CH. 8 (1996 ed) or Text Ch 14 (2007 ed), or Myerhoff's

Peyote Hunt or watch Huichol Sacred Pilgrimage to Wirikuta

(VIDCASS 6019 UGLAVC) (or watch Huicholes y Plaguecidas 1

& 2 ) <http://www.youtube.com/watch?v=u0DDIIaUCSw>

**Week 11 MACRO-AZTEC-TANOAN III 4/5, 4/7**

**Aztecs**; worldview, compadrazgo, [cosmology](#) ([Quetzalcoatl](#)) ([article-wiki](#))

([music](#)) ([Nahuatl lesson on video 2 3 4 numbers](#), [numbers 2](#),

[lecture on Nahuatl in US](#))

Films **Thursday 4/5 : Tepoztlan** (VIDCASS 9580 UGLAVC) \*30\*;

**The Tarahumaras** (VIDCASS 4900 UGLAVC) \*30\* [Q's](#) )

**Reading:** (Berdan or Soustelle or Bray, or Clendinnen) (or watch

Blood and Flowers – In Search of the Aztecs 48 min youtube)

**Week 12 MACRO-OTO-MANGUEAN I 4/12, 4/14**

**Mazatec**; [whistle speech](#), mushrooms, medicine bundles, shamanism.

([Flesh of the Gods](#) trailer, [2](#))

Film **Thursday 4/12: Guenati'za (Zapotec) or Sueños Binacionales (Chatino) and**

**To Make the Balance** (Vidcass 6292) \*33\*

**Reading:** Text Ch 7, 10, 13 (1996 ed) [or](#) Text Ch 8, 9, 13 (2007 ed.) [or](#)

María Sabina, mujer espíritu ([1978](#)) 80 min (Mazatecs)

**Week 13 MACRO-OTO-MANGUEAN II 4/19, 4/21**

**Zapotec**, trade, symbolism, witchcraft, asking for favors, intermediary.

([Zapotec-wiki](#)) ([hear Zapotec tones](#)) ([zapotec lesson](#))

Film **Thursday, Blossoms of Fire** \*60\* [Q's](#) )

**Reading:** Text Ch. 9 (1996 ed) [or](#) Text Ch. 12 (2007 ed) [and](#) (Chiñas, [or](#) Selby,

[or](#) Berg [or](#) González [or](#) Cohen [or](#) Hunn)

**Week 14 MACRO-OTO-MANGUEAN III 4/26, 4/28**

**Huave** worldview. (pics [1](#), [2](#), [3](#)) ([youtube](#), [song in Huave](#), [song2](#), [song3](#) )

Film **Thursday : Mayan Voices; American Lives**

(Vidcass 4792) \*58\* [Q's](#) )

**Reading:** Kearney, (skim first half if available, read [second half](#) )

**Week 15 MACRO-HOKAN 5/3, 5/5**

**Seri the singers** ([Seri komka'ak nation](#)) ([some video](#), [desalinizer](#))

**Chontal of Oaxaca / Tequistlatec** ([Tequisistlan](#))

Film **Thursday Ópata palm weavers** \*27\* [and/or](#)

Film **Thursday The Tree of Knowledge** \*30\*

(Vidcass 6990) \*27\* [Q's](#) )

**GRADING AND EXAMINATIONS**

You should complete the weekly reading assignments and prepare for exams by going over your notes on both lectures and readings. If puzzled by the fact that the lectures and the readings are complementary rather than purely mutually reinforcing or redundant, click [here](#). This link also explains the rationale for what at first appears to be a large number of books, from which the individual is required to read only 8 or so. The course grade will be based primarily on a **midterm** (about 31%) and a **final examination** (about 62%).

An example of the format of the midterm exam can be found [here](#). Another consideration will be class attendance, Attendance is expected, and missing two classes can lower one's average by as much as a half grade. There will be a short book report, based on a book from the list at this link: [book report](#) (**due last class day**)

Exams will contain both objective and essay questions (with an edge to the objective).

The final exam will be longer than the midterm and comprehensive (i.e. it will include material *tested* on the midterm as well as from the rest of the semester), and will count twice as much. The final exam will be held at the officially scheduled time and place (– place TBA). Click [here](#) for a sample of the final exam. [SAMPLE FINAL](#)

#### **BE ABLE TO IDENTIFY - For Midterm**

**Achiote, Ahuehuete, Amaranth, Anona, Atitlan, Atlatl, Atole (or Atol), Balché, Rio Balsas, Bark-cloth, Benito Juarez, Bor, Bolim, Brocket Deer, Cargo System, Caribal, Ceiba, Cenote, Censer, Chac, Chapala, Chayote, Chiapas, Chicha, Chichen Itzá, Chilam Balam, Cabracan, Co-Essence, Comal, Copal, Chinampa, Diego de Landa, Divination, Eagle Dance, Ejido, Guanabana, Guava, Gucumatx, Hachakyum, Hero Twins, Hetzmek' (or Placing-Astride-the-Hip), Huastec, Hunahpu (or One Hunter), HunBatz', Hun Chouen, Ihk'al, Indigo, Kayum, Kin (or K'in), Kisin (or Quisin), Lacandón, Ladino, La Venta, Lerma-Santiago, Lints'i', Macro-Oto-Manguenan, Maquay, Malinche, Mam, Manioc, Masa, Metate, Mexica, Monkey Twins, Monte Albán, Motagua River, "Mother of Hand", Muxi'-maam (or Mushi-mam), Nagual (or Nahual), Nahuatl, Olmec, Onen, Orizaba, Palenque, Panuco, Papaloapan, Peccary, Peñon Woman, Petate, Peten, Pinole (or Pinol), Popocatepetl, Popol Vuh, Porfirio Díaz, Pozole (or Pozol), Pulque, Quiche, Ramón Nuts, Subín, Tamal (or Tamale), Teenek, Temascal, Tenochtitlan, Teotihuacan, Tepexpan Man, Tlaloc, Tohil, Toltecs, Totonac, Tonal, Treemoss, Trivet, Tzeltal, Tzotzil, Usumacinta, Veracruz, Voladores, Vucub Caquix (or 7 Macaw), Xbalanque (or Jaguar-Deer), Xibalba, Xmucane, Xoloitzcuintli, Xquic, Xtabay, Yucatec, Zacahuil, Zapote, Zinacantan, Zipacna.**

#### **IDENTIFY - For Final (include above words as well)**

**Aire (or Aigre), Amate-Fig, Antojo, Aztec, Cabecera, Chaneque, Chatino, Chinantec, Chipil, Cipactli, Coa, Coatlicue, Compadrazgo, Cocijio, Condoy (or Kondoy), Coral Bean, Deer-Maize-Peyote Complex, Divination, Dutuburi, Espanto, Esquiate, Guelaguetza, Gozona, Go-between, Horizontal Loom, Hot & Cold Classification, Hauve/Wabi, Huehuete, Huichol, Huitzilopochtli, Indigenismo, La Llorona, Mara'akame, Matlacigua, Mazatec, Mexica, Michael Kearney, W.J. McGee, Medicine Bundle, Mexica, Mictlantecuhtli, Mije (or Mixe), Mixtec, Muina, Nahuatl, Nixtamal, Norawa, Oaxaca, Oaxaca Chontal, Peyote, Pingo, Pochteca, Popoluca, Quetzalcoatl, Rain Dwarf, Seri, Shaman, Slash & Burn / Swidden, Structural Replication in Zinacantan, Susto, Tarahumara, Tarascan, Tecciztecatl, Tehuana, Tejate, Tepache, Tepoztlan, Tequistlatec, Tesguinada, Tezcatlipoca, Tlaloc, Tlazolteotl, Toloache, Whistle Speech, Wirikuta, Xolotl, Yacatecuhtli, Zapotec, Zoque.**

**\*Books to be read - approximately 4 of these must be read as part of assignment (to be explained in class)**

- \*A. Ariel de Vidas. *Thunder Doesn't Live Here Anymore*
- \*F. Berdan, *The Aztecs of Central Mexico* (pb) F1219.73 B47 PCL
- \*R.L. Berg, Jr., *Shwan: A Highland Zapotec Woman* F1221 Z3 B47 PCL
- \*D. Boremanse, *Hach Winik, the Lacandon Maya of Southern Mexico*. F 1221 L2 B67 1998  
BLAC
- W. Bray *Everyday Life of the Aztecs*
- \*B. Chiñas, *The Isthmus Zapotec: Women's Roles in Cultural Context*. F1221.23 Z462 PCL
- J. Cohen, *Cooperation and Community: Economy and Society in Oaxaca*
- \*I. Clendinnen, *Aztecs: An Interpretation* (pb) F 1219.76 S64 C44 1991 PCL Reserves
- \*C. Eber, *Women & Alcohol in a Highland Maya Town*. F 1221 T9 E24 1995 BLAC
- \*Gaspar Pedro González, [A Mayan Life](#). (La Otra Cara) Yaxte' Press PM 3912 Z77 G6618 1996  
BLAC
- \*Gaspar Pedro González [Return of the Maya](#) (El Retorno de las Mayas) [Yaxté Books](#)
- R. González, *Zapotec Science: Farming and Food in the Northern Sierra of Oaxaca*. (pb)
- \*G. Gossen, *Chamulas in the World of the Sun* (pb) F1221 T9 G677 PCL
- R. A. Hernández Castillo, *Histories and Stories from Chiapas: Border Identities in Southern Mexico*. (pb)
- E.S. Hunn, *A Zapotec Naural History*. (Zapotec)
- M. Kearney, *The Winds of Ixtepeji*. F1221 Z3 K42 PCL
- \*J. Kennedy, *Tarahumara of the Sierra Madre*. (pb) F1221 T25 K47 1978 PCL
- \*D. de Landa, *Yucatan Before and After the Conquest*. (pb) G 7, 972.O15,  
M 451 M, no. 20 ; F1376 L24613 1978 PCL
- \*O. Lewis, *Tepoztlán* (pb) G917.249 L587T PCL
- L J. McClusky, *Here Our Culture is Hard: Stories of Domestic Violence From a Mayan Community in Belize*. (pb) [Mopan]
- R. J. McGee, *Life, Ritual and Religion Among the Lacandón Maya*. F 1221 L2 M4 1990 PCL  
Reserves
- R. J. McGee, *Watching Lacandon Maya Lives*
- \*B. Myerhoff, *Peyote Hunt* (pb) F1221 H9 M9 PCL
- \*V. Perera and R.D. Bruce, *The Last Lords of Palenque*. F1221 L2 P47 1982 PCL Reserves
- \*J. Nash, *In The Eyes of the Ancestors* (pb) F1219.3 S6 N3 UGL
- \*R. Redfield & A. Villa Rojas, *Chan Kom* (pb) F1435.1 C47 R3 1962 PCL
- \*B. Rosenbaum, *With Our Heads Bowed*. HQ 1465 C52 R6 1993 PCL Stacks
- \*H. Selby. *Zapotec Deviance*. F1221 Z3 S44 LAC
- \*J. Soustelle, *Daily Life of the Aztecs*. (pb) F1219 S723 1970 PCL
- \*D. Tedlock, *Popol Vuh*. (pb) F1465 P813 1985 UGL, LAC, F 1465 P813 1996 PCL Stacks
- \*E. Vogt, *The Zinacantecos of Mexico*. G 970.49274, V 868 Zin PCL, LAC
- \*C. Wilson, *Crazy February*. (pb) G 813, W 692 C PCL, LAC & 813, W6918C

**Videos at Audio Visual Library (can be used for assignment)**

- El Norte 141min DVD 4445 (Highland Mayans – Guatemalan Migrants)
- Chac: The Rain God DVD 1950 (Tzeltal Mayans)
- Letters from the other side 73 min DVD 5427 (Migrants from Mexico)
- Discovering Dominga 57 VIDCASS 10578 (Highland Mayans – GuatemalanMigrant)
- Swidden Horticulture Among the Lacandón Maya 29min VIDCASS 6291 (Lacandón)

The Living Maya 232min VIDCASS 4811 (Programs 1-4) (Yucatec Mayans)  
Daughters of Ixchel 29min VIDCASS 7721 (Highland Mayans - Guatemala)  
[Maya Perspectives Series](#) (Vidcass 8245, Volumes 1-16)  
Huichol Sacred Pilgrimage to Wirikuta 29 min (VIDCASS 6019 UGLAVC)

***Videos NOT at Audio Visual Library*** (can be used for assignment)

Voices of the Sierra Tarahumara 52min (Tarahumaras)  
Chenalhó, Heart of the Highlands 52 min (Tzotzils)  
De Nadie (Migrants from Mexico)  
La Tragedia de Macario (Migrants from Mexico)  
Haunted Land 74 minutes (Highland Guatemalan Mayans – genocide)  
Teshuinada, semana santa Tarahumara 60 min (Tarahumaras – Nicolás Echevarría)  
María Sabina, mujer espíritu (1978) 80 min (Mazatecs – Nicolás Echevarría) ([on YouTube](#))  
Hikure-Tame (1982) (Huichols - Nicolás Echevarría)  
Sentinels of the Earth: Conversations With the Sierra Popoluca part 1 52 min  
Part 2 54 min (Sierra Popolucas - Judith Gleason)  
The Unholy Tarahumara 60 min (Kathryn Ferguson)  
Soothsayers, Cigars, and San Simón 58 min (urban Mayans in Guatemala)  
Mother's Day in Cuetzalan: Panchita the Weaver 59 min ( Judith Gleason - Nahuatl Speakers)  
The Lacandon Maya 47 min (Hilary Pryor - Lacandónes)  
The Day of the Dead 30 min (Calavera Productions – Purépecha & Mestizo)  
Filmmakers Library  
Chiapas: Prayers for the Weavers 35 min. (Judith Gleason – Tzotzil, Tzeltal Mayans)  
Children of Zapata 24 min (Canadian Broadcasting Corp – Tzotzil, Tzeltal Mayans)  
A Place Called Chiapas 92 min  
Zapatista 56 min  
Nowhere Else to Live 52 min. (Alan Handel Productions – Mestizo)  
Flowers for Guadalupe 57 min (Judith Gleason & Elisa Mereghetti – Mestizo)  
Barriers of Solitude 52 min (Patricia Guzman – Mestizo)  
The Walls of Taniperla 52 min ( Dominique Bergen for KTBF)  
Blood and Flowers - In Search of the Aztecs (BBC) youtube  
Tarahumara: Pillars of the World 60m <http://papajack48.wordpress.com/2008/01/22/another-video-from-the-past/#respond>  
Mixes – ayuk: yikyuj ja ayuk jaaky  
<http://www.youtube.com/watch?v=dbvYGDHIKqo&eurl=http://www.yinet.witsuk.com/>  
Sierra Mixes – ayuk de Ayutla <http://www.youtube.com/watch?v=v0xSHBszO1U&feature=related>  
Tequistlatecs – Tequisistlan <http://www.youtube.com/watch?v=0wheNBWm5ls>

**As an aid to study**, can print out this [Mexico map](#) and locate each indigenous society spoken of in the lectures on it, at least putting it in the correct state. It would also be helpful to locate

some of the rivers, lakes, towns, and archaeological sites, as well as volcanoes and islands.

Here is a [list](#) you might make use of for both the indigenous groups and the other features.

If you want to explore a topic in more depth, or make up for a missed class, e-mail me for a list of supplementary readings pertaining to a given week.

**ADDITIONAL BOOKS WITH USEFUL INFORMATION** (not part of assignments)

- R.M. Carmack (ed.) *Harvest of Violence*. (pb) F1435.3 P7 H37 1988 LAC  
J. Harbury, *Bridge of Courage*. (pb)  
B. Tedlock, *Time and the Highland Maya* (pb) F 1465.2 Q5 T43 1992 PCL Reserves  
S. Whiteford and Whiteford, *Crossing Currents*.  
K. Warren, *Indigenous Movements and Their Critics: Pan Maya Activism in Guatemala*.

There are many **internet sites** with information relevant to this course.

[The complete Chilam Balam of Chumayel](#) by R. Roys

[The Archive of Indigenous Languages of Latin America](#) (AILLA)

has downloadable narratives in various Mesoamerican languages, and other Latin American Indigenous languages.

[Streaming radio from some Indigenous Mexican stations](#)

[Images of Mexican Art and History](#) [More Images](#)

[Mayan Calendar](#) (I. Van Laningham) [Maya Software](#)

**2012** All you wanted to know, and perhaps a bit more, about 2012 and the end of an era (Mark Van Stone)

[Former Aztlan site](#) with some excellent article links

[Ventana a mi comunidad](#) maiz 6 this is one of a series of you tube presentations About indigenous life in Mexico.

[Ventana a mi Comunidad / Nahuas Huasteca y Tenek El Zacahuil](#)

[Ventana a mi Comunidad / Nahuas Huasteca y Tenek - Música](#)

[Ventana a mi Comunidad - Nahuas de Morelos / Nahuatl](#)

[Ventana a mi Comunidad / Triquis - Temazcal desarmable](#)

[Ventana a mi Comunidad / Chocholtecos, baño en el temazcal](#)

[Ventana a mi Comunidad / Mazahuas, cosechando y saboreando](#)

[Historical timeline for Mexico](#) not all the links are equally useful or accurate, but useful overall

[Webpage for Guatemalan history](#) to 1970

[News](#) of indigenous activities and rights are prominent among the interests of the [Mexico Solidarity Network](#)

[Chiapas Independent Media Center](#) news of indigenous and other activities in Chiapas and elsewhere in Mexico

[Independent Media Network, Mexico](#) as its name indicates, a network of independent media, for news that is relatively independent of government and (other) corporate interests

**Chiapas 95** *The list-serve* (and its relatives and descendants) documenting news and debate regarding indigenous and other grassroots action in Mexico.

[\(MORE LINKS\)](#)

Mexicolinks

Internet sites also host some important journals relating to indigenous Mesoamericans:

(Audiovisual Library 495-4467)



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**The following information comes from official UT policies**

**Please, read carefully**

### **Academic Integrity**

Each student in this course is expected to abide by the University Code of Academic Integrity. No plagiarized work will be accepted. Sources consulted from books, journals, or web pages should be acknowledged. Any work submitted by a student in this course for academic credit will be the student's own work. Papers bought online or otherwise plagiarized will receive a zero.

You are encouraged to study together and to discuss concepts covered in lecture and sessions. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action. [During examinations, you must do your own work. Talking or discussion, comparing notes, and copying from others are not permitted during examinations. Any such behavior will result in failure of the exam, and may lead to failure of the course and University disciplinary action.]

### **Accommodations for students with disabilities**

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259- voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See Web site below for more information:

<http://deanofstudents.utexas.edu/ssd/providing.php>

### **University Electronic Mail Notification Policy**

#### **(Use of E-mail for Official Correspondence to Students)**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in e-mail address. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at

<http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used to communicate with students. You are responsible for checking your e-mail regularly for class announcements.

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Religious Holidays**

It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent** to observe a religious holy day. If you miss an examination, work assignment, or other project due to the observance of a religious holyday you will be given an opportunity to complete the work missed within a reasonable time **after** the absence.

**The instructor reserves the right to amend this syllabus when necessary**

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