

**Soc 350 Globalizing Solidarity: Fair Trade, Social Justice, and Human Rights-  
Chiapas, Mexico**

Fall, 2004

Katherine O'Donnell  
Sociology  
431-4894  
Arnold 231  
O\_donnellk@hartwick.edu

The effects of globalization are being contested and discussed North and South. We enter this dialogue and begin by examining our own US policies regarding immigration, racial segregation, racial stereotyping, economic inequality, labor conditions, and human rights. The course also acquaints students with the cultural traditions of the Mayan people including their cosmology as revealed in language, art, and architecture, issues of contact during Spanish colonization, and contemporary political, economic, and social issues for the region of Chiapas, Mexico.

Principal Texts

Collier, G. **Basta! Land and the Zapatista Revolution.**  
Red de Solidaridad de la Maquila-Stop Sweatshops Action/education kit  
Nash, June **Mayan Visions**  
EPICA -**Globalization of Hope**  
American Friends Service- **The Maquiladora Reader-Cross Border Organizing since Nafta(AFSC)**  
Grimes, K. **Artisans and Cooperatives- Developing Alternative Trade for the Global Economy**  
Casey, Maureen **Border Witness: Youth Confront NAFTA**

Selected chapters from:

O'Donnell Poco a Poco-Women Weaving Social Justice  
La Otra Palabra.  
Emerson, R. Writing Ethnographic Fieldnotes(for J term folks)  
deLanda,D. Yucatan Before and After the Conquest.(on reserve in Library)  
de Las Casas,B. The Destruction of the Indies.(handout )  
Fernandez-Kelly, P. For I and My People We Are Sold

Articles including:

Nash,J. "Fiesta of the Word: The Mayan Roots of the Zapatista Rebellion"  
\_\_\_\_\_. "Return to Porfirismo"  
Madre, "What's So Liberal about Neoliberalism?"  
Salzinger, " Manufacturing Sexual Subjects: Harassment, Desire, and Discipline on a Maquiladora Shopfloor"

## Course Overview

We begin the term looking at the U.S. border with Mexico, and investigate the impact of NAFTA and US immigration policies as manifested in border towns or colonias and labor and economic investment strategies as evidenced in sweatshops and factories called maquilas. We then turn to contemporary issues in Chiapas, Mexico, and place these current events in colonial and Mayan cultural contexts. The locating of past in the present continues when we examine the war in Guatemala and the subsequent outpouring of refugees into Mexico. Next, we examine gender, ethnicity, class, and global political economic interests as they intersect in Chiapas in the Mayan village context, as well as on the border of North and South.

In order to deal more effectively with group process, throughout the semester, we will participate in group activities, leadership training and development, and and cook together. We will also be working in the Oneonta community on fundraising campaigns for the Chiapas Solidarity Committee, health and human rights work with K'inol Antzetik, Fair Trade marketing of Jolom Mayaetik textiles, and local social justice, women and children's advocacy.

In addition to classroom work, students are expected to attend relevant on- campus and off- campus symposia and lectures. The first conference of interest is scheduled for October 14-15 in Albany, N.Y.

## Evaluation

1. **Making Connections paper- 5pp. on Artisans, Fair vs.Free Trade and Neoliberalism 15%**
  2. de las Casas with link to the movie, "The Mission"5 pp paper **Neocolonialism- Neoliberalism 15%**
  3. Paper 5pp on **Basta** and related readings 15%
  4. Paper and internet research on World Bank, IMF, Human Rights, Neoliberalism, immigration and Maquilas **Mayan Visions and Globalization of Hope. 15%**
  5. Class participation **10%**
  6. Community action/human rights/health project with Kinal Antzetik or work on Fair Trade in conjunction with Jolom Mayaetik, Mayan women's weaving cooperative.
- In class final oral presentation and written task force research report. 30%**

## Course Schedule

### Global Capital Pimping Third World Women

Sept 4           Where Did you Get Those Shoes? Exercise  
Introduction to the course Sharing expectations and goals  
Assignment: Internet Research on Labor, Border issues  
video "Zoned for Slavery"

Readings- Fernandez Kelly **For I and My People Chap 1; Nafta readings in AFSC book Section 1 and 2 plus pp. 99-110**

Review Maquila Organizing packet

Madre "What's So Liberal about Neoliberalism?"

EPICA pp.67-70, 71-76,179-191

Exercise analysis discussion: Are most of the clothes made locally or imported?

Handmade or factory?

Would this list be different 5, 10, 30 years ago? Why?

Why these countries?

Why would clothing companies manufacture their products in other countries?

Was this made by a woman or a man?

Do you know of the working conditions of the people who made our clothes? Unions? How is this part of globalization process? (See economic terms like globalization, transnational corporations, export processing zones in packet)

Do we have a responsibility as consumers to the human rights of workers who make the products we buy? Can consumers influence economic factors? If so, how?

Sept 11-18

**Economic inequality, labor conditions, health**

Decision on community action project/site Develop community based work-migrant tutorial, labor justice groups, anti sweatshop, environmental groups, Fair Trade organizing, human rights

"Child Labor in Mexico" video

"The Trouble with Prosperity"

Discuss website research

Faculty discuss their research and activist work

Readings: EPICA pp. 77-82; AFSC Section 2

Fernandez Kelly Chap 2-9

Salzinger article(handout)

*{For students going to Chiapas*

*Discuss ethics and the politics of participation.*

*Articles on ethics and fieldwork*

*O'Donnell slides*

*Handouts on Field Observation and Fieldnotes*

*Assignment: Eat at The Lord's Table, Episcopalian Church, and afterwards, write up your observations.*

*Include in your notes, descriptions of people, the event, drawings, maps, and patterns of interaction, language, and your place at the meal. Facility is located on Elm Street.}*

Global Dating Game Exercise

- Sept 25 Video: "Women on the Global Assembly Line"  
 Discuss Fernandez-Kelly  
 Readings: Popul Vuh selections  
 Excerpt from de las Casas "Devastation of the Indies" and  
 "Columbus Encounter"(article)and I Rigoberta
- OCT 2 Discuss Popul Vuh, de Las Casas,  
**Paper 1** on Maquiladoras/Neoliberalism/globalization of Hope **due Oct 2**
- Oct 2 Discuss readings  
 Popul Vuh, Mayan Cosmology  
 Video: "Mayan Lords of the Jungle"  
 Readings: The Other Word/La Otra Palabra-selections
- Oct 9 Spanish Invasion  
 Video:"The Mission"  
 Discuss The Other Word readings  
 Readings: **Basta**  
 Madre "What Chiapas Means to the U.S." AFSC section 3  
 Nash article "Return to Porforismo"  
 Choose: Wollock "Globalizing Corn" OR  
 Harvey "The Implications of Ejido Reform" or Howard and Homer-Dixon  
 "Environmental Scarcity and Violent Conflict- The Case of Chiapas, Mx."  
 or Eber article on globalization and Chiapas or O'Donnell "Davida y  
 Goliath: Rosalinda Meets the World Bank"
- Oct 14-15 Labor Religion Coalition Conference
- Oct 16 Economic Inequality, labor, health  
 Video: "No a la Privatizacion"  
 Discuss Basta and other articles  
 Readings:selected articles from Z magazine, NACLA Reports, CIEPAC  
 report on militarization and drug war  
 O'Donnell "Pimping Maria from Puebla to Panama"  
**Paper on de las Casas Colonialism-Neocolonialism-Neoliberalism"**  
**due Oct 23**
- Oct 20-3 BREAK
- Oct 29 Warfare, Genocide, Economic Violations  
 Conflict, and human rights  
 War on Drugs -Video "Arms for the Poor"  
 "If the Mango Tree Could Speak-The Effects of War on Children-  
 Guatemala and El Salvador"  
 Video: "America's School of Assassins"  
 Discuss Readings  
 Readings - EPICA pp 13-36, sections I,III, IV,V,VIII pp 199-210 plus

## Epilogue

( for more in depth work read Stephen- Women's Movements in Latin America selected articles.

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### Resistance

Nov 6 Human Rights-Indigenous, Women's, National, International  
Reading: Nash" Fiesta of the Word "  
Readings: Marcos  
AFSC section 6, 5, plus pp. 111-116  
O'Donnell "Poco a Poco- Women Weaving Social Justice" or K'inah Antzetik "Walking in Women's Land"  
Video: "Mujeres Adelante"  
**Paper** on Basta **due NOV 6**

### Gringostroika

**(from Gomez Pena-"a continental grassroots movement that advocates the complete economic and cultural reform of U.S. anarcho-capitalism")**

Nov 13 Solidarity  
video "A New Dawn-the Zapatista Rebellion"  
Reading: Grimes Intro, 2 ,4,6  
O'Donnell, " North South Solidarity: Mayan Women's Rights in Global Context"

Nov 20 Discuss Grimes  
Readings Grimes, **Artisans and Cooperatives** 7,8,Postscript  
Video " The Strength of the Indigenous People of Mut Vitz-Producing Fair Trade Organic Coffee in the Highlands of Chiapas"

Nov 27 John Ross Author of "Roots of Rebellion in Chiapas, Mexico"

Dec 4 Discuss Grimes Artisans and Coops  
Video:"Maya Women's Weaving"  
Readings: Gomez -Pena TBA Guillermo Gomez Pena- The New World Border  
"Midnight Express"(for Chiapas students)  
Poetry reading/performance of play or performance art  
Fiesta  
**Paper 4** Artisans-Coops Paper **Due Dec 10**

Final(TBA) oral presentation to discuss community work/ community written research-action report. **Final Written and Oral Report Due in class**

Final Project Grade Criteria Soc 335

- A Work** Written Report -well organized, well written, contains all components as specified on Handout 1.  
7 outside texts, 15 outside articles. These may include academic articles from websites. You may refer to articles you have used in previous papers.
- Oral Report- organized, theoretically informed by outside and class readings which are used to interpret and analyze your field experiences
- Creativity- innovative presentation and conception of appropriate community work
- Action- group has undertaken and completed community organizing or informational work relevant to topic
- Integration- individual work, oral and written is related to theoretical concepts
- Connections-to class work on Mexico, to community, to yourselves, between and across issues
- B Work** underdeveloped theoretical framework reflected in written and oral work. Key literature and interconnections are missing.
- C Work** Underdeveloped theory  
Work lacks integration, synthesis  
Connections to coursework, interconnections with other issues left implicit or are unexamined
- D Work** Underdeveloped theory(class and outside readings)  
Unorganized oral, written presentation  
Community work is sparse and does not have internal continuity; inadequate account of community based work
- F Work** Inadequate community work  
Failure to site sources or irregularities in citation or quotes  
Complete lack of outside sources  
Inattention to course readings  
Unequal division of labor in group project's write-up; claiming other students' work as yours.

**Sociology 350 Crossing Borders-Dialogues on Social Justice  
North and South-Chiapas, Mexico  
January Term 2005**

Professor Katherine O'Donnell  
Professor and Chair, Sociology  
Faculty, Women's Studies and Latin American and Caribbean Studies  
Hartwick College  
431-4894  
Arnold 31  
O\_donnellk@hartwick.edu

We begin our course in San Cristobal where we attend meetings and talks with indigenous leaders, anthropologists, linguists, political economists, lawyers, and human rights activists. Our work in San Cristobal de las Casas is in conjunction with the human rights NGO, K'in al Antzetik and its sister organization, the Mayan women's weaving cooperative, Jolom Mayaetik. These two organizations will be sponsors of our delegation's visits to local villages, community organizations working on educational,

health, and literacy initiatives, and with the cooperative, Jolom Mayaetik. While in residence in San Cristobal, members of our group may utilize local research libraries and independently study Tzotzil and backstrap loom weaving if desired. The program is conducted in Spanish with translation available. Work in conjunction with Jolom Mayaetik cooperative and the clinic in Tumbala will be part of the course.

During the term, we will also travel with art historians and archeologists to the key Mayan archeological site of Palenque. Throughout the term, we will be working and traveling as a delegation in conjunction with Kinal Antzetik. We will be housed at a local Posada.

### **January Evaluation**

1.Site expert project- topic chosen in the fall, research completed over vacation. Students going to Chiapas, will choose from a list of key sites, events, or cultural practices and prepare one for presentation on-site in Mexico. Oral report done in January, graded 10%

2.Fieldnotes- Using methodologies outlined in Emerson et al, students will write observations and *analyses and connect with relevant class texts*. Due throughout Jan term- graded 20%

3.Research Paper- 15 pp properly- referenced, develops a topic related to January work in Mexico. Incorporates assigned readings as well as outside research materials and formal references. 30%- due after January break.

4.Participation- 20% *informed*, class discussion. This includes attendance at class meetings, films, and lectures.

5. Paper on Nash, June 2001. Mayan Visions-The Quest for Autonomy in an Age of Globalization or O'Donnell, Katherine (manuscript) Poco a Poco-Women Weaving Social Justice 5pp. 20% due in Chiapas

### **Preliminary Itinerary**

Jan 4	Depart Newark
Jan5-24	San Cristobal, Chiapas, Mexico
Jan 20	Festival at Chamula and Zinacantan
Jan 24	Depart Mexico City Late arrival to Newark