



*Center for Latin
American Studies*

VANDERBILT UNIVERSITY

Virtual Mayan Language Institute: K'iche'

Beginner, Intermediate, Advanced (see individualized schedules)

Summer 2021 | ONLINE (Zoom link TBA)

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Program Overview

The virtual **Mayan Language Institute** is a 6-week online program to train students in K'iche' Maya, one of the most widely-spoken Mayan languages in contemporary Guatemala. It is overseen in partnership between the Stone Center for Latin American Studies at Tulane University and Kakaw Cultural, S.A., an affiliate of the Fundación Proyecto Lingüístico Francisco Marroquín in Antigua, Guatemala. The Center for Latin American Studies at Vanderbilt University serves as a program co-sponsor.

Participants may study K'iche' at the beginning, intermediate, or advanced level. Each one enrolls in one language course focused on grammar and vocabulary and one content course exploring the cultural roots of the language and enabling students to practice their skills in contextualized settings. All classes are taught through collaboration between U.S.-based faculty and native-speaking Guatemalan instructors. The program's notably low student to teacher ratio (a maximum of 4:1) provides constant opportunities for individualized learning and guided practice. Daily classes combine language immersion activities, lectures, one-on-one conversations, guest speakers and virtual excursions. The intensive nature of these classes, combined with students' daily interactions with native speakers, enables them to enhance their language skills rapidly while forming relationships with the Indigenous peoples who sustain them.

Courses

All students enroll in 2 courses for a total of 6 Tulane credits transferable to other institutions.

ANTH 6860: K'iche' Maya Culture (3 credits) AND

ANTH 6845: Beginning K'iche' Language (3 credits) OR

ANTH 6850: Intermediate K'iche' Language (3 credits) OR

ANTH 6855: Advanced K'iche' Language (3 credits)

Details ANTH 6860: K'iche' Maya Culture: This course seeks to equip students to utilize the language within the cultural context in which it developed. Through lectures, demonstrations,

virtual excursions, and interactive activities, students learn about the history of the Maya peoples, the development of Maya language and writing, the structures and norms of Maya societies, and the traditions, practices, and beliefs that shape Maya understandings of the world. Topics introduced range from the ancient glyphic writing system to contemporary *milpa* and weaving practices to the Maya day count and the surrounding rituals. Though the course incorporates occasional guest lectures delivered in Spanish or English, students dedicate the majority of class time to interactions with the Guatemalan instructors, who provide intimate firsthand knowledge into the experiences of Maya peoples. Students' performance is assessed according to participation, weekly written assignments, a final report, and a final presentation all in the target language. Through their final project (report and presentation), focused on some aspect of Maya culture or history, students connect their new language skills to some aspect of their own research interests.

Details on ANTH 6845/50/55 Language Class: Language sessions will be held every morning. Each section will have 2 lecture-style sessions (led by U.S.-based instructors), and 2 practice-style sessions (led by the instructors from Nahualá).

Course Overlap: Students should expect a great deal of overlap between the Language and Culture and Society courses. They will encounter discussions of Mayan practices, norms, cosmologies, etc. during the "language" sessions and will put their vocabulary and grammatical knowledge into practice during "Culture and Society" course sessions. Students should be prepared for and open to this fluidity.

Program Collaboration: K'iche' students will occasionally share an afternoon lecture or extracurricular activity with students enrolled in the virtual MLI: Kaqchikel program. They should make a note of joint meetings listed on their syllabi, as these may require an unusual Zoom link, a shift in the schedule, etc.

Pedagogy: The K'iche' program is enriched by the expertise of multiple instructors from both the U.S. and Guatemala. While they have coordinated closely in the course design, each instructor brings their own background and personal style to teaching. Class style and structure will vary depending on who is leading it. Additionally, instructors work hard to respond to individual interests and needs so that class topics may veer somewhat from those listed on the syllabi. Students who remain open and flexible will reap the most benefit from the course.

Course Goals and Key Learning Objectives

Goals: This program will enable students

- To communicate in K'iche' around topics that matter in the world of Nahuala.
- To understand fundamental grammatical structures of K'iche' and utilize them in written and spoken contexts
- To expand their personal lexicon of K'iche' vocabulary and utilize new words appropriately in a variety of contexts.
- To understand the connections between the K'iche' language and the cultural context in which it is spoken. The content presented during the cultural modules for each week (listed below) will be used to practice grammar skills and to learn how to apply those skills to a particular context.
- To employ appropriate courtesies when communicating with native K'iche' speakers.

Learning objectives: By the end of the course, students should be able to demonstrate the following skills

- Beginner
 - talk in simple phrases about topics like family, daily life, the life of the town, food, and preferences
 - initiate conversations through the use of greetings, or questions, or through polite requests or commands.
- Intermediate/Advanced
 - expand their grammar skills to include for example subjunctive or more complex verb structures like instrumentals, agent focus and others
 - read and translate K'iche' texts from different areas or time periods.
 - be creative in their language production; they do not to rely upon rehearsed phrases and are not restricted to familiar topics.

Course Requirements and Grades

The ANTH 6845/50/55 Language Courses and ANTH 6880 are graded as a single course. Grades for both will be calculated based on the categories listed below and students will receive the same final letter grade in both courses.

- **Participation (40%):** Students are required to attend classes every day and to participate actively in the class. Language instruction includes class work, one-on-one conversation with native speakers, or work in small groups.
- **Exams (30%):** 3 written exams administered roughly every 2 weeks, 10% each.
- **Oral Exam (20%):** 1 final oral exam administered during the final week of classes.
- **Presentation (10%):** Students select a topic of their choice and work together with a teacher to develop a 10 min presentation. Presentations in K'iche' of this project is required for advanced students; beginner students may present in Spanish (or English). Students will give their presentations during the last days of classes to fellow students and teachers. Students must also prepare a Malt'oxinik (thank you speech) held in K'iche' for the *clausura*, online end-of-course celebration.

NOTE: FLAS recipients will be required to do an additional FLAS interview with Mareike Sattler after the program concludes.

Grading Scale:

A = 92.5-100, A- = 89.5-92.4, B+ = 87.5-89.4, B = 82.5-87.4, B- = 79.5-82.4 C+ = 77.5-79.4, C = 72.5-77.4, C- = 69.5-72.4, D+ = 67.5-69.4, D = 62.5-67.4, D- = 59.5-62.4, F = 59.5 and below.

Program Schedule

Class Schedule: Classes meet daily Monday-Friday between June 14- July 23, 2021. Students engage in a total of 140 language contact hours.

All times are listed in Central Daylight Time; students in other time zones should make the proper accommodations to attend classes at appointed times.

Block 1: Language (3 hrs/day; 15 hrs/week; 90 hrs/6-week program)

9:30 – 10:15 am CDT: Session 1

10:15 – 10:30 am CDT: Break 1

10:30 am – 11:15 am CDT: Session 2

11:15 am – 11:30 am CDT: Break 2

11:30 am – 12:15 pm CDT: Session 3

12:15 – 12:30 pm CDT: Break 3

12:30 – 1:15 pm CDT: Session 4

1:15 – 2:30 pm CDT: LUNCH BREAK

Block 2: Culture and Society Courses (1.66 hrs/day; 8.33 hrs/week; 50 hrs/6-week program)

2:30 – 3:20 pm CDT: Session 1

3:20 – 3:35 pm CDT: Break 1

3:35 – 4:25 pm CDT: Session 2

Schedule Changes: The daily schedule and itinerary will be determined by the Academic Program Director in consultation with local instructors. In some cases, they may propose slight modifications in the schedule above to accommodate guest speakers, special events, etc. Any changes to the schedule above will be communicated during class discussions and ideally reaffirmed via email. If students have questions about or conflicts with a proposed change, they should feel free to reach out to the Academic Program Director, cc'ing the Program Manager.

Course Policies

General participation guidelines: Failure to adhere to these policies will result in a reduced participation grade.

- Log-in regularly to scheduled classes and required extracurricular activities with video enabled.
- Log-in to classes on time and prepared. This includes being fully dressed and sitting upright.
- Engage actively in class discussions and activities. Remain alert and attentive during lectures.
- Complete and submit all assignments fully and on time.
- Complete final course evaluation within 1 week of the Program End Date.
- Communicate promptly any illnesses or family emergencies that may prevent attendance, assignment submission, etc.
- Check email regularly for any updates or modifications to the course.

Tulane Student Codes: In addition to complying with Program requirements and expectations, students should heed all requirements and expectations set forth in the [Tulane Code of Student Conduct](#) and the [NTC Code of Academic Conduct](#) (undergraduate) or the [Unified Code of Graduate Student Academic Conduct](#).

Late Work: No late work will be excepted unless the student has made arrangements with the instructor prior to the due date.

Absence Policy: Students are permitted to miss a total of 3 class blocks (see schedule) *for any reason*. They must contact the Academic Program Director prior to their absence. 1 % will be deducted from the student's final grade for every absence exceeding the first 3.

Course Technology

Tulane has made a variety of resources available to support students' through the distance learning experience. Students are encouraged to consult the [Tulane Learn Anywhere Guide for Students](#) for information about the technologies that will be used throughout the course of the program, including most of those listed below.

Canvas (Learning Management System or LMS): This platform will be used for assignments and grading, communication, and resources. Students can log-in to their Canvas site through the Gibson portal. Those unfamiliar with the system are encouraged to explore the [Canvas Student Tour](#) prior to the program start date.

Google Drive: Students will likely not be required to purchase a textbook for the course, but rather will access a variety of resources in pdf format online. Because we collaborate closely with Guatemalan instructors who do not have Canvas access, instructors may make some of these materials available through Google Drive. In this case, they will provide students with links to appropriate drive(s).

Zoom: Most classes and extracurricular activities will be conducted synchronously via [Zoom](#). Links to these meetings will be posted under the "Zoom" tab on the appropriate Canvas sites and/or provided on course syllabi. Before attending the program, students will need to establish a Zoom account and download and install the Zoom app. Those who already have an account are welcome to use it. Those who do not should follow the [instructions](#) provided by Tulane IT to set up their account.

Prior to each day of classes, students should make sure that the video and audio on their computers are properly configured and functioning. Note that students are strongly discouraged from attending class via their phones unless absolutely necessary. Technical assistance is available from the [Tulane Service Desk](#) or through [Zoom Live Chat](#) (you must be logged-in to your account to use this feature).

Zoom Etiquette: During class sessions, students should enable their video and be seated upright in a quiet, low-distraction environment. Their microphones should remain muted unless they are called upon to speak. They should remain present (i.e. on-screen) and engaged throughout the duration of the class. If students are experiencing personal or technical issues that prevent them from meeting these expectations, they should communicate individually with their instructor per the contact instructions in Section 1.e.

Communication

Class Communication: Instructors and administrators will communicate with students through the Canvas Announcement (group messages) and Conversations (individual messages) features, as well as through regular email. Students should check their email periodically throughout the day: at least 3x/day during weekdays and 1x/day during weekends.

Canvas: All Canvas notifications will be available in the “Announcements” or “Communications” tab for the duration of the course. They will also be sent automatically to students’ Tulane email address. *Non-Tulane Students* who would like to receive these messages in their primary inboxes, can change their account settings. They should simply click on the Account icon in the global navigation menu on the left side of the Canvas interface, then in Settings click Add Contact Method on the right side of the screen.

Tulane Email: Students can log-in to their Tulane inboxes at <http://outlook.tulane.edu>. Log-in requires the entry of the full email address, including the @tulane.edu. Students should check this email address at least 2x/week even if they have arranged for Canvas notifications and direct emails to be sent to another address.

Student Resources and Accommodations

Useful websites:

Learn Anywhere Guide: <http://guide.tulane.edu/learn-anywhere/>

Gibson Portal: <http://gibson.tulane.edu>

Tulane Email: <http://outlook.tulane.edu>

Zoom: <http://zoom.tulane.edu>

Canvas: <http://tulane.instructure.com>

Tulane IT: <http://it.tulane.edu>

Stone Center: <http://stonecenter.tulane.edu>

Program Website: <https://stonecenter.tulane.edu/pages/detail/320/Mayan-Language-Institute-in-Guatemala>

Tulane Study Abroad portal: <https://studyabroad.tulane.edu/>

ADA/Accessibility statement: Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **Goldman Center contact information:** goldman@tulane.edu; (504) 862-8433; accessibility.tulane.edu.

Religious accommodation policy: Per Tulane’s religious accommodation policy, I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any course work required during the period of absence. Students should notify me within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or on the day of the final exam.

Title IX: Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at <http://allin.tulane.edu>. Any

and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained on the [Title IX website](#). Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You *do not* need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at <http://tulane.edu/concerns>.

Confidential	Private
Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.	Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu

Modules

For daily topics, readings, and activities, see the level-specific schedules distributed prior to the program start-date.

Week 1: Guatemala now and then

Week 2: le qatinamit/our town

Week 3: le ab'ix/ agriculture

Week 4: le taq chak/ crafts and other activities around Nahuala

Week 5: le cholb'al q'ij/ calendar and daykeeping

Week 6: preparation for final exams and student presentation