A Selection of Popular LARC Resources about the Maya

The LARC Lending Library has an extensive collection of educational materials for teacher and classroom use such as videos, slides, units, books, games, curriculum units, and maps. They are available for free short term loan to any instructor in the United States.

These materials and many more can be found on the online searchable catalog: <stonecenter.tulane.edu/lendinglibrary>

After the LARC resources, we have also listed suggested external web resources, professional organizations and conferences, and local places to visit that are relevant for the study of Maya culture.

LARC FILMS

The Americas before the Europeans: 300-1500
Recreates the Maya, Aztec, and Inca civilizations of Central and South America, and probes the reasons these empires were unable to withstand conquest by Spanish explorers. Grades 7 and up. 1984. English. 26 minutes.

The Archaeological Yucatan: Land of the Maya

Breaking the Maya Code
There are over six million Maya today. They have a rich and vibrant culture, and have guarded their traditions with great care. But for four centuries they have been a people cut off from the written record of their own extraordinary past. For almost 2000 years, the ancient Maya recorded their history and ideas in an intricate and beautiful script. Then, in the 16th century, Spanish invaders burned their books and ruthlessly extinguished hieroglyphic literacy. By the 18th century, when stone inscriptions were discovered buried in the jungles of Central America and bark-paper books began to surface in the libraries of Europe, no one on earth could read them. Breaking the Maya Code is the story of the struggle to unlock the secrets of the hieroglyphs, arguably one of the most complex writing systems ever created. It is based in large part on the book by archaeologist and historian Michael Coe, himself intimately involved in the decipherment story. This is a detective story filled with misunderstandings and false leads, rivalries and colliding personalities. It leads us from the jungles of Guatemala to the bitter cold of Russia, from ancient Maya temples to the dusty libraries of Dresden and Madrid. Through one of the great intellectual achievements of the past 200 years, the words of the ancient Maya scribes have begun to speak once more. Directed by David Lebrun, Night Fire film. Filmed in Canada, Germany, Guatemala, Honduras, Mexico, Russian Federation, Spain, U S A Funded by the National Endowment for the Humanities and the National Science Foundation. Completed in January 2008. Spanish, English, and Mayan. 1 hour, 55 minutes.

Cakchiquel Maya San Antonio
The Tunecos are an indigenous Central American people who speak Cakchiquel, one of the more than 20 Mayan languages still spoken in Guatemala. This film explores the effects of encroaching modernism on their traditional way of life. English subtitles, 51 minutes, 1991. Various w/ English subtitles. 51 minutes.
Daughters of Ixchel: Maya Thread of Change
Guatemalan Maya women are renowned for their weaving and textiles. The economic, political, and cultural forces which affect these artisans are vividly illuminated in this documentary. University of California Extension Center for Media and Independent Learning. 1993. English. 29 minutes.

Discovering Dominga
When 27-year-old Iowa housewife Denese Becker decides to return to the Guatemalan village where she was born, she begins a journey towards finding her roots, but one filled with harrowing revelations. Denese, born Dominga, was nine when she became her family's sole survivor of a massacre of Maya peasants. Two years later, she was adopted by an American family. In Discovering Dominga, Denese's journey home is both a voyage of self-discovery and a political awakening, bearing searing testimony to a hemispheric tragedy and a shameful political crime. Produced in Association with KQED. An Independent Television Service (ITVS) and Latino Public Broadcasting (LPB) co-presentation. An Active Voice Selection. English. 54 minutes.

El Futuro Maya: Voces del Presente
Within a simple structure of basic questions, Maya from different language groups, different ages and genders, different walks of life--students, housewives, academics, community leaders, educators--provide perspectives on their culture and on the meaning of the Maya Movement. Center for Latin America, University of Wisconsin--Milwaukee. 1998. English. 46 minutes.

Incidents of Travel in Chichen Itza
This original ethnographic film depicts how New Agers, the Mexican state, tourists, and 1920s archaeologists all contend to "clear" the site of the antique Maya city of Chichen Itza in order to produce their own idealized and unobstructed visions of "Maya" while the local Maya themselves struggle to occupy the site as vendors and artisans. The setting is the spring Equinox when a shadow said to represent the Maya serpent-god Kukulkan appears on one temple pyramid. As more than 40,000 New Age spiritualists and secular tourists from the United States and Mexico converge to witness this solar phenomenon, the film depicts the surrounding social event as a complicated entanglement of expected dualisms concerning tourism. English. 90 minutes.

Lighting the Ancient Past: Exploration of Maya Caves
Uses elaborate Maya Cave paintings to introduce and illustrate Maya history and culture to younger students. Middle school and high school. University of Wisconsin at Milwaukee. 1987. English. 17 minutes.

The Living Maya
A documentary produced in the 1950, this film shows footage of the Lacandones in a natural setting. Unfortunately, this has no soundtrack, but provides an interesting look at how the Lacandones lived until recently. English. 75 minutes.

The Living Maya: Parts 1, 2, 3, and 4
This series documents life in a Yucatan village, focusing on one family over the course of a year. The films explore the ancient agricultural and religious customs that ground contemporary Maya life in traditional values – even as modern Mexico comes to the village. Part 1: Introduces the village of Chican and the Colli-Colli family, and examines the structure of Maya agricultural and village life. Part 2: Hard-pressed by an illness in the family, the Colli-Colli face financial and emotional challenges using traditional solidarity to muster resources and comfort. Drought threatens the village's crucial corn crop. Part 3: As the Colli-Colli resolve their difficulties and the village harvests a mediocre corn crop, viewers are left with
an understanding of the underlying rationales of Maya life and with questions about their own assumptions, priorities, and values. Part 4: The Colli-Colli's two youngest sons plead to be placed in school in Merida – the first of their family to reject traditional life. Directed by Hubert Smith. 1985. Maya, Spanish and English, with English subtitles. 4 parts, 58 minutes each.

Lost Kingdoms of the Maya
This documentary shows ruins of ancient Maya cities, recreates rituals, and interviews surviving descendants of the Maya. National Geographic. 1993. English. 60 minutes.

Maya: Lords of the Jungle
Elaborate public ceremonies, complex farming and trade relations, and a highly developed culture are hallmarks of the Maya civilization explored by archaeologists and linguists. PBS film. 1993. English. 58 minutes.

Maya: The Blood of Kings
From Time-Life's Lost Civilizations series, this film explores the richness and complexity of Mayan society through examination of archaeological ruins in Mexico, Honduras, and Guatemala. Time-Life. 1995. English. 48 minutes.

Popol Vuh: The Creation Myth of the Maya
Portrays the creation myth of the Quiche Maya of Guatemala. These myths surrounding the birth and death of the first fathers of the underworld, spread throughout native American cultures. This film is animated using actual Maya artwork found on pottery and in murals. Although it is animated, it is intended for high school and adult audiences. University of California Extension Center for Media and Independent Learning. 1986. Available in two versions. Specify long or short version. English. 60 or 29 minutes.

Popul Vuh
This animated short from Chile tells the tale of creation based on “Popul Vuh: the Ancient Stories of the Quiche,” written by the indigenous Maya Quiche people after the Spanish Conquest. The vibrant illustrations are taken from Mayan codices, paintings found on vessels, and stones carved with scenes from the “Popul Vuh“ between the years 300-900 A.D. Accompanying the narrator is original music performed with pre-Columbian and other ethnographic instruments from the Americas. The text relates solely to the creation of the world and humankind, and gives the viewer a unique look into Mayan culture and history. Perfect for the K-12 classroom. Directed by Ana Maria Pavez. 2006. Spanish with English subtitles. 10 minutes.

Tales from the Latin American Indians
This film has animated folktales from the Aztec and Maya. Film Knowledge. Quiz included. 1989. English. 29 minutes.

Satsun: My Apprenticeship with a Maya Healer
Sastun tells the story of American herbalist Rosita Arvigo, whose quest to explore the healing powers of plants led her to the rain forest of Belize where she befriended one of the last remaining Maya shamans, Don Elijo Panti. While learning his secrets during her apprenticeship she unearthed her lifes work: to preserve Don Elijio's ancient healing knowledge and to bridge the gap between science and traditional healer's wisdom. Funded by the National Cancer Institute in New York, Rosita Arvigo is in a race against time, scouring the tropical rain-forests of Central America in search of cures for many deadly diseases like AIDS and Cancer, before they are wiped out by deforestation. 2001. English, Spanish and Mayan with English subtitles. 20 minutes.
**Sipakapa is not for sale**

Montana Exploradora, subsidiary of the Canadian/US transnational company Glamis Gold, received 45 million US dollars in financing from the World Bank to exploit an open-pit gold mine in Sipakapa, Guatemala. In accordance with ILO Convention 169, a Community Consultation was held in this Maya region to establish whether the population would accept or reject mining exploitation in its territory. The result was a resounding "NO" to mining. Sipakapa Is Not For Sale analyses the debate on mining exploitation and demonstrates the dignity of the Sipakapan People as they fight to defend their autonomy in the face of encroaching neoliberal megaprojects. Copyright 2005. Spanish with English subtitles. 55 minutes.

**Spirits of the Jaguar Part B: Forests of the Maya**

B. Forests of the Maya. The temples of the Maya rise above the topical forest canopies of southern Mexico and Guatemala. The Maya began as simple farmers and became the most successful civilization of the Americas. They took inspiration from the trees and the jaguar and they studied the stars, and developed a writing system, architecture and calendars. And then they disappeared. The Spirits of the Jaguar series combines wildlife footage with dramatic recreations and computer simulations to bring the ancient world of the Aztecs, Maya and Taino civilizations to life. Nature/ Thirteen/ WNET. 1997. English. 60 minutes.

**Worlds Apart**

In Southern Belize, Pedro, a 23 year old Maya, with the help of Indigenous partners from Canada, is combining ancient wisdom with modern technology to help preserve the rainforest and the Maya's way of life. Roads, logging, lack of land rights and a devastating hurricane are just a few of the challenges Pedro must face in his battle to preserve the rainforest and its treasure trove of medicinal plants. In his efforts to protect and rejuvenate the rainforest, Pedro is learning both the ancient wisdom of traditional healers and modern techniques of satellite mapping. Maps like the ones Pedro is learning to make are being used by Maya leaders in negotiations with government for a co-management agreement that will give the Maya a say in how their ancestral lands will be developed. But, if the Maya and other Indigenous peoples of the world are going to win their struggle with development it will be up to young people like Pedro to create a sustainable balance between traditional and modern lifestyles. Directed by Steve Wolfson, Les Productions Rivard 2002. English. 48 minutes.

**LARC Books and Other Print Resources**

**Aztec Inca & Maya**

Eyewitness book comparing the three major pre-Columbian civilizations of Latin America. This book is filled with photographs of masks, pottery, tools, etc., as well as illustrations of buildings and rituals. Many topics are covered, and the detail level is geared towards elementary school students. English. 64 pages.

**The Maya: Activities and Crafts from a Mysterious Land**

Discover the Ancient Maya Culture with these fun games and activities. Make a Maya pyramid. Mix up a Chili chocolate drink. Create a macaw headdress. While reading this book you will have a great time exploring the cultural traditions of this innovative people as you learn to write in the Mayan language, make a mosaic jade mask in the likeness of one of the rulers, and test your skills as you play Maya games. This book is filled with activities and projects that will show you how the Maya people lived and played, as well as how they managed to create a civilization that lasted almost 4,000 years! You'll learn about the bravery of the Maya warriors as you construct a war shield. You'll discover how to read ancient Maya hieroglyphs and even create your own glyph rubbing, just like the scribes used to do! You'll get to
solve math problems by using Maya numbers and then come up with your own problems to try on your friends! Plus, you'll find lots of amazing Maya facts on topics ranging from history and government to foods and arts to science and architecture. So be prepared for lots of fun as you discover the ancient secrets of the Maya. Written by Arlette N. Braman. English.

Maya Designs
The Precolumbian civilizations had some masterly artists -- this coloring book contains their finest artwork. There are ballplayers, dancers, calendars, counting devices and a pantheon of gods to be colored. Ages 9-12. Copyright 1985 and 2008. 41 pages.

Mayeros*
About thirty miles from the ancient Mayan ruins of Uxmal is the small village of Teabo, where Armando and Gaspár live with their family today. They call themselves Mayeros: the people who speak the Mayan language. For four thousand years, Mayan people have lived in what is now Yucatán, Mexico. During the peak of their civilization (300-900 AD), they built great stone cities, developed an accurate calendar, knew the paths of the stars and planets, and recorded their history in hieroglyphic writings. But at some point, the great Mayan cities were mysteriously abandoned, and when the Spanish began to arrive in Yucatán in 1527, Mayan customs began to change. For more than five hundred years, the Maya have been adapting their traditions to those the Spanish introduced, and vice versa. Today Armando's and Gáspar's lives are a blend of ancient Mayan and modern Spanish traditions--a blend that keeps changing as the modern world comes more and more to Teabo. In this loving photodocumentary, George Ancona captures Armando, Gaspár, and their family as they are at this moment in their history. *This book is also available for download along with an accompanying curriculum unit through the “resources” section on the Stone Center website. See “curriculum units” section below for details.

Popul Vuh: A Sacred book of the Ancient Maya
In Guatemala in 1558, a young Mayan K’iche’ man, who had learned to write the K’iche’ language in Latin characters, transcribed the sacred book, the Popul Vuh. It is a written account of the creation of the universe, the gods, and demi-gods in that universe, and the story of how humans were created by them. Furthermore it traced the lineage of the Maya lords down to their imprisonment and torture by the Spanish invaders. A Spanish priest, Francisco Ximenez, found this document in his church in Chichicastenango in 1701 and translated it into Spanish. Thus the sacred book of the Maya has come down to us. This beautifully illustrated version of the Popul Vuh, retold by Victor Montejo, and illustrated by Luis Garay, allows today's young readers to discover one of the most ancient literary works of the Americas. English.

Stone Houses and Earth Lords: Maya Religion in the Cave Context
Cave archaeology in the New World, now a focus of intense research, was still a peripheral area of inquiry just fifteen years ago. Stone Houses and Earth Lords is the first volume dedicated exclusively to the use of caves in the Maya lowlands, covering primarily Classic Period archaeology from A.D. 100 through the Spaniards' arrival. Although the caves that riddled the lowlands show no sign of habitation, most contain evidence of human use, evidence that suggests that they functioned as ritual spaces. Demonstrating the importance of these subterranean spaces to Maya archaeology, contributors provide interpretations of archaeological remains that yield key insights into Maya ritual and cosmology. Compiling the best current scholarship in this fast-growing area of research, Stone Houses and Earth Lords is a vital reference for researchers and readers interested in Mayan archaeology, Mesoamerica, and the human use of caves. English. 392 pages.
Beyond the Book: Mayeros - A Yucatec Maya Family
The curriculum is based entirely on George Ancona's book, Mayeros: A Yucatec Maya Family. The thematic approach of the curriculum allows educators to introduce students in grades 4 through 6 to the characters in the book as well as to deeper concepts of culture, environment, history, and lifestyles. Each activity in the curriculum uses examples presented in the book as starting places for explorations of both modern Maya and the students' own cultures. The activities are multisensory, using photographs, actual artifacts, text, and manual projects that encourage students to become actively engaged in the learning process. The book, Mayeros: A Yucatec Maya Family, is also downloadable at <http://stonecenter.tulane.edu/articles/detail/350/Beyond-the-Book-Mayeros-A-Yucatec-Maya-Family> and <http://stonecenter.tulane.edu/articles/by_category/2/resources>.

MAYA - A SIMULATION OF MAYA CIVILIZATION DURING THE SEVENTH CENTURY
A simulation of Mayan civilization during the seventh century Students become Maya Indians in seventh century Latin America who are building one of history's fascinating early civilizations. Your students will: Join teams and recreate a confederation of six independently ruled city-states who, through diplomatic cooperation, have pooled their knowledge and traded their goods to establish a powerful empire. Establish team methods to exchange goods in order to meet their goals. Acquire certain goods in order to meet the minimum requirements for the sacrifices that are an integral part of Mayan culture. Receive team packets of partial information that, when completed, will form a complete book of knowledge about the Mayans. Learn the secret meanings of the Mayan number system, the complex Mayan calendar, and the principal Mayan deities and prophecies. Participate in daily team meetings to decide what to trade and to make sure everyone is on task. Hold an evaluation/debriefing on what they have learned about Mayan culture. Teacher Guide and 35 Student Guides. English. Teacher guide: 87 pages.

Maya Culture in the Classroom Materials
<http://stonecenter.tulane.edu/articles/detail/263/Maya-Culture-in-the-Classroom-Materials>

Maya for Travelers and Students
Designed for students who have basic knowledge of Spanish. This English-based instruction book, by Gary Bevington, is accompanied by a cassette tape recorded by a native speaker of Maya. University of Texas Press. 1995. English. 235 pages, 30 cassettes.

Introducing the Ancient Maya to the Classroom
This packet introduces students to the ancient Maya calendar system, writing, archaeology, ball game, trade, and more facts about ancient Maya civilization and the techniques modern scholars use to study it. Downloadable in sections or complete 30 page packet at <http://stonecenter.tulane.edu/articles/by_category/2/resources> and <http://stonecenter.tulane.edu/articles/detail/722/Introducing-the-Ancient-Maya-to-the-Classroom>.

Spirituality and Sacificial Sport: Inside the Mayan Ballgame
This packet was produced for a K-12 teacher workshop sponsored by the New Orleans Museum of Art, Audubon Zoo, and Tulane University's Stone Center for Latin American Studies which took place in 2002. The packet contains three sections. The first section includes an article entitled “The Mesoamerican Ballgame” by Jane Stevenson Day (1992); a list of selected introductory texts on the peoples and cultures of ancient Mesoamerica; a list of ballgame references and web links, sample selections from Latin American Resource Center (LARC) original publications including “Land of Diversity” Unit #3, “The
Americas before the Europeans” by Christopher L. von Nagy, Unit #4, “Contact and Conquest” by Linda Curcio-Nagy, and “La Tierra Mágica” Unit #2, “Los Dueños de la casa: Las civilizaciones indígenas de Latinoamérica by María de Paz Guerro; and information about the Latin American Resource Center’s Lending Library and its relevant materials. The second section contains information and several classroom activities focusing on the rain forest as well as the Maya. The third section is a teacher’s manual compiled by New Orleans Museum of Art containing an essay by E. Michael Wittington entitled, “The Sport of Life and Death: The Mesoamerican Ballgame,” summary of key terms and concepts relevant to the ballgame; a list of the cultures of Mesoamerica; a slide list; timeline; maps of Mesoamerica; a vocabulary list; curriculum objectives and suggested activities; and suggestions for further reading. English. Approximately 250 pages.

**Spoken Yucatec Maya**
This set consisting of an instruction book and tapes is a course designed to accompany a class for spoken Yucatec Maya. The course is designed for English-speaking learners. Duke University-University of North Carolina, Program in Latin American Studies. 1995. English. 400 pages, 8 cassettes.

**Yucatec Maya Verbs**
By Eleuterio Po’ot Yah, with a grammatical introduction by Victoria Bricker. Listing of verbs in Yucatec Maya with explanations for their use. 1981. English. 35 pages.

**LARC GAME**

**Egyptians Maya Minoans**
This well-designed reproducible book presents information and activities on three ancient civilizations. Offers over sixty individual and group activities to give students an understanding and appreciation of Egyptian, Mayan, and Minoan culture. Emphasizes writing skills. Junior high/high school. English. 112 pages.
SUGGESTED EXTERNAL RESOURCES

Caracol Archaeological Project
<http://www.caracol.org/>
This website for Cararol, a major Maya archaeological site in Belize, includes great resources for kids, including a story describing the life of 10 year-old Elyse, the daughter of archaeologists at the University of Central Florida in Orlando, who spends months every year living with her family to Belize during excavations and lab work at the jungle site.

Center for Latin American Studies, Vanderbilt University
<http://www.vanderbilt.edu/clas/>
This site provides links to several curricula and PowerPoint presentations on Latin America including several that focus on ancient Maya culture <http://www.vanderbilt.edu/clas/outreach/curriculum-resources/>

Foundation for the Advancement of Mesoamerican Studies, Inc. (FAMSI)
http://www.famsi.org/
This is an excellent website for the study of Mesoamerica. Includes information on the “end of the world” issue, interactive date conversion where you can type in a date and it will give you that date in the Maya calendar. Detail on Maya and other Mesoamerican archaeological sites. The site also has a teacher’s guide book as well as guides and coloring books on the Maya glyphs, Maya days, and Maya months.

Latin American Network Information Center (LANIC)
<http://lanic.utexas.edu/>
“The Latin American Network Information Center (LANIC) is affiliated with the Lozano Long Institute of Latin American Studies (LLILAS) at the University of Texas at Austin. LANIC has received funding from the Andrew W. Mellon Foundation, the Ford Foundation, and UT Austin’s College of Liberal Arts. LANIC is a key component of the International Information Systems, also based at UT Austin. LANIC’s mission is to facilitate access to Internet-based information to, from, or on Latin America. Our target audience includes people living in Latin America, as well as those around the world who have an interest in this region. While many of our resources are designed to facilitate research and academic endeavors, our site has also become an important gateway to Latin America for primary and secondary school teachers and students, private and public sector professionals, and just about anyone looking for information about this important region. … LANIC’s editorially reviewed directories contain over 10,000 unique URLs, one of the largest guides for Latin American content on the Internet.” - <http://lanic.utexas.edu/info/about/>

Maya Vase Database and A PreColumbian Portfolio
<http://www.mayavase.com/>
These are databases of Maya vase rollouts and photographs of Precolumbian artifacts by Justin Kerr. “The Maya Vase Database is an archive of rollout and still photographs of vases, plates and bowls, from the various cultures of Mesoamerica. The objects pictured are from archaeological sites, museums and collections throughout Mexico, Guatemala, Honduras, Belize, the United States, Canada and Europe. A PreColumbian Portfolio is a collection of artifacts and sites from the Ancient Americas.” - <http://www.mayavase.com/>

Mesoamerican Ballgame
<http://www.ballgame.org/>
Excellent interactive site on the Mesoamerican ballgame where can both watch and virtually play the game.
National Geographic Education (Beta): Mapping
<http://education.nationalgeographic.com/education/mapping/?ar_a=1>
This site includes access to customizable, printable, 1-page maps of continents, countries, and states; large-format printable maps of continents or the world for fun, engaging classroom activities; satellite imagery; MapMaker Interactive which allows display of population density, language diversity, climate zones, etc. of a given area; and several classroom activities focused on the making and reading of maps.

National Museum of the American Indian (NMAI)
<http://www.nmai.si.edu/>

Nova (PBS)
Cracking the Maya Code
<http://www.pbs.org/wgbh/nova/ancient/cracking-maya-code.html#>
While <www.pbs.org> has several great teaching resources about the Maya, this is one of our favorites. “The ancient Maya civilization of Central America left behind an intricate and mysterious hieroglyphic script, carved on monuments, painted on pottery, and drawn in handmade bark-paper books. For centuries, scholars considered it too complex ever to understand—until recently, when an ingenious series of breakthroughs finally cracked the code and unleashed a torrent of new insights into the Mayas’ turbulent past. For the first time, NOVA presents the epic inside story of how the decoding was done—traveling to the remote jungles of southern Mexico and Central America to investigate how the code was broken and what Maya writings now reveal.” - <http://www.pbs.org/wgbh/nova/ancient/cracking-maya-code.html#> The 52:40 minute film can be streamed through this website. Includes useful “teachers” tab which can be searched for other resources such as a classroom activity for students where they can determine their own birth date in the Maya Long Count calendar system.

Outreach World: A Resource for Teaching Kids about the World
<http://www.outreachworld.org/>
This is a fantastic collection of educational resources. You can simply search the term “Maya” and get access to a list of resources on the Maya with foci such as math, architecture, and linguistic diversity. You can also visit the “contacts” tab to see a list of past and present Title VI funded resource centers such as the Latin American Resource Center at Tulane University
<http://outreachworld.org/searchcontacts.asp>

San Diego Museum of Man
<http://www.museumofman.org/>
This site is a great educational resources, including “Anthropologist’s Journal: Maya Kings and Queens: Rituals and Responsibilities,” a packet of activities about the Maya found at
<http://www.museumofman.org/education/scavenger-hunt>

Society for American Archaeology (SAA)
<http://www.saa.org/>
The largest professional organization for archaeologists includes helpful resources for educators including classroom activities and recommendations for archaeological research opportunities for educators:
<http://www.saa.org/publicftp/PUBLIC/resources/foredu.html>

Teaching about the Maya
<http://digonsite.com/grownups/TchgMaya.html>
This site includes recommendations for print resources, websites, and links to both ethnographic and archaeological videos on the Maya that can be streamed in RealOne Player or Windows Media Player formats.
LOCAL PLACES TO VISIT

Art of the Americas collection
New Orleans Museum of Art
One Collins C. Diboll Circle, City Park, New Orleans, Louisiana 70124.
Telephone: (504) 658-4100
<http://noma.org/>

- About the Art of the Americas collection: “The New Orleans Museum of Art has developed a unique Arts of the Americas collection, surveying the cultural heritage of North, Central and South America. The Latin American collection ranges from the pre-Columbian period through the Spanish Colonial era and is especially rich in objects from the great Mayan culture of Mexico and Central America, and in painting and sculpture from Cuzco, the fabulous Spanish capital of Peru. The Native American collection includes works of art from the ancient Anasazi peoples to Indian artists and artisans still working today. NOMA’s collection of art from the United States provides a fascinating overview of the nation’s cultural history in paintings, decorative arts, and sculpture from the 18th century to the present day.”

- About Pre-Columbian Latin America art within Art of the Americas: “pre-Columbian” refers to the many cultures that existed in the Americas from Mexico to Peru before the Spanish conquest in 1521. Highlighting the cultures of West Mexico, the Maya region, and Central America, the Museum’s collection introduces the viewer to the splendour and diversity of pre-Columbian artistic expression. The varied environmental zones of Mesoamerica gave rise to numerous and diverse civilizations. Underlying this diversity, however, was a shared cultural co-tradition spread through trade and inter-colonization. Included in this common tradition were an accurate astronomical calendar, various religious and political concepts, and architectural and artistic trends. Ceramic and stone sculptures seem most frequent, but painting, fresco, textile and metallurgy were all highly refined. The various pre-Columbian cultures all created objects with ritual or funerary purpose.” - <http://noma.org/pages/detail/133/Art-of-the-Americas>

Jaguar Jungle
Audubon Zoo
6500 Magazine St., New Orleans, LA 70118.
Telephone: 800-774-7394
<http://www.auduboninstitute.org/>
“Visit elusive jaguars as they stalk their glass-fronted exhibit in Jaguar Jungle. Jaguars are the most sacred animals of Mayan lore, and at Audubon Zoo they reside in a misty Mayan rainforest known as Jaguar Jungle. Take a moment to learn about the environment, animals, people and cultures of the verdant jungles and rainforests of South America with our recreated ruins, a dig site where young archeologists can unearth treasures and amazing animals like the jaguars, spider monkeys, sloths, anteaters and toucans.” - <http://www.auduboninstitute.org/visit/zoo/fun-favorites/jaguar-jungle>

The Latin American Library
Tulane University
Howard-Tilton Memorial Library, 4th floor
7001 Freret St., New Orleans, LA 70118
Telephone: (504) 865-5681
<http://lal.tulane.edu/>
About the Latin American Library:
- **Mission:** The Latin American Library is a welcoming place of learning. Its primary mission is to be central in the processes of discovery and dissemination of knowledge at Tulane University by
responsibly collecting, preserving, and providing access to resources on Latin America and the Caribbean. As a global resource, the library facilitates the advancement of knowledge about the region by providing information and services to scholars and the general public beyond the Tulane campus.

- **Service Area:** The Latin American Library serves the faculty, students and outreach efforts of Tulane University’s Title VI National Resource Center, the Roger Thayer Stone Center for Latin American Studies, as well as Latin Americanist faculty and graduate students in academic departments across the university. In 2010-2011, there are 80 full-time, 25 affiliated, and 13 visiting Latinamericanist faculty. In 2008-2009, the last academic year for which statistics were compiled, there were 107 Latin Americanist graduate students (64%) compared to 59 non-Latin Americanists in the Departments of Spanish and Portuguese, Anthropology, Political Science, History, Art History, Ecology and Evolutionary Biology, and the Stone Center for Latin American Studies, graduate programs that are critical for developing new research about Latin America.

- **The Collection:** The Latin American Library, a unit of Tulane University's Howard-Tilton Memorial Library, is among the world's foremost collections of Latin American archaeology, anthropology, history, literature, literary criticism, cultural studies, linguistics, art, architecture, film, women's studies, economics and many other subject areas. The collection consists of more than 420,000 volumes, including over 500 current periodical subscriptions, and is one of the most comprehensive of its kind, including materials from the contact period to the present. It is one of only three stand-alone Latin American research collections in United States universities. The Latin American Library houses an impressive collection of rare printed materials, manuscripts, Latin American government publications, an image archive, and over 2,000 rubbings of Maya relief sculpture. Among many other unique holdings, the collection includes over 4,500 maps and broadsides, a large number of historic newspapers, original drawings by William Spratling and other silver designers from Taxco, Mexico, and substantial collections of printed ephemera. Most holdings are in English, Spanish or Portuguese although many other languages are also represented.

- **History:** Established in 1834 in a city with economic and cultural ties with the Caribbean, Tulane University has an historic orientation toward Latin America and the Caribbean. The Latin American Library reflects the university's long-term commitment to Latin American studies. The library was established in 1924 to support the Middle American Research Institute. A generous donation from Samuel Zemurray made possible the acquisition of a substantial portion of the William Gates Collection which formed the cornerstone of Tulane University's library. The initial focus was the archaeology, anthropology and history of Mesoamerica but after the collection was relocated to Howard-Tilton in the early 1960s, the scope was broadened to cover most subject disciplines and all of Latin America and the Caribbean. Today, the collection is one of the most comprehensive of its kind, including materials from the contact period to the present day. The Latin American Library provides a variety of services for Tulane University's Latinamericanist faculty and students, researchers from the New Orleans community, as well as from around the country and the world.
  - Research Help
  - Visits and Library Instruction Sessions
  - Duplication Services for Special Collection Materials
  - Faculty and Graduate Study Carrels
  - Dedicated Special Collections Reading Room
Middle American Research Institute (MARI)
Tulane University
Dinwiddie Hall, 3rd Floor
6823 St. Charles Ave., New Orleans, LA 70118
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<http://www.tulane.edu/~mari/>

About MARI: “Founded in 1924, the Middle American Research Institute (M.A.R.I.) at Tulane University has been supporting research in Middle America for over 85 years. The Institute also stewards an extensive collection of textiles and artifacts from not only Mexico and Central America, but also the US Southwest and South America. It also houses a large archive of letters, field notes, maps, and photographs from the scores of field projects it has sponsored. Furthermore, the Institute continues to support a variety of anthropological, archaeological, ethnohistorical, linguistic, and ethnographic research projects throughout Mexico and Central America.

Today, M.A.R.I.
- engages in ongoing anthropological debates through exhibitions, workshops, and symposia
- publishes new data through its prestigious monograph series
- allows faculty and students to consult its collections to enrich classes and research
- serves a wide public audience through outreach and educational programs” - <http://www.tulane.edu/~mari/aboutus.html>

CONFERENCES AND PROFESSIONAL ORGANIZATIONS

National Council for Geographic Education (NCGE)
<http://ncge.org/>
“The National Council for Geographic Education is a non-profit organization, chartered in 1915 to enhance the status and quality of geography teaching and learning. NCGE supports geography teaching at all levels—from kindergarten through university. Our members include both U.S. and International teachers, professors, students, businesses, and others who support geographic education. NCGE, now in our 96th year, continues to both promote and celebrate geographic teaching and learning. Our activities include conducting and gathering research, producing journals and other geography publications, developing curricular resources at the K-12 and University levels, providing professional development opportunities, and organizing an annual conference. If you are not yet a member, please consider joining NCGE and help make a difference in Geographic Education!”

National Council for the Social Studies (NCSS)
<http://www.ncss.org/>