OSEA Intensive Maya Remote Course Syllabus 2020

OSEA is committed to the well-being and security of the communities of student participants and Maya peoples of Yucatán that we serve, including the teaching staff. In this time of crisis we seek to ensure the safety and health of all those who we have the pleasure of working with. The Summer 2020 OSEA Intensive Maya Program is now taught entirely as a remote classroom via Zoom teleconferencing.

**Maya Language and Maya Culture**

This is an intensive Maya language course. Maya is an Indigenous language spoken in the Yucatán peninsula in México and one of the approximately thirty-two Mayan languages comprising the Mayan language family. It is the only Mayan language whose proper name is Maya. Linguistics have invented a scientific term “Yucatec Maya.” This name that has been imposed by Anglophone scientists and circulates in popular media even though it is inaccurate, incorrect, and a relic of scientific imperialism. This scholarly jargon term, “Yucatec Maya,” is neither intelligible to nor recognized by speakers of Maya and Spanish, nor by citizens of México. The name of the language is Maya and native speakers are known the proper ethnonym as Maya. As such, Maya is the term of self-identification and ascribed socio-ethnic name used by the people and government of México. There are approximately a million speakers and, according to dominant scholarly opinion, it is the language used to write the Pre-Columbian Maya hieroglyphs between 800 BCE and 1500s CE. Etymologically the word “Maya” is originally and continues to be used as an adjective by speakers of Maya and Spanish in México and elsewhere. Thus the Anglicization of the name using the addition of an “n” to form an adjective is an incorrect usage and an error propitiated in popular discourses in social and news media, as well as in tourism contexts that cater primarily to Anglophone speakers from the USA.

Maya is a Less Commonly Taught Language and despite its historical and cultural importance there is a very restricted number of Anglophone Maya language resources. For example, there are no English language publications that offer: a) a complete grammar of Maya, b) a full pedagogical course textbook, and c) a complete Maya-English/English to Maya dictionary. The existing exhaustive descriptions of grammar are unpublished scholarly texts that are not suitable for language pedagogy. There is only one complete Maya textbook which remains unpublished in its original form as a 1965 dissertation thesis (Blair and Vermont-Salas, *Spoken Maya Lessons*), which we use as one of two primary source textbooks. There is only one published dictionary in English (Bricker et. al, *Maya Dictionary as Spoken in Hocaba*) and this is designed for advanced linguistic research and is only Maya-to-English without an English-to-Maya component. All other published books labelled as a “Maya dictionary” are actually only glossary lists; this includes all published Maya–English and all of the Maya–Spanish “dictionaries” with the exception of one comprehensive Maya-to-Spanish dictionary also designed for scholarly research only (not language learning); this out-of-print volume furthermore lacks a Spanish-to-Maya component and is not available for purchase. Learning Maya is further complicated by the fact that although there is more than one normative standard orthography that are currently in use. Authentic Maya language publications in México, and all English language pedagogical materials, are written in 3-4 distinct orthographies. Learning to read Maya therefore requires learning proficiency in these four current orthographies in which one can read Maya.
Course Description

In this course students learn to read, write, speak, listen, and converse in Maya.

The OSEA Maya course relies on innovative methodologies using video, online, and written resources, including materials created for this course by the professor. Language competencies and proficiencies build on learning cultural knowledge about Maya peoples, histories, and society provided by the course. We focus on Maya conceptualization of time and how these temporalities are integrated into syntactical and conjugational verb forms. The course uses educational documentaries, Maya language videos created by the professor as well as available on YouTube, and authentic Maya language literature. There are no course prerequisites for Beginning Year One Maya. Spanish is not required for any Maya language course. Intermediate Level Year Two Maya requires one year of beginning Maya or equivalent (140 contact hours of instruction). The course is combined undergrad and grad level. The professor accommodates graduate student research specializations in linguistics, anthropology, history, folklore, theatre, comparative literature, and social sciences generally with topical information and homework that is related to these disciplinary and research concerns.

Requirements

1. Beginning Maya, no prior coursework is required.
2. Intermediate Maya, one year or equivalent of Maya (minimum of 140 contact hours)

Credits & Contact Hours

Coursework consists of 5 hours a day of classroom contact hours with the instructors; 5 days a week (25 hours a week, for six weeks of instruction)
- Beginning Maya is equivalent to 8 credits based on a total 150 contact hours
- Intermediate and Advanced Maya, 6 credit courses. Total 150 contact hours

Remote Contact Hours meet minimum requirement for FLAS Funding of:
- Level 1 Beginning Maya: 140 Contact Hours
- Level 2 Intermediate Maya: 140 Contact Hours

Course Materials included in program cost are:

- Spoken Maya Lessons by Blair and Vermont, hardcopy textbook and audio
- Ko'ox Kanik Màaya T'aan (course textbook) by Quetzil Castañeda, textbook, audio, & video
- Supplementary Materials: glossaries & authentic Maya language texts
- Students buy out of pocket:
  - Dictionary of Maya as Spoken in Hocab by Bricker et al.
  - Maya Dictionary
- Details on the textbooks, materials, and their use is discussed below.

Field trips and Homestays — not available in 2020

In 2020 the OSEA Maya program is taught as a remote course with no on-site component.
**General Daily Routine — 5 hours daily: 150 contact hours**

9:00 am – 10:20 am. Pronunciation Drills using combination of written texts, video, and oral instructions by instructor (10-15 min) (high prioritization wks 1-3 & phased out wks 4-6); Basic tsikbal—conversation—on previously covered topics with goal of student being able to have morning chit-chat entirely in Maya be end of course, identification of idiomatic expressions to be learned sans grammar explanations (20-30min); review of previous day homework with extended practice activities to consolidate proficiency (40-50 min); first week prioritizes pronunciation, learning orthographies to read and write, and distinct linguistic-cultural structures of time, person, verb types.

10:30-Noon. New course lesson: Introduction of learning objectives and the correlated vocab with dialogues and practice followed by discussion of syntax and grammar. Twice a week this time is used for reading and translation of select texts as vehicle for new vocabulary and grammar.

3:15 to 5:30 Afternoon Session: Starts with a 20 minute quiz on morning lesson followed by an identification of the learning objectives and concludes with a summary objectives covered and description of homework assignments. The period consists of Learning Activities divided into 20-30 blocks including: watching video to learn to cultural knowledge along with vocabulary to describe activities; incorporation of native Maya speaking teaching assistants for one-on-one conversations on targeted situated speech; game and role-playing activities; and time for students to produce in writing and then present orally targeted speech; guided use of Hocaba dictionary to find vocabulary, conjugational forms, and etymologies.

**Testing, Exams, and Assessment**

Daily Quizzes of vocabulary, idiomatic phrases, and grammar objectives of morning session

Weekly Oral Conversation Testing: 30 minute time oral quiz for Listening Comprehension & Speaking Proficiency based on lessons for week. Thurs afternoons

Weekly Written Testing: 40 min timed quizzes: a) reading and translation of authentic Maya texts; or b) producing written descriptions of an image or video clip with prompts what are they saying/doing. Friday afternoons.

Final Exam Assessments: Production of a written narrative (story or description) of 1-2 pages (5-10 mins) related to student research interests and video recorded performance followed by a 30 minute oral component in which the teaching staff asks questions of student presentation to elicit dialogue on topic.
**Required Textbooks For Online Purchase by Participants**

- Bricker et al *Dictionary of Maya as Spoken in Hocaba*, used $30 to $65 new
- Recommended: William Hanks, *Referential Practice*, estimated $30
- Recommended: Patricia Huichim, *Spanish-Maya Dictionary* is available in Bookstores in Merida, Cancun, Playa del Carmen, & Chichén Itzá only. It is not available online

**PDF Textbooks provided by the Program must be printed & bound by each participant for daily use**

Participants are provided a vast library of Maya language pedagogical materials (more than 4 gigs of materials), including glossaries, flashcards, Maya video and music (audio files); as well as linguistic, historical, anthropological, and archaeological research articles on Maya

- Blair and Vermont-Salas, *Spoken Maya Lessons* and Audio,
  - Lesson 1-6 are for Beginning Maya and Lessons 1-12 for Intermediate
- Castañeda, *Ko’ox Tsikbal Mâaya!* Core textbook for both Beginning & Intermediate
- *Ko’ox Tsikbal Mâaya Workbooks* (Level One for Beginner, Level Two for Intermediate)

**Maya Language Teaching Staff**

Dr. Quetzil E. Castañeda, OSEA Director is the Instructor of Record. Castañeda has designed the course and created the textbook course materials. Castañeda provides primary instruction on grammar, orthography, history, and textual exegesis. See attached curriculum vitae.

Edber Dzidz Yam (Masters in Linguistics 2020 from CIESAS México), OSEA Assistant Director and Maya Language Instructor, is a native speaker of Maya from the community of Tusik, Quintana Roo. Dzidz Yam provides instruction on communicative methods and activities that integrate practice with proficiency.

Additional Teaching Assistants include native Maya speakers from the community of Pisté and undergraduate Maya students and Maya language professors from the Universidad Intercultural Maya de Quintana Roo (UIMQRoo) who study anthropology or linguistics. Teaching Assistants are selected for their specialized knowledge related to student areas of research interest and experience with non-native students of Maya.

OSEA partners with the Universidad Intercultural Maya de Quintana Roo (UIMQRoo) to provide Intercultural Educational Exchange through the OSEA Ethnography Field School
Maya, Mayan, or Yucatec Maya?

Read & be ready to discuss on 1st Class Session

- “Maya or Mayans?” online: http://www.osea-cite.org/program/maya_or_mayans.php
- Matthew Restall, “Maya Ethnogenesis” (2005); see course folder

1. Maya is the proper and correct name of the language in this class.
2. Maya is spoken in the Yucatán peninsula of México.
3. Maya is the cultural-ethnic label of identity:
4. Mayan is NOT an ethnic name of a culture. This is an erroneous but common mistake.
5. Speakers of Maya are Maya.
6. Maya is correctly used in both singular & plural.
7. Maya is both a noun (ethnic identity) and adjective: thus use Maya in phrases like Maya culture, Maya calendar, Maya civilization, Maya house, Maya food, etc.
8. The word “Mayan” is always erroneously and incorrectly used in the above examples. Do not ever use phrases like *Mayan culture, *Mayan civilization, *Mayan prophecy, etc. This is an error based on incorrect understanding of Anglophone authors and editors.
9. There is no place called “Maya.” America is a place, so is England, France... the name of the native people from those places are named after the place.
10. Maya (language, persons) should not be called “Mayan” nor “Yucatec Maya” — these are technical terms used by linguists & equivalent to calling Spanish 101 class as Romance 101, German (language) as Germanic or Indo-European, an English speaker as Germanic.
11. “Mayan” is the name of a language family consisting of 28-32 distinct languages.
12. Maya is one of these 28. Maya is a Mayan language, but it is the only Mayan language that has the proper name Maya.
13. Speakers of this language call it “Maya” – linguists scientifically label it “Yucatec Maya” or even just “Yucatec.” These labels are neocolonial impositions.
14. The word “Mayan” is only correctly used to refer to (a) the Mayan language family; (b) one of the 28 or 32 Mayan languages of the Mayan language family; (3) the Proto-Mayan origin source language or ur-language of Mayan languages; (4) the linguistic fact of a person being a speaker of a Mayan language (i.e., similar to use of Indo-European).
Maya Language and Culture Bibliography


Can Pat, Gerardo, 1994. Maya K’aayo’ob Suuk Bejla’abaeno’be I. Maya Dziiibo’ob Bejla’e #33. Puebla: Instituto Nacional Indigenista and SEDESOL.


Modified FLAS Criteria for Evaluation of Proficiency in LCTL

Objectives provided by U.S. Dept. Education Foreign Language Area Studies (FLAS) for the evaluation of students receiving FLAS grants to study LCTL Less Commonly Taught Languages. Modified by Dr. Quetzil Castañeda for learning Maya language

Beginning Maya (Year One) Situational Proficiency Objectives

- The student can make social introductions and use greeting and leave-taking expressions.
- The student can ask and answer simple questions about where someone is from, where they are going, who is with them, nationality, marital status, occupation, etc.
- The student can order a simple meal and have a basic conversation about food, eating, drinking, and meal-taking; including core knowledge of names of Maya foods
- The student can tell/ask someone directions, for example how to go to or find the town plaza, hotel, a restaurant, post office, church, bus and taxi, a friend’s house, market, pharmacy or doctor.
- The student can make simple purchases, including asking for and giving information about the details of a hotel room or taxi ride, groceries, clothing, or other everyday commercial products
- The student can handle conversations about familiar topics in an organized way, such as related to the weather, specific meals, work or employment, routines, family members (how many siblings, ages, occupations, residence; whether alive or dead)
- Rudimentary conversations about whether something is pleasing, liked, appreciated or not;
- Basic conversation about where someone has traveled/visited; questions about travel (durations, distances, costs, transportation)
- Basic conversation related to identifying common animals, including pets, farm animals, insects (mosquitoes, bugs), wild things (snakes, spiders, scorpions, birds)
- Basic conversation about sleeping and waking up; using hammocks; washing and bathing;
- Being able to locate objects in space and indicated and understand basic spatial relations of proximity and distance
- Being able to talk about pain in the body, whether one self or other persons are feeling good or bad
- Basic conversation and meta-communicative messages regarding understanding, repeating, learning, studying, thinking, hearing, saying; how to learn names of persons and things, including being able to ask for information about how to say specific words, phrases, and ideas
Intermediate Level (Year 2) Situational Proficiency Objectives

- Be able to initiate conversations with all the question words – how, when, where, who, how much – and to follow the gist of explanatory answers that go beyond yes or no. Be able to maintain a conversation with follow up questions that are appropriate to the cultural context, semantic content, and speech situation
- Be able to answer yes or no questions through the re-formulation of the core verb or noun phrase that forms the question; be able to answer yes or no in linguistically and culturally appropriate ways involving the rephrasing of questions.
- Be able to follow and participate in the rhythm of conversational speech through the use of intonations, restating phrases, and the use of stock expressions of interest, attention, understanding, and cultural commentary
- Be able to participate in conversations by contributing some brief, matter-of-fact, uncomplicated informational content related to the topic and theme with the use of ongoing-incomplete or if possible with simple past conjugations
- Be able to listen to and follow short conversational descriptions or accounts of activities or events; be able to ask basic questions to clarify your understanding and knowledge of the content of the description in terms of who is doing what, when, where, why.
- Be able to verbally recap the main ideas of a conversation, description of an event or activity involving someone else, or an interaction.
- Be able to listen to short stories of a structured type and follow the storyline, plot, main action, the gist of the story; and then be able to recount in a minimalist manner the main storyline or action in increasing degrees of coherence and completeness
- Be able to listen to everyday conversation and understand double meanings in everyday speaking and be able to attempt to make quick simple sentences rejoinders, questions, or comments that acknowledge the double meanings and references; in other words be able to start thinking about how to formulate jokes through appropriate responses
- Be able to ask how to do some common work or play activity, listen to and understand the description of how it is done; be able to repeat the key ideas.
- Be able to generate ideas in descriptive sentences about immediately accessible experience; create descriptions or descriptive accounts of actions, objects, occurrences, interactions, activities;
- Comprehensive controlled use of Ongoing Incomplete with major aspects and the Simple Past of Transitives and most Root Intransitives,
- Be able to use and understand other person’s use of the Reflexive, Hortative, and Imperative
- Be able to identity and make sense of other persons’ use of the Passive Voice and Subjunctive conjugational forms and Positional verbs; limited use of recurrent idiomatic expressions or common content phrases with these forms and verbs
Maya Language Learning Objectives: Beginning

- Learn Background Cultural Knowledge: Geography, Identity, History, Language
- Learn debates about Maya Orthography and Spelling;
- Gain high proficiency in use of contemporary orthography and ability to read other orthographies present in newspapers, dictionaries, and published texts
- Learn differences and relationships between Spoken and Written forms of Maya
- Learn Difference between Transitive and Intransitive Verbs
- Learn basic Morphophonemic Changes of verbs
- Learn and Master Pronouns: Set A, Set B, Independent Pronouns
- Learn absence of Gendered Pronouns and Gender Marking of Nouns
- Master Verb Compound Paradigms for Ongoing Incomplete and Simple Past
- Master Ongoing Incomplete Models for Transitive and Intransitive Verbs
- Master Simple Past Completive Models for Transitive and Intransitive Verbs
- Master Aspects for Ongoing Incomplete
- Master Basic Possession paradigm with Set A and –il or Ø suffix
- Master Question Words & the Formation of Questions
- Master Plural Marking, Numbers, Numeric Classifiers
- Master basic conjugational prepositions: And, With, co-, yeete/yete, yetel, eet-
- Learn Basic Negation and use of Negative markers
- Learn Basic Maya Sentence Structures: VOS, States of Being, Topicalized
- Learn Basic Vocabulary, Persons (friends and family)
- Learn Basic Vocabulary, Body Parts
- Learn Basic Vocabulary, Animals
- Learn Basic Vocabulary, Food
- Learn Basic Vocabulary, Colors
- Learn Verb Vocabulary, related to Greetings, Visiting, Coming, Going, Eating, Speaking, Asking, Studying, Learning
- Learn basic prepositions: as far as, until,
- Gain conversational proficiency of To and At — tl’i and te’
- Gain proficiency of Locatives, Demonstratives, Spatial Reference, Proximity
- Master basic greetings, goodbyes, questions and answers about simple activities in the ongoing incomplete related to actions happening in the same speech context
- Basic reading abilities to differentiate types of texts and words; be able to read and grasp meaning of some words without basic understanding of text as whole.
Maya Language Learning Objectives: Intermediate

- Vocabulary Expansion and Pragmatics: Body Parts, Animals, Food
- Vocabulary Expansion and Pragmatics: Styles & forms of Eating and Drinking
- Conversation & Vocabulary: Washing, Bathing, Swimming
- Conversation & Vocabulary: Building and Making “Things”
- Conversation & Vocabulary: Cooking and Food Preparation
- Conversation & Vocabulary: Health, Sickness, Medicine
- Conversation & Vocabulary: Making Milpa and Bee-Keeping
- Conversation & Vocabulary: Listening to and Telling Stories
- Conjugational Forms: Passive, Antipassive, Active, Middle Voice
- Mastery of Conjugational Forms: Reflexive and Imperative
- Derived Intransitives from Nouns and Adjectives with –tal, –chahal
- Mastery of Difference Between Stative “When” and “Then” / le ka, le ken, and ka
- Advanced proficiency in use of Locatives and Demonstratives
- Basic Rules and Concept of Subjunctive; the Optative/Irrealis Mood
- Double Verb Compound Syntax
- Proficiency in Reading, Transcribing, and Translating Distinct Orthographies
- Intermediate Reading Proficiency (read, understand, discuss short texts)
- Competency in writing and reading to short descriptions and to speaking and listening to conversation on thematic topics given in the Modified FLAS conversational themes (see below)
- Develop proficiency in reading longer stories or narratives of 3-4 pages.
- Proficiency in Situated Conversations (topics defined by student specialized interests)
- Competency in oral and written forms of Marking Possession: three types of associated and Inalienable Possession
- Proficiency in use of Hocaba dictionary to explore cultural logic of words through etymology
- Proficiency in use of Hocaba dictionary to explore and learn morphological verb changes in deriving nouns and adjectives from verbs and vice-versa.
- Beginning knowledge of the formation of adjectives and adjective suffixing
- Beginning knowledge of formation of noun and verb compounds
Specific Conjugational Forms and Structures
- Competency in Maya Prepositions: Because, Why, Therefore, Thus, And then
- Negative and Negation, Advanced Level (negation of double verb compounds)
- Distinguishing Near Sounding Words: ka, ka’a, kaah, ka’ah, ka’ahs, ka’an
- Temporal Adverbs for constructing narrative past times
- Four “Past” Auxiliary Markers for Historical Narrative — Recent, Historical, Long Time Ago, Ancient Time
- Intentional Future with Bin Káah Bin
- Dependent Future, Direct Object Focused Transitives, with K–Æ–N h
- Formation of Transitives from Nouns and Adjectives with –kuuns/kunsik, –kiintik/kintik
- Subordinate Clause Subjunctive, ka’ah “might/could that”
- More advanced work on Temporal aspect markers of the Past
- Conjugational Form: Positional Verbs, Present and Simple Past
- Conjugational Form: Present Perfect; –a’an and –mah
- Conjugational Form: Past Perfect, use of ts’o’ok + subjunctive
- Derivational Suffixing for Intransitives from Transitives, Nouns and Adjectives
- Words and Verbs related to Completion: Ts’o’ok, Sáam, Xup,
- Words and Verbs related to Starting/Beginning: Ho’op, káah, lek, chuun
- Formation and Use “Heart” for Emotions and Feelings
- The use the Celeritive Adverbial Qualifiers in slot -.5 following Set A Pronouns
- Agentless Intransitives from Nouns and Adjectives with –p’ahal
- Conversation & Vocabulary: Study, Learning, Research
- Advanced use of Double Verb Compounds
- Situated Speech Logics: Use of Subjunctive vs Ongoing Incomplete
- Situated Speech Logics: Advanced Deixis — Spatial Referencing
- Sentence Structures and Mapping: VOS, VS, V, Affirmatives, States of Being
- Stative “When” Sentences
# OSEA — Beginning Maya Vocabulary

## Learning Schedule Basic Nouns, Adjectives, Prepositions, References

### Week One

#### Week One: Day 1-2: Basic Greetings, Pronouns and Question Words

1. Town
2. Square
3. House
4. Good
5. Nice
6. What
7. Where
8. Who
9. How
10. Hello
11. Happy
12. Road
13. Straight
14. Also
15. Thing
16. Heart, #1
17. Truth
18. “Yes”-Truly
19. Very-Really
20. Very nice
21. Like That
22. Like This
23. Like so, Likewise
24. Pronouns Set A
25. Pronouns Set B
26. Independent

#### Week One: Day 3-4: Persons, Numbers and Basic Words for Conversation

1. Day, Time, Sun
2. When Question #1: “What time/day”
3. Numerical Classifier Animate, p’él
4. Numerical Classifier Inanimate, túul
5. Food
6. Water
7. Breakfast
8. Drink
9. Brother, younger
10. Sibling
11. Sister
12. Father, #1
13. Mother
14. Child
15. Baby
16. Girl
17. Boy
18. Baby boy
19. Baby girl
20. Person
21. One
22. Two
23. Three
24. Human
25. Female
26. Male
27. “As for” topicalizer
28. “As for” question
29. Companion-friend
30. Family/Relative #1

#### Week One: Day 5-6: Possession, Spatial Reference, Articles, Adjectives for Size & Age

1. Interrogative Marker
2. Repeat, Again
3. Here (locative)
4. There (locative)
5. This here (demonstrative)
6. That there (demonstrative)
7. Surely will yes
8. This
9. That
10. The (definitive article)
11. “a” (indefinite article)
12. Here (place)
13. There (this here place)
14. To, At
15. A little bit
16. Few
17. Small
18. Just
19. Young
20. Big
21. Old
22. If
23. Or
24. No
25. Not
26. Neither
27. Later, As for later
28. Now
29. Which
30. All of them
31. Few, a few
32. Many, a lot, lots
33. Slow, slower
34. Fast, faster
35. Strange, different
36. Possession marker –il
37. Possession marker –al
38. Possession Marker –Ø
Week Two:

Week Two:  Day 7-8: Basic Foods, Colors and More Numbers

1. Half
2. Middle
3. Piece, slice
4. Tomato
5. Avocado
6. Coffee
7. Milk
8. Sweet
9. Salt
10. Chocolate
11. Tortilla, bread
12. Sweet
13. Atole
14. Pozole
15. Bad
16. So-so
17. Eyes
18. Mouth
19. tongue
20. Tasty
21. Aroma, odor
22. Red
23. White
24. Black, word #1
25. Black, word #2
26. Green
27. Blue
28. First
29. Numbers 4-20
30. Pretty

Week Two Day 9-10: Time Words and References

1. Delay
2. Hour
3. Morning
4. Dawn
5. Mid-day/noon
6. Afternoon
7. Evening
8. Night
9. Midnight
10. Month
11. Year
12. Tomorrow
13. Yesterday
14. Two days ago
15. Three days ago
16. Two days before
17. Three days before
18. Additional “When” questions
19. Number of Times #1
20. Number of Times #2
21. When/Then

Week Two Day 11-12: Familiar Animals, More Food, and Reference Words

1. Price/Cost
2. Payment
3. How much (price/cost)
4. Measure
5. Length
6. Size
7. cow
8. chicken
9. pig
10. bone
11. pork
12. beef
13. cat
14. dog
15. snake
16. corn
17. chile
18. sauce
19. Chaya
20. papaya
21. center
22. round
23. Mosquito
24. flesh/meat
25. another #1
26. another #2
27. All of it
28. All of them
29. Relative/Family #2
30. How much (weight, amount, length)
31. Feathered serpent
32. Skin, Animal
33. Skin, Human
34. Leather Shoes
Week Three

Week Three Day 13-14: Body Parts

1. Front of 12. Nostril 23. Fingers 34. Leg

Week Three 15-16: Spatial and Bodily Reference, the Question Why

1. Above 9. In Front Of 17. Theirs
2. High 10. Behind 18. In order that, so that
7. Left 15. Ours
8. Right 16. Your-all’s

Week Three Day 17-18: Prepositions and Narrative Frames

1. Until (spatial): “As far as” 8. Next Then 15. Bench
7. Then 14. Chair, stool
**Week Four**

**Week Four Day 19-20: Cultural Features, Things and Ideas**

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<tr>
<td>1</td>
<td>Backyard</td>
<td>7. Weed, plants</td>
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<tr>
<td>2</td>
<td>Milpa, farm</td>
<td>8. Tree</td>
</tr>
<tr>
<td>3</td>
<td>Farmer</td>
<td>9. Tree Trunk</td>
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<tr>
<td>4</td>
<td>Ancient road</td>
<td>10. Tree Branch</td>
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<tr>
<td>5</td>
<td>Alux</td>
<td>11. Stone (one)</td>
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<tr>
<td>6</td>
<td>Xtabai</td>
<td>12. Stone (rock, large)</td>
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<td></td>
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<td>13. Stone pile</td>
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<td></td>
<td></td>
<td>14. Pyramid</td>
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<td></td>
<td></td>
<td>15. Earth</td>
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<td></td>
<td>16. Forest</td>
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<td></td>
<td></td>
<td>17. Land</td>
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<td>18. Corn</td>
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**Week Four Day 21-22: More Animals and Nature**

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<td>1</td>
<td>Ant</td>
<td>8. Eagle</td>
</tr>
<tr>
<td>2</td>
<td>Scorpion</td>
<td>9. Flower</td>
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<tr>
<td>3</td>
<td>Jaguar</td>
<td>10. Honey</td>
</tr>
<tr>
<td>4</td>
<td>Turkey, domesticated</td>
<td>11. Corn seed</td>
</tr>
<tr>
<td>5</td>
<td>Turkey, wild</td>
<td>12. Corn cob</td>
</tr>
<tr>
<td>6</td>
<td>Wasp</td>
<td>13. Metate</td>
</tr>
<tr>
<td>7</td>
<td>Bee</td>
<td>14. Fish (animal)</td>
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<td>15. Gun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. Dead (adj.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Alive (adj.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Frightened (adj.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Sàaskab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. Fire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21. Glass</td>
</tr>
</tbody>
</table>

**Week Four Day 23-24: More Questions and Culturally Specific Nouns**

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Car</td>
<td>6. Clothes</td>
</tr>
<tr>
<td>2</td>
<td>Train</td>
<td>7. Dress (woman’s)</td>
</tr>
<tr>
<td>3</td>
<td>Bicycle</td>
<td>8. Machete</td>
</tr>
<tr>
<td>4</td>
<td>Money</td>
<td>9. Knife</td>
</tr>
<tr>
<td>5</td>
<td>Underwear</td>
<td>10. Spoon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Bowl</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Drinking vessel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Mirror</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. How Much (cost)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. How Much (amount)</td>
</tr>
</tbody>
</table>
Week Five Day 25-26: Directions, Temperature, Routine Descriptive Adjectives


Week Five Day 27-28: More Adjectives

| 1. Handsome | 8. Sour     | 15. Level, plane |

Week Five Day 29-30: Some, Any and –Ever Words

| 2. Where’s that? | 10. Something | 18. However |
| 7. Somewhere | 15. Anytime |
| 8. Some how | 16. Anyone |

Week Six — Review, Synthesis and Consolidation of Learning
# Learning Schedule of Core Maya Verbs

This is a weekly schedule for learning 300+ core Maya verbs. Look up each word in the Hocaba Dictionary and in the Shigeto Verb Dictionary. First find the correct spelling of the verb root and identify the Root Type, determine the intransitive and transitive forms for Ongoing Incomplete and Simple Past. This information must be integrated into your Field Dictionary. Include sample sentences for transitive and intransitive, for both Incomplete and Simple Past and identify any irregularities or peculiarities of the verb.

## Week One

1. Know (Person)  
2. Know (Thing)  
3. Make  
4. Do  
5. Drink  
6. Eat  
7. Read  
8. Learn  
9. Go  
10. Come From  
11. Passby  
12. Buy  
13. Walk  
14. Say  
15. Sleep  
16. Wake Up  
17. Listen/ Feel  
18. See  
19. Show  
20. Think  
21. Chat  
22. Write  
23. Finish  
24. Pay  
25. Sell  
26. Reply  
27. Understand  
28. Get  
29. Give  
30. Ask It/Want It

## Week Two

1. Enter  
2. Exit  
3. Swim  
4. Wash  
5. Bathe  
6. Consume  
7. Work  
8. Raise  
9. Rise  
10. Lower  
11. Fall  
12. Sweep  
13. Measure  
14. Remember  
15. Forget  
16. Play Music  
17. Sing  
18. Pour  
19. Search  
20. Turn In  
21. Distribute  
22. Receive  
23. Clear Milpa  
24. Guard  
25. Close  
26. Start/Revive Fire  
27. Turn On  
28. Open (covered thing)  
29. Speak, Talk  
30. Grab

## Week Three

1. Die  
2. Cure  
3. Shoot  
4. Cut  
5. Slice  
6. Return  
7. Swallow  
8. Leave  
9. Position  
10. Peel, Skin  
11. Burn (Fire)  
12. Burn (Sense)  
13. Grind  
14. Plant  
15. Weed  
16. Wait-Expect  
17. Shape  
18. Throw-Toss  
19. Throw-Aim  
20. Pull  
21. Protect  
22. Help  
23. Make Hole  
24. Fight With Fist  
25. Slap  
26. Overflow  
27. Sprinkle  
28. Paint  
29. Start, Begin  
30. Teach
Week Four

5. Stick  16. Chop  27. Loan
9. Extend  20. Expel
10. Snap, Break Off
11. Bite

Week Five

7. Curse  17. Make Become Bad  27. Tie

Week Six: Review and Five Basic Positional Verbs Plus Fun Extras

5. Stand With Feet Apart  10. Bend, Arch; Bend, Twist
Quetzil E. Castañeda

2244 N. Martha Street
Bloomington, IN 47408
812.327.5845 cell
gcastane@indiana.edu
812.855.9097 office
quetzil@osea-cite.org

Academic Positions

2017 – present Senior Lecturer, Latin American and Caribbean Studies, Indiana University
2016 – present Member Graduate Faculty, Indiana University
2003 – present Founding Director, Academic Coordinator, and professor, OSEA — The Open School of Ethno-graphy and Anthropology. Chichén Itzá, México.
2011 – 2017 Lecturer, Latin American and Caribbean Studies, Indiana University
2002 – 2003 Fulbright Scholar and Visiting Assistant Professor, Facultad de Ciencias Antropológicas, Universidad Autónoma de Yucatán, Mérida, México
2001 – 2002 Independent Scholar
2000 – 2001 Visiting Assistant Professor, Spanish Division, Languages & Literatures of Europe & the Americas, University of Hawaii at Manoa
1999 – 2000 Assistant Professor, Sociology & Anthropology, Lake Forest College
1995 – 1999 Assistant Professor, Anthropology, University of Houston
1995 Spring Visiting Assistant Professor, Anthropology, Princeton
1991 – 1994 Assistant Professor, Anthropology, University of Houston

Education

1991 Ph.D. Anthropology, University at Albany, State University of New York
1986 M.A. Anthropology, University at Albany, State University of New York
1983 B.A., Double Major in Anthropology and Archaeology, Cornell University

Languages

English, first language; Spanish, heritage/bilingual speaker
Maya, a.k.a., “Yucatec Maya” (scientific nomenclature), Advanced Proficiencies

Areas of Expertise, Research and Teaching

- Latin America, México, Mesoamerica
- Maya peoples, cultures, histories; politics of Representation; Indigeneity
- Anthropology of Tourism: Politics of Heritage, Tourist Art, Representation
- Ethnography of Archaeology, Archaeological Heritage, Ethnographic Archaeology
- Language Revitalization, Indigenous Languages, Bilingual Language Acquisition
- Maya Language research and teaching
- Applied Anthropology, Community Action Research, Service Learning
- Ethnography: Methods, Writing, Experimental Fieldwork, Ethnographic Installation
- Visual Anthropology: Ethnographic Filmmaking, Documentary Film, Photography
Research Grants and Fellowships

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Description</th>
<th>Institution/Project Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Wenner Gren Workshop Grant, Principal Project Director, with Chris Matthews. The Public Meanings of the Past: Sociological Archeology and Archeological Ethnography. Held by OSEA (Host Institution), Chichén Itzá, México, June 1-5, 2005</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Center for Latin American Studies, University of Chicago, Library Research Grant, to research materials in the Robert Redfield and Mesoamerica Special Collections</td>
<td></td>
</tr>
<tr>
<td>1998-99</td>
<td>US-México Fund for Cultural Studies (sponsored by Rockefeller Foundation, Fundación Bancomer, and Mexican Fondo Nacional para la Cultura y las Artes) to support the research and exhibition projects of the Field School in Experimental Ethnography</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>Grant from Program to Enhance External Research, University of Houston</td>
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<tr>
<td>1996</td>
<td>Mexican American Studies Research Grant, University of Houston</td>
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<tr>
<td>1996</td>
<td>Research Grant, Limited Grant In Aid, University of Houston</td>
<td></td>
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<tr>
<td>1995</td>
<td>Research Grant, Limited Grant In Aid, University of Houston</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>Mexican American Studies Research Grant, University of Houston</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>Book Subvention Grant, Limited Grant In Aid, University of Houston</td>
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<tr>
<td>1992</td>
<td>Research Initiation Grant, University of Houston</td>
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<tr>
<td>1987-90</td>
<td>National Science Foundation, Doctoral Dissertation Grant</td>
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<tr>
<td>1987-88</td>
<td>Fulbright Hays Doctoral Dissertation Training Grant</td>
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</table>

Teaching, Curriculum and Course Development Grants and Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Description</th>
<th>Institution/Project Details</th>
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<tbody>
<tr>
<td>2018-2022</td>
<td>Funding from Title VI Grant to IU Center for Latin American &amp; Caribbean Studies to develop Maya language pedagogy books and video, Beginning level</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>IU School of Global and International Studies (SGIS), Seed Research Grant to develop Maya pedagogical materials using reading group interpretations of Chilam Balam.</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>IU Project Engage Curriculum Development Grant from the IU Center for Innovative Teaching and Learning to create an IU Service Learning Course</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>IU School of Global and International Studies (SGIS), Matching Grant for Project Engage to create an International Service Learning Course for IU and SGIS students.</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>IU Center for Latin American and Caribbean Studies, Indiana University, Grant to create audiovisual pedagogical materials for teaching Maya language</td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td>Fulbright and García Robles Scholar, Combined Teaching and Research Award for Mexico. Research on the History of Anthropology in Yucatán and México</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>Faculty Instructional Development Grant, University of Houston</td>
<td></td>
</tr>
<tr>
<td>1996-97</td>
<td>Curriculum Development Grant, College Humanities, Fine Arts, &amp; Communications, University of Houston. Co-author, to create an American Cultures Program</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>Curriculum Development Grant, College of Humanities and Fine Arts, University of Houston, to develop two courses for American Cultures Program</td>
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</table>

Awards and Honors for Anthropological Film Production

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<tr>
<th>Year</th>
<th>Award Description</th>
<th>Institution/Project Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>Honorable Mention, Society for Visual Anthropology Film Festival, AAA, for Incidents of Travel in Chichén Itzá by Jeff Himpele and Quetzil E. Castañeda.</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>Margaret Mead Film Festival, Incidents of Travel in Chichén Itzá by Jeff Himpele and Quetzil E. Castañeda. American Museum Natural History, NYC, November 8.</td>
<td></td>
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</tbody>
</table>
Teaching and Pedagogical Publications — works in progress

<table>
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<tr>
<th>Date</th>
<th>Title</th>
<th>Description</th>
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</table>

**Journal Editorship**

<table>
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<th>Date</th>
<th>Title</th>
<th>Description</th>
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</thead>
</table>

**Research Publications**

**Book, Sole Author**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td><em>In the Museum of Maya Culture: Touring Chichén Itzá</em>.</td>
<td>Minneapolis: University of Minnesota Press.</td>
</tr>
</tbody>
</table>

**Ethnographic Film**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Distributor</th>
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</table>

**Edited Books**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Editor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td><em>Estrategias Identitarias: Educación y La Antropología Histórica en Yucatán</em>.</td>
<td>Juan Castillo Cocom and Quetzil E. Castañeda. Mérida, Yucatán, México: Universidad Pedagógica Nacional (UPN), Secretaria de Educación de Yucatán (SE), and the Open School of Ethnography and Anthropology (OSEA).</td>
</tr>
</tbody>
</table>

**Guest Edited Journal Issues**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
</table>
Peer-Reviewed Journal Articles


2003  “Stocking’s Historiography of Influence: The ‘Story of Boas,’ Gamio, and Redfield at the Cross-‘Road to Light.’”  *Critique of Anthropology*, vol. 23 (3): 235-262.


Book Chapters


1995  “Zero-Degree Culture, the Golden Chicken, Impact at the Mouth of the Well and Other Scandals.” In Carmen Varela, Juan L. Bonor, and Yolanda Fernández, editors, pp. 295-310. *Religión y Sociedad en el Área Maya.* Madrid: S.E.E.M.

Invited Commentaries for Current Anthropology and Encyclopedia Entries


Book Reviews


Prologues to Popular Publications of Scholarly Articles


Articles in Lay and Scholarly Newspapers


Art Exhibition Catalog

1999  *Ah Dzib P’izté’ Modern Maya Art In Ancient Traditions.* Exhibition Catalog, Durand Art Institute, December 2-10, 1999. Lake Forest, IL: Lake Forest College.
Translated and Republished Articles


Invited Lectures

2012 Archaeology and the Universal Citizen Heir. Invited Lecture, Cleveland Archaeological Institute of America. Cleveland, April 11.


2007 Ko‘ox Tsíikbal Maaya T’aan / “Let’s Talk Maya” Video Project. Presentation to the Minority Languages and Cultures of Latin America Working Group, Center for Latin American and Caribbean Studies, Indiana University, Feb. 23.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Aesthetics and Maya Kitsch in Contemporary Tourism Art of Chichén Itzá, Yucatán, México. School of Art and Art History, University of Florida, April 14.</td>
</tr>
<tr>
<td>2003</td>
<td>Contrapunteo Maya: Arte Maya Moderno de Chichén y Etnografía Transcultural. Seminar, Centro de Estudios Mayas, UNAM. México DF. March 5.</td>
</tr>
<tr>
<td>2003</td>
<td>Objectivism and Subjectivity in Ethnographic Fieldwork and Description. CINVESTAV, Mérida, Yucatán, January 28.</td>
</tr>
<tr>
<td>2002</td>
<td>Trans-textuality and Performativity (Lecture) and Videographic Maya, From Eisenstein to “2012” (Seminar). The Joan Carlisle Irving Lecture and Seminar, Art Department, University of British Columbia, January 17 and 18.</td>
</tr>
<tr>
<td>2001</td>
<td>Writing the Art Worlds of the Modern Maya. Sociocultural Colloquium, Anthropology Department, University of Washington. October 15.</td>
</tr>
</tbody>
</table>
2001 Trafficking in the Maya: From Community to Global Flow and Trans-Galactic Frequency. Political Science Colloquium, University of Hawaii. March 2.


1996 Researcher Positioning and Reflexivity in Ethnographic Video. Anthropology Colloquium, Florida International University, April 11.


1993 On the Anthropology of Tourism: Research Beyond the Tourist Paradigm. Laudatur Seminar, Anthropology, University of Helsinki, Finland. April 1.

Body, Spacing, Vision: On Tactics and Temporalities of Knowledge. Lecture, Research Institute of Social Sciences, University of Tampere, Finland. March 30.


Papers, Presentations, and Workshops at Annual Professional Conferences


2012 Convener, Organizational Meeting to establish an Anthropology of Tourism Interest Group in the American Anthropology Association AAA. San Francisco. Nov. 17.


2010 “The Current Tourism Development Project at Chichén Itzá.” First South Central Conference on Mesoamerica. Trinity University, San Antonio, Texas. November 6-7


Film Screenings/Discussion Panels on “Incidents of Travel in Chichén Itzá”


1997  Screening, Incidents of Travel in Chichén Itzá. Discussion with both filmmakers, Ethnographic Film Festival of the Society for Visual Anthropology, Meetings of the A.A.A., Washington, DC, November 21.

1997  Screening, Incidents of Travel in Chichén Itzá. Discussion with filmmakers at the Margaret Mead Film Festival, Sponsored by the American Museum of Natural History, New York City. November 8.

Archaeological Research

1980 June-August  Archeology Field School, Cornell Excavations at Alambra, Cyprus.

Inter-Institutional Partnerships

2016  Principal coordinator institutional partnership between OSEA and Universidad Intercultural Maya de Quintana Roo (UIMQRoo), José M. Morelos, México, to provide accredited anthropology and fieldwork training programs for US students and undergraduate students of the UIMQRoo.

2004  Principal coordinator institutional partnership between OSEA and Facultad de Ciencias Antropológicas (FCA), Universidad Autónoma de Yucatán (Mérida, México) to provide accredited anthropology fieldwork training programs for US students.

Director of Ethnography Field Schools

2016  Creation of institutional partnership between OSEA and the Universidad Intercultural Maya de Quintana Roo (UIMQRoo), José María Morelos, México, to provide accredited anthropology and fieldwork training programs for US students and ethnographic research methods courses for undergraduate students of UIMQRoo.

2004  Creation of institutional partnership between OSEA and the Facultad de Ciencias Antropológicas (FCA), Universidad Autónoma de Yucatán (Mérida, México) to provide accredited anthropology and fieldwork training programs for US students.

2004–present  Founding Director, OSEA — The Open School of Ethnography and Anthropology, Mérida, México. Design, administration, and curriculum development of ethnography field schools and field study abroad articulated to Community Action Research projects; ethnography writing workshops, conferences, and publishing.

1997-1999  Director, Field School in Experimental Ethnography. Partially Funded by US-México Fund for Cultural Studies. Designed and directed community action research projects in areas of local history, local art in context of tourism, and Teaching English with experimental research to re-value Maya language.
Ethnographic Training Projects in Community Action Research

2011 – present Teach English Service Learning and Action Research. An OSEA program in which US undergrad students are trained in ESL and L2 pedagogies to teach English for 4 weeks in a Maya community. Students create modules that prioritize and valorize Maya culture.

1999 Project Director and Curator, Ah Dzib P’izté’ Modern Maya Art Tradition. Durand Art Institute, Lake Forest College, November 29-December 11. Exhibition of contemporary Maya artwork and participation of five artists who conducted art and culture workshops with college and high school students.

1999 Project Director and Curator, Primer Concurso de Arte Maya Pisteño. Public Square, Pisté, México, August 11-15. Art exhibition organized as a competition of Maya artisans from throughout the region.

1997–1999 Teach English Service Learning and Action Research. A program in which US undergrad and graduate students are trained in ESL and L2 pedagogies to teach English for 4 weeks in a Maya community. Students create modules that prioritize and valorize Maya culture.

1998 Project Director and Curator, Expo ’98—Arte Maya de Pisté. Municipal Theater of Pisté, Yucatán, México. August 9-11. Art exhibition of artwork created in a six week artist workshop created for local artisans to learn pre-Columbian art traditions and symbolism.


Teaching, Indiana University 2011-2017

Curriculum Development at Indiana University, 2017-2018

2018 Spring Created new undergraduate course “Maya Cultures & Peoples in México and Guatemala” LTAM L230, approved designations: CASE Arts & Humanities, CASE World Cultures, and Gen Ed World Cultures & Civilization, Gen Ed Arts & Humanities. First time taught spring 2020.

2018 Spring Created new undergraduate course “Contemporary Problems in Latin America” LTAM L-211, first time taught 2018 spring; scheduled to be taught annually

2017 Fall Created new undergraduate course “Colonial Latin America” to fulfill the existing course LTAM L-210 first time taught 2017 fall and scheduled to be taught annually in fall.

2017 Fall Created new graduate course “Introduction Latin American Graduate Studies” to fulfill the existing course LTAM L-501 CLACS Masters degree core seminar.

2017 Spring Created new undergraduate course “Altered States” and completed process for LTAM L-275 course catalog number with four designation: IUB GenEd S&H; IUB GenEd World Culture; COLL (CASE) S&H Breadth of Inquiry credit; and COLL (CASE) Global Civ & Culture credit. First time taught 2017 Spring and taught again Fall 2017. Scheduled to be taught annually in the fall semester.
Curriculum Development at Indiana University, 2010-2016

2016 Spring created new undergraduate course, “Indigenous Rights & Neoliberalism” LTAM L-200, first time taught 2016 fall.

2015 Summer created new Graduate level international Service Learning and field study abroad course. Course designed to be taught concurrently with undergraduate course of same name, “Community Tourism Service Learning” taught in Yucatán, México. Approved by IU Office of Overseas Study & CLACS

2014 Summer created new undergraduate International Service Learning and field study abroad course, “Community Tourism Service Learning” taught in Yucatán, México. Approved by IU Office of Overseas Study & CLACS

2014 Summer created a White Paper on Security and Safety in Yucatán, México, for US Undergraduate Study Abroad Students. Written for university approval to conduct IU study abroad course in Yucatán, México. Approved by IU Office of Overseas Study & CLACS

2015 October created new CAPPS course, COLL-C-103 “Alternative States” to be taught Fall 2017

2015 September submitted requests for General Education distribution requirement to be assigned to the following courses: “Tourism, Culture, Politics”; “Altered States” LTAM L275; and LTAM L-426 “Community Tourism Service Learning”

2013 Fall created new undergraduate CLACS and ANTH course “Tourism: Culture, Politics” taught Spring 2014 as ANTH A-200; repeated Spring 2015 and in Spring 2016 as LTAM L-200

2014 Summer created new IU International Service Learning Course in Yucatán, México, for CLACS and SGIS credits. Received curriculum development grants from CITL and SGIS. First time taught summer 2015.

2013 October created new CAPPS Course, “Race, Love, and Conquest”; first time taught Fall 2014, repeated Fall 2015 and Fall 2016

2012 Summer created new undergraduate course, “Healing, Spirituality and the Body” taught fall 2013 and spring 2014.

2011 Spring re-designed undergraduate course, “2012 End of the World, New Age Spiritualism and the Maya” on 2012 millenarianism in popular culture; taught annually at IU 2009-2013

2010 Fall created new interdisciplinary course on archeological heritage and tourism courses for Anthropology Department, “Heritage, Archaeology and Tourism in Latin America” taught in Spring 2011. Combined upper level undergrad and graduate level ANTH E-400/E-600 and cross-listed in CLACS with LTAM L-427/L-527. Restructured and taught a second time as “Tourism, Heritage, Travel in Latin America” in Fall 2012.

2011-2016 created the Maya Language curriculum for CLACS with three levels of coursework, with two semester sequence for Beginning, Intermediate and Advanced years. Restructured and modified in 2010, 2013, 2015 through changing from 8 week course to full semester; re-design of the learning objectives and text books for each semester course; renumbering the sequence of course numbering in relation to changing learning objectives.
Teaching at Indiana University (2006-2011):
2008-2011 Maya Language courses in 8 week units. Two 8 week units comprised a “year” of instruction at each level of Beginning, Intermediate and Advanced.
2006 Fall, Created and taught “Maya Culture in Educational Film” 200-level Anth & CLACS
2006 Spring, Created and taught “US Latina and Latino Cultures” 200-level Latino Studies

Invited Academic Lectures Based on my expertise related to Teaching IU Courses
2015 “Maya Art and Art-Writing” Intersection of Art & Archeology in the Americas. Center for Collaborative & International Arts, Georgia State University. Atlanta, October 22.
2013 Que es Activismo en la Arqueología? Hacia la historia social que crea la arqueología. Guest Lecture, Facultad de Antropologia, Universidad de Chile. October 9

Thesis and Dissertation Advising, Mentoring and Committee Work 2006-2016
2016- Sarah Campbell, member doctoral dissertation committee. Indiana University
2015- Alicia Buckenmeyer-Salinas, member doctoral dissertation committee. Univ. Virginia
2011-2014 Christine Preble, member doctoral dissertation committee. University at Albany
2013 Aug. Reader, Honors Thesis Committee, Edy Dzidz Yam. Language & Culture, Universidad Intercultural Maya de Quintana Roo, José Maria Morelos, Quintana Roo, México
2011 Aug. Reader, Honors Thesis Committee, Jaime Chi Pech. Language & Culture, Universidad Intercultural Maya de Quintana Roo, José Maria Morelos, Quintana Roo, México

Mentoring, Advising, Teaching Webinars & Training Workshops
2015 October 22, Training Workshop for undergraduate and graduate students in the Center for Collaborative & International Arts, Georgia State University. Atlanta, October 22.
2015 Fall, Language Coach in Maya for Latin American Ensemble, Latin American Music Center, Indiana University Jacobs School of Music
2015 Fall, Mentor for Leslie Luna, Capstone Project for INTL I400, IU International Studies
2015 March 28 Invited Presentation on Maya Language for the Foster Language Student Group
2015-2016 External Reader, Dissertation Committee, Sarah Campbell. IU Dept. Theater

Teaching Workshops at IU
2009 Participant in Two Day ACTFL workshop for language instructors to develop pedagogies related to the ACTFL Proficiency Criteria. Sponsored by IU Title VI Centers.

Service to Indiana University, 2006–present

Interviews on Popular News Media as IU Faculty, 2011-2016
2012 Interview on CIBER Talk Show, “Maya Doomsday Tourism.” Kelly School of Business, Indiana University, December 3. Invitation derived from IU LTAM Course “2012”
2012 “Everything You Were Dying to Ask About 2012” Talks presented to Unitarian Universalist Church, Bloomington Indiana (November 28) and Harmony High School (November 30).
2011 Interview, “Tourism and Maya Culture” with Alicia Estrada. Contacto Ancestral Radio Program KPFK, 90.7 FM, Los Angeles, CA. www.kpfk.org

Panel Organizing at Academic Conferences as IU Faculty, 2006-2016
2013 Co-organizer, with Naomi Leite. “Touring Publics” Session of Anthropology of Tourism
Professional Consultant Work as IU Faculty, 2006-2016


Service to Profession as IU Faculty, 2006–present

Governance Work in Professional Academic Associations

2013–2016  Elected Convener for the establishment of the Anthropology of Tourism Interest Group, a unit within the American Anthropology Association

2013  Authored petition to American Anthropology Association to create an Anthropology of Tourism Interest Group within the AAA.


2013  Wrote and submitted on March 28 the proposal for the creation of the Anthropology of Tourism Interest Group within the American Anthropology Association

Editorial Work for Academic Publications and Journals


2016–2017  Book Manuscript reviewer for Cornell University Press and for Routledge

2017  Journal Manuscript reviewer for: Space and Culture; Archaeologies; Current Anthropology;

2010–2015  Editorial Board, Envision, a peer reviewed academic journal. Beth Uzwiak and Laurian Bowles editors. Published by New City Community Press.


2014  Book Manuscript reviewer: University of Texas Press; University of Toronto Press.

Organizer and Presenter of Professional Development Workshops


Invited Researcher on International Project

2014 – present  Invited editor and research collaborator on the international project to publish all the correspondence of the Franz Boas Collection held in the American Philosophical Society.
Curriculum Development for OSEA field study programs, 2003–present

- 2013, Maya Health & Healing, 4 week medical anthropology program (taught annually)
- 2012, Intensive Spanish Language Short Course (taught annually)
- 2010, Six Week Teach English Service Learning/Action Research (taught annually)
- 2009, Six Week FLAS eligible Intensive Maya Immersion Program (taught annually)
- 2004, 11-Week Winter Quarter Study Abroad Program in conjunction with University of Washington, Seattle; created in 2004 and taught once January to March 2005
- 2003, 12 Day Spring Break Course on Comparative Tourism and Visual Anthropology program, taught in conjunction with Department of Design, University of Florida (taught once in 2004)
- 2002, Three Week Winter Short Field School (taught in 2003 and 2004)
- Summer Ethnography Field Schools (7 week program); curriculum developed in 2005, taught 2005, 2006, 2007 (three years) and annually from 2009 to present (eight years)

Academic and University Service, 1991 to 2006

Curriculum Development at the University of Houston, 1991-1999

1995-1999  Designed and directed ethnography field schools for the anthropology department of the University of Houston. Conducted in Yucatán, México.

1995-1997  Member of Faculty Committee to develop a new interdisciplinary academic of “American Studies” with hemispheric approach. Included conceptualization of program objectives, designing core courses, and writing of proposal submitted to College of Humanities.

1996-1997  Designed and Team-Taught (with Historian Steve Mintz) the undergraduate core course in the American Cultures Program in spring 1997. AMER 3300 - The Americas: Identity, Culture, Power, Long Distance Education/TV course and continues to be used by the University of Houston [http://www.cosmolearning.com/courses/amer-3300-the-americas-identity-culture-and-power-448/](http://www.cosmolearning.com/courses/amer-3300-the-americas-identity-culture-and-power-448/)


1991-1997  Designed, developed and taught ten new anthropology courses cross-listed in Mexican American Studies (4), Women’s Studies (4), American Cultures Program (2).

1992-1995  Taught an honors “Introduction to Cultural Anthropology” once a year in the University of Houston Honors College.

Courses Taught & Course Design, 1991-2006

Maya Language and Culture Courses, including Mesoamerica and México Culture History


“Maya Culture in Educational Film” (fall 2006, Indiana University)

“Maya Peoples and Cultures” (fall 1997, fall 1993; University of Houston)

“Mexican American Cultures” (spring 1997, fall 1991; University of Houston)

“NAFTA and Zapatista Movement” (fall 1994; University of Houston)

“Ethnography of México” (spring 1994; University of Houston)

Courses with Latin America, Latina/Latino Focus or Taught in American Studies

“Heritage & Tourism in Latin America” (Anthropology, spring 2011, fall 2012, Indiana Univ.)
“Latin American History, 19th Century to Present” (History, spring 2009, Indiana University)
“US Latina and Latino Cultures” (Latino Studies, spring 2006, Indiana University)
“US Latino Cultures and Literatures,” (Spanish/Cultural Studies, 2000, University of Hawai‘i)
“Latina and Latino Cultures and Literatures” (spring 1995, Princeton)
“Transculturación in Latin America” graduate (spring 2003, Universidad Autónoma Yucatán)
“Latin American Literature and Film,” (fall 2000 Spanish Division, University of Hawai‘i)
“Post-Colonial Theory in Our Americas,” graduate (spring 2001 Spanish, University of Hawai‘i)
“Latin American Modernities,” graduate (fall 2000, Spanish Division, University of Hawai‘i)
“Introduction to Latin American Civilization” (spring 2000, SOAN Lake Forest College)
“Histories and Cultures of Latin America” (spring, 2000, SOAN Lake Forest College)
“Mestizajes and Modernities in Latin America” (spring 1995, Princeton)
“America and the Invention of the Indian” (spring 1995, Princeton; spring 1994, University of Houston)

**Anthropology and Sociology & Anthropology (SOAN) Courses**

“Seminar on Heritage” undergraduate & grad level (summer 2009, 2010, OSEA field schools)
“Anthropology of Tourism” undergraduate & grad (summer 2004, 2005, 2006, OSEA field schools)
“Ethnographic Research Methods” graduate (spring 2003, Univ. Autónoma Yucatán)
“Culture Theory: Geertz to Postcolonialism” graduate (fall 2002, Univ. Autónoma Yucatán)
“Introduction to Sociology and Anthropology” (spring/fall 1999-2000, SOAN Lake Forest College)
“Anthropology of Art and Museums” (fall 1999, SOAN Lake Forest College)
“Ethnographies and Cultures” (fall 1999, SOAN Lake Forest College)
“Postmodernism and Culture Theory” (graduate, spring 1999, fall 1991; University of Houston)
“Ethnographic Methods” (spring 1999, fall 1997, spring 1996 for graduates; University of Houston)
“Seminar on Culture Theory in Anthropology” undergrad & graduate (fall 1996 University of Houston)
“Anthropology of Tourism” undergraduate (fall 1995 University of Houston)
“Honors Introduction to Cultural Anthropology” (fall semesters 1992-1995 University of Houston)

**Courses with focus on Gender, Race, Feminism or Cross-listed in Women Studies**

“Hybridities & Borders: Postcolonialism” (spring 1997, cross-listed, University of Houston)
“Bodies and Popular Culture” (spring 1997, spring 1995, spring 1994, cross-listed, Univ. of Houston)
“Race and Gender” (fall 1994, cross-listed, University of Houston)
“Culture and Colonialism” (spring 1992, University of Houston)
“Multiculturalism and Debates on 1492-1992” (fall 1992, University of Houston)

**Professional Service, 1991-2012**

**Governance Work in Professional Academic Associations**
2013-2015 Councilor, Society for Latin American Anthropologists, A.A.A.
2003–2005 Councilor (México & Central America Region), World Archaeological Congress
1992–1999 | Member of Board of Directors of Guatemalan Support Network for local Guatemalan refugees in Houston.

**Organizer and Presenter of Professional Development Workshops**


**Design and Organization of Research Conferences**


**Program Organizer for Annual Professional Academic Meetings**


**Panel Organizing at Academic Conferences**

1999 | Organizer and Chair. Forum on Maya Art and Anthropology. Panelists: Alaka Wali (Anthropologist, Field Museum of Natural History), Virginia Miller (Art Historian, University of Illinois at Chicago), Abdel Hernández (Artistic Director, Transart Foundation), and Maya Artists: José Kituc, Gilberto Yam Tun, Jorge Pool Cauich, Wilberth Serrano, Juan Gutiérrez. Durand Art Institute, Dec. 2.

**Professional Consultant Work**

2004 | Leader of a four-week Ethnographer-in-Residence Program designed to provide colleagues and advanced students supervised assistance and interactive forums to complete writing projects in ethnography. OSEA, Mérida, México, June 5-30.

**Editorial Work for Academic Publications and Journals**

1994 Co-organizer with the Director of Women’s Studies of a university and community forum, “Feminist Debates on Pornography.” April 29.

1993–1996 Faculty Advisor for the Anthropology Student Organization.

1993–present Reviewer, research proposals for University of Houston grants.

### Membership in Professional Organizations

**Current Memberships**
- Latin American Studies Association, LASA, 2017-2020
- American Anthropological Association, AAA *since 1988*
- Society for Latin American and Caribbean Anthropology, SLA *since 1988*
- Anthropology of Tourism Interest Group, AAA *since 2013*
- Association of Latina and Latino Anthropology, ALLA *since 1990*
- Guatemalan Scholars Network, GSN *since 1990*

**Past Memberships**
- Latin American Studies Association, LASA *1991 to 2002, 2008 to 2011*
- World Archaeology Congress, WAC *1999 to 2004*
- Society for American Archaeology, SAA *2008 to 2011*
- Society for Applied Anthropology, SfAA *2004 to 2010*
- Society for Cultural Anthropology, SCA *1988 to 2004*
- American Ethnological Society, AES *1994 to 2006*