

Zapatismo & the 6th Declaration of the Lacandon Jungle

Schedule Overview (Example of Summer 2016):

July 2, 8-10, 15-17, 22-24, & 29: In MSN house, San Cristóbal

July 2: Arrive at the Tuxtla Gutierrez airport (TGZ) or San Cristobal de las Casas, Chiapas

July 3 – 7 : CIDECI Indigenous Trade School, San Cristóbal de las Casas

July 11 – 15: CELMRAZ language school, Oventic, Chiapas

July 18 – 22: CompARTE at Oventic (AM), MSN house for classes and overnight

July 25 – 29: CompARTE at CIDECI (AM/PM), MSN house for classes and overnight

July 30: Depart Chiapas via Tuxtla Gutierrez (TGZ) or stay to do human rights observation or further language study.

Classes and Credits:

90 hours, 6 credits (Accredited by the Universidad Autónoma Metropolitana-Xochimilco)

Mexican Social Movements (Soc 357/557): 2 credits

Spanish (Lang 201/301/401/501) *or* *Tsotsil (Lang 101): 2 credits

Modern Mexico (Pol Sci 352/552): 2 credits

**only for fluent Spanish speakers*

Course description/objectives:

Students learn about the Zapatista movement, one of the most dynamic and innovative social movements in Latin America and La Sexta. Students will learn:

- The history of the Zapatista movement and La Sexta
- The ideological underpinnings of Zapatismo and La Sexta
- The context within which the movement develops, with strong focus on political economy and the indigenous reality in Mexico
- The current-day manifestations and social actors involved in Zapatismo and La Sexta
- Potential roles for US activists in solidarity with the Zapatistas

Health and safety:

The health and safety of Study Abroad participants is the highest priority for the Mexico Solidarity Network. Professors have decades of experience leading groups in Mexico. We work closely with local partners to assess current health concerns and safety issues, and we adapt quickly to changing political conditions. Our close, working relationships with local organizations in each location enable us to respond quickly and effectively if emergency situations arise. All students must be covered by emergency health care, which includes hospitalization and emergency repatriation to the US in case of serious illness or accident.

Program schedule

Due Every Monday: 1-pg, single-spaced written analysis/argument incorporating readings and experiences

Analysis #1 will be due the first Monday of the program at the beginning of the day.

Saturday: Tuxtla-Gutierrez (TGZ) airport arrival and van ride to San Cristóbal de las Casas. (~1 hour)

Upon arriving at the MSN house we will do orientation meetings until lights out (around 9pm).

Sunday: Continue orientation at MSN house.



Week One (CIDECI):

Week Two (Oventic):

Monday, 6:30am Depart San Cristóbal for Oventic (about 1 hour ride through windy mountain roads)

Participants are housed in collective dormitories in Oventic. Participants are welcome to stay in Oventic or stay at the MSN house in San Cristobal on weekends. Healthy meals are prepared by a staff trained in hygienic food production suitable for the tender digestive systems of visitors.

A typical week in Oventic includes nine hours of historical/theoretical seminars focused on a distinct theme each week, and nine hours of Spanish/indigenous culture or Tzotzil/indigenous culture classes using popular education pedagogies. Language class discussions are closely related to historical/theoretical seminar topics. Culture classes include two or three workshops per week with indigenous social actors that are conducted in Spanish and include:

- Indigenous weaving techniques
- fieldwork in the *milpa* (corn patch)
- meetings with liberation theologians and human rights defenders
- Visits to various indigenous communities in the region

Culture classes also include investigative projects and exchanges with secondary school students. Investigations may include research on the meaning of Zapatismo, the difference between western and indigenous culture, the historical reasons behind local names, etc. Exchanges include producing puppet shows, basketball tournaments, presentation of weekly news summaries, etc. Documentary videos are screened two nights a week on the history and dynamics of Chiapas. One night per week is reserved for singing and guitar playing where students learn popular Spanish language songs. Students also participate in workshops on traditional weaving and boot-making.

Other than the first week, the schedule in Oventic will look like something like this.

Monday:

8:00: Breakfast
9:00 – 2:00: Social movement seminar with MSN staff
2:00: Lunch
4:00 – 7:00: CELMRAZ scheduled activities*
7:00: Dinner

Tuesday:

8:00: Breakfast
9:00 – 2:00: Social movement seminar with MSN staff
2:00: Lunch
4:00 – 7:00: CELMRAZ scheduled activities*
7:00: Dinner

Wednesday:

8:00: Breakfast
9:00 – 2:00: Spanish or Tzotzil classes
4:00 – 7:00: CELMRAZ scheduled activities*
7:00: Dinner

**Thursday:**

8:00: Breakfast
9:00 – 2:00: Spanish or Tzotzil classes
2:00: Lunch
4:00 – 7:00: CELMRAZ scheduled activities*
7:00: Dinner

Friday:

8:00: Breakfast
9:00 – 2:00 Spanish or Tzotzil classes
2:00 Lunch, then depart for San Cristobal (for those who are not staying)
5:00: Group check-in, evaluation, office hour planning, and house chores for the coming weekend.

*CELMRAZ activities include: documentary videos, working in the fields, trip to the river, creating a play, working on a mural, backstrap weaving, clinic visit, coop meetings, tortilla making, song sing-sharing, basketball, soccer, or volleyball tournaments.

Week 1 Readings: (Oventic): History of the Zapatista movement and La Sexta

Illich, Ivan, 1968, “To Hell with Good Intentions.” http://www.swaraj.org/illich_hell.htm
Smith, Andrea, 2013. “The Problem with Privilege.”

Freire, Paulo, (any edition), *Pedagogy of the Oppressed*, Chapters 1 and 2 (all chapters if you can)
hooks, bell, 1994. “Teaching to Transgress: Education as the Practice of Freedom” Chapter 4 - On Freire.

Batalla Bonfil, Guillermo, 1996, *Mexico Profundo: Reclaiming a Civilization*, University of Texas Press, Austin, Translated by Philip A. Dennis, pp. 3-39

Ramirez, Gloria Muñoz, 2008. *The Fire and the Word: A History of the Zapatista Movement*. City Lights Books
Klein, Hilary, 2015. *Compañeras – Zapatista Women’s Stories*. Chapters: Intro, 1, 2 & 3. Seven Stories Press.

EZLN-CCRI, 2003, “The thirteenth stele” Parts one through seven.

EZLN-CCRI, 2005, “Sixth Declaration of the Selva Lacandona.” <http://sixthdeclaration.blogspot.com/>

Week 2 (Oventic): Political economy – Capitalism and Zapatismo

Barone, Charles A, 2004, *Radical Political Economy: A Concise Introduction*, p. 3-22.

Marx, Karl, 1865, *Value, Price and Profit: An Introduction to the Theory of Capitalism*, Ch. VI - XIV.

Brodin Sacks, Karen, 1989. “Toward a Unified Theory of Class, Race, and Gender.” *American Ethnologist* 16(3). pp.534-550.

CCRI - Moises, 24 de mayo 2014, “[Words of the General Common of the EZLN, in the voice of SCI Moises](#)”

Waitzman, Emma, 2013. *How the Capitalist Stole Surplus*. MSN Summer Study Abroad program final project.

McMillan, Stephanie. 2014. *Capitalism Must Die*. Commodity explanation in 5 graphics.

Friedman, Milton. 2002 [1962]. *Capitalism and Freedom*. Chicago: University of Chicago Press. p.10-26



Week 3 (Oventic): The Mexican Revolution, Structure, and Human Agency

Gilly, Adolfo, 2005, *The Mexican Revolution (La Revolución Interrumpida)*, The New Press, New York, Chapters 2-3.

Tuñón Pablos, Julia. 1987. *Women in Mexico: A Past Unveiled*. Austin: University of Texas Press. Chapters 4-6.

Joseph, Gilbert and Timothy Henderson (eds), 2002, *The Mexico Reader*, Duke University Press:

Flores Magon, Ricardo, Land and Liberty, p. 335-338.

Zapata, Emiliano and Others, Plan de Ayala. p. 339-343.

Martín Luis Guzmán, Zapatistas in the Palace, p. 351-356.

The Constitution of 1917: Articles 27 and 123, p. 398-402.

Daniels, Josephus, The Oil Expropriation, p. 452-455.

Escobar, Arturo, 2001, "Culture Sits in Places: Reflections on Globalism and Subaltern Strategies of Localization," *Political Geography*: 20, p. 139-174. (Post-development Theories)

Anzaldúa, Gloria. 1999. "How to Tame a Wild Tongue." *In Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books. Ch 5 & 7 (pp.75-86; 99-113)

Week 4 (Oventic): Neoliberalism & 3rd World Feminism

Harvey, David, 2005, *A Brief History of Neoliberalism*, Oxford University Press, p. 1-63.

Soederberg, Susanne, 2001, "Deconstructing the Neoliberal Promise of Prosperity and Stability: Who Gains from the *Maquiladorization* of Mexican Society?" *Cultural Logic* 4:2.

Konczal, Mike. April 2012. "Against Law, For Order". *Jacobin Magazine*.

Mohanty, Chandra Talpade. 2003. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press. Chapters 1 & 2, pp. 17-84.

Frayssinet, Fabiana. April 15, 2015. "Rural Women in Latin America Define Their Own Kind of Feminism." Inter Press Service News Agency. <http://www.ipsnews.net/2015/04/rural-women-in-latin-america-try-to-define-their-own-kind-of-feminism>



Grading:

Students are expected to attend all classes and workshops. An 80% attendance rate is required by the accrediting institution (UAM-Xochimilco). The academic program utilizes a multi-disciplinary, student-centered pedagogy that emphasizes discussion, student presentations, group reflection and integration of theory with hands-on experience. Professors are activist/academics with years of firsthand experience in popular struggles in Mexico and the United States. Grading is based on the following:

33% final paper or project: Students may choose either a final paper or a final project. Final papers are ten to fifteen pages. Subject matter and methodology will be determined in consultation with professors. Final projects may be done individually or in groups, and may consist of written papers, theater, art-work, plans for a community-based organizing project to be carried out upon return to the US, etc. Subject matter and methodology will be determined in consultation with professors.

33% class participation: Students are expected to prepare for academic classes by studying assigned reading materials. Classes are discussion based and students will be assigned to lead discussions at various times during the semester.

33% weekly writing assignments: Students are assigned from 80 to 150 pages of reading per week – generally three to six readings. Each Monday students will submit a one page, single-spaced analysis on the readings, including questions pertinent to the week's class discussions.