

OAXACA

An Introduction to Latin America through the Study of
Development, Culture, and Social Change in Mexico

Fall 2014 Semester Program



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SEMBRANDO EL CAMBIO

Spill

Program Information and Orientation Materials
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PLU Semester Program in Oaxaca

ACKNOWLEDGEMENTS

The compiler wishes to acknowledge the work of several individuals whose research and writing have been incorporated into this handbook. Dr. John Lear (University of Puget Sound) wrote the sections on Oaxacan geography and history. Kristin Labs, former International Internship Coordinator at Pacific Lutheran University, wrote the section on internship advice and guidelines. Neal Sobania, former Executive Director of the Wang Center and PLU Professor of History, has also been involved in the handbook's revisions. The text also incorporates extensive sections of advice from the Instituto Cultural Oaxaca's informational brochure. Some of the tables and maps, finally, have been borrowed from Bruce Whipperman's Moon Handbooks: Oaxaca, 2nd Ed. (Avalon Travel, 2001). The updated 5th Edition of The Moon Handbooks: Oaxaca, 5th Ed. (Avalon Travel, 2008) is highly recommended as a guidebook to those participating in the Fall 2014 PLU Semester Program in Oaxaca.

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OVERVIEW AND OBJECTIVES OF SEMESTER PROGRAM

The PLU/UPS semester program explores the intersection of development, culture, and social change through the lens of the dynamic and evolving context of contemporary Mexico. Located in the southwestern Mexican state of Oaxaca--declared "Humanity's Cultural Patrimony" by the United Nations given the presence of roughly sixteen linguistically and culturally isolated indigenous communities--the program explores and affirms the rich diversity of contemporary Mexican society and culture. It engages the issues that challenge the country's continued growth and establishes a foundation to understand the history of U.S./ Mexico relations, and the Mexican experience in the United States. Ultimately, the program strives to build knowledge and understanding of one of the U.S.'s closest yet least understood neighbors.

The program is interdisciplinary and while academically rigorous, it has a strong experiential component through its offering of a short-term internship opportunity and its extensive group study tours. While the program is envisioned as a highly integrated educational experience, considerable responsibility is placed on the student to seek and make connections across its various components. In addition to offering students the opportunity of immersion in the Spanish language, it is structured around four main components: academic coursework, the home-stay, co-curricular programming, and an optional credit-bearing internship. Students will be expected to complete the equivalent of sixteen credits, or the equivalent of four courses, abroad. Co-curricular programs (including weekend excursions and weekly *charlas*) and internships will be designed to support and inform the program's program objectives, which are as follows:

- to develop a broader, deeper and more complex understanding of Mexican history, development, society and culture through an inter-disciplinary understanding of Ancient, Modern, and Contemporary Mexico;
- to broaden student's knowledge of approaches to, and strategies for, social change, and the value placed on these processes by diverse groups in Mexico, generally, and in the Oaxaca region, specifically;
- to increase understanding of U.S. Mexico relations generally, and of Mexican immigration to--and the *hispanization* of--the United States more specifically;
- to reach advanced, advanced plus or superior proficiency in Spanish. Students may even meet ACTFL Interagency Guidelines for Full Professional Proficiency ("*Able to use the language fluently and accurately on all levels normally pertinent to professional need*") or Native or Bilingual Proficiency ("*Speaking proficiency equivalent to that of an educated native speaker*");
- to develop the ability to integrate academic knowledge and intercultural skills in a highly participatory research or pre-professional experience enabling students to determine his/her ability to put ideas into practice and live/learn/work in a global context.

The program is designed for undergraduate students from PLU and UPS, as well as other qualified students from accredited institutions who have completed at least five semesters of Spanish at the college level (with exceptions made for highly recommended students with only four semesters) and who, in addition to the pursuit of intensive language study, have interests in the following fields of study: Latin American and/or Mexican history, politics, economics, literature, and anthropology; Environmental Studies, Global Studies, Women's Studies, Latino Studies, International Relations, International Business, cross-cultural education, literacy, international law, public policy and administration in the context of the program's learning objectives.

STUDENT ACADEMIC RESPONSIBILITIES

There are three keys to academic, professional and personal success in the PLU/UPS Fall Semester Program.

- The first is to that you take ownership of your learning process. For example, this is an interdisciplinary program focused on complex issues facing the Oaxaca region. The program does not provide the answers to these issues. It is up to you to come up with questions and pursue disciplinary appropriate avenues to address them. Another important example may relate to your desire to improve your Spanish. You will need to accept that carrying out this desire is, for the most part, your responsibility! No amount of prodding by a site-director or our Oaxaca staff can force our students to speak Spanish. You must make the commitment to do so and, in this way, live out your commitment and support one of our program's central goals.
- Second, the program is designed to offer you an exceptional array of learning opportunities both inside and outside of the classroom. These have been carefully designed, researched, and implemented by the Program Directors at PLU and UPS in collaboration with the Site-Director and our Oaxaca partners. These experiences will be, on the whole, very different from what might be familiar to you. Rather than make judgments about what is different, try to understand and work within the framework of this difference. If you don't understand why things are being done a certain way, don't jump to conclusions. Just ask, humbly, "Why this way?" The ability to do this is the first hallmark of someone with strong inter-cultural skills. There is an age-old saying, "Where there is judgment, there can be no understanding." A good example of how this saying plays out in practice is in the classroom. In Mexico, the professor is still perceived as the authority and the students are expected to act accordingly. You can resist this and wish that you were on your home campus where student-centered learning is the norm, or you can try to understand the history of higher education in Mexico and cultural norms in academic institutions and organizations. Embracing openness and flexibility as an intention (no one is perfect all of the time!) will increase the likelihood that you will benefit the most from, and ultimately appreciate, the depth, breadth, and value of this experience.
- Finally, while the Oaxaca Program has a well-deserved reputation as an academically rigorous program, we continue to strive to balance the academic component with opportunities for students to be present to the extraordinary richness, diversity, and complexity the Oaxaca region offers. To embrace the experience fully, it is wise to expect an academic experience with experiential opportunities that will challenge and stretch you. Embrace the opportunity and do not hesitate to seek out appropriate advice, guidance and support from your home-stay families, Site-Director, the friendly and well-informed ICO staff, other program participants, new friendships, and the program faculty to better understand what you are experiencing and seeing on a daily basis.

THE CITY OF OAXACA AND ITS ENVIRONS

The State of Oaxaca is located in the Southwestern region of Mexico. It borders on the North with Veracruz and Puebla, Chiapas on the East, Guerrero on the West and the Pacific Ocean on the South. The capital city of Oaxaca (population over 450,000) is located six hours by bus from Mexico City in the Oaxaca valley. It has a sub-tropical climate, and is surrounded by peaks ranging as high as 10,000 feet. Four hours to the south of Oaxaca is the state's second

largest city, Juchitán, known for its Zapotec culture. Oaxaca's beaches on the Pacific coast are about eight hours away by bus or car.

Oaxaca's greatest cultural asset is its people. It was a crucible for two classic pre-Hispanic civilizations, the Zapotecs and Mixtecs, and currently is the most diverse state in Mexico, populated by seventeen ethnic groups, many of whom migrate regularly to the agricultural valleys of California and the State of Washington. Oaxaca is biologically diverse as well across its valleys, mountains and coastal areas, though this diversity is subject to the challenges of poverty and competition for resources.

The magnificence of Oaxaca's historical monuments can be experienced in the original colonial central plaza and cathedral. It extends out to a variety of smaller plazas, pedestrian cobblestone streets, churches, convents and museums. Particularly notable among the colonial architecture is the Church of Santo Domingo and the adjoining museum of Oaxaca history housed in a former monastery. Much of the city has maintained its traditional colonial architecture in part due to limited development and in part due to a deliberate attempt to maintain the city's tourist appeal.

In the immediate valley surrounding the city of Oaxaca are two major archeological sites, Monte Albán and Mitla, and many smaller sites of important archeological significance. Surrounding indigenous villages sustain themselves through traditional agriculture and several are known and visited for their specialized crafts, such as weaving, pottery, and woodcarving. Further to the north is the Mixteca valley, marked by its huge colonial churches and partially constructed newer dwellings reflecting the pattern of remittances (*remesas*) to and from the United States. Further to the southwest is the Juarez valley, known for the cultural richness and cohesiveness of its ethnic communities.

The city and state of Oaxaca are also home to a variety of non-violent social movements, such as the "Democratic Teacher's Movement," that have played important roles in encouraging Mexico's democratic transition. At the same time, Oaxaca has not experienced the violence and continuous conflict as did neighboring Chiapas in 1994 or the current situations of violence in the Northern border area. Indeed, the capital is known as a safe and manageable city.

Oaxaca, finally and most importantly, has for many decades been considered one of the most important intellectual and artistic centers in Mexico. It is home to two of the country's most famous leaders: the first president and author of the Mexican constitution, Benito Juárez, and the dictator and author of Mexico's early industrialization, Porfirio Díaz. It is the birthplace of Rufino Tamayo, the acclaimed Mexican surrealist painter, and of Francisco Toledo, the internationally renowned painter/printer and arguably Oaxaca's most influential patron of the arts. In sum, Oaxaca was and is a mecca for artists and intellectuals from all over the world. Some of these include Diego Rivera, Frida Khalo, D.H. Lawrence, David Byrne and Oliver Sacks.

The diversity and organization of the indigenous communities in Oaxaca, finally, give the state and the city a unique character that some have come to view as the "essence" of "Mexicanness" or as the locus of the "authentic" Mexico. This characterization of Oaxaca is problematic. It is true, however, that because this prevailing view exists, many artists, intellectuals, activists, and others have been attracted to the city and have stayed, making it a very important intellectual center in Mexico. The city has an extraordinary number of outstanding museums, research institutes, art galleries, libraries, etc. The attractiveness of the location has also drawn foreign researchers to the region adding to the mix and contributing to Oaxaca's thriving and dynamic intellectual and cultural community.

There is another dimension of Oaxacan reality, however, that cannot go unmentioned in a program focused on development, culture, and social change. While Oaxaca boasts a rich history and magnificent monuments that draw national and international scholars, artists, and tourism, the state lags behind the rest of Mexico in some key economic areas. Bruce Whippman, author of Moon Handbooks: Oaxaca characterizes the situation as follows:

.... The latest national census figures indicate that average daily earnings per active worker stood at about US\$4.60 for Oaxacans and about US\$8.10 for Mexicans in general. Although these figures are derived from the latest (1990) census figures, severe inflation during the recession of 1995 probably has held earnings constant at best since 1990. Such numbers demonstrate the difficult reality confronting the poorest Oaxacan families. When asked by 1990 census takers to categorize their incomes, one in four Oaxacan active wage earners said they received no income. The next higher category, about 14 percent—one in seven—reported income of between zero and the equivalent of about US\$1.00 a day. (43)

..... At the human level, the typical Oaxacan lives on a farm and is poor, even by Mexican standards. The typically six family members, dad José, 36, Mom María, 31, three kids, 2, 6, and 11, and grandma, 56, earn next to no cash income and must subsist on what they can produce and gather. (43)

..... Like José, many thousands of Oaxacan farmers must struggle to better their lot. The government is generally sympathetic to their efforts and recognizes that Oaxaca, with its plentiful sun and adequate (but sharply seasonal) rainfall, is a potential trove of grain, fruit, fiber, meat, and fish for the rest of the country and maybe even for export. But the problems are manifold. Although Oaxaca has expanses of rich land, especially in the Isthmus, the Papaloapan, and the central valley, about a fifth of Oaxaca's land is useless because of the severe erosion. Another third is partly so. (45)

..... One route to a better life for many Oaxacans has been to get out. Census figures indicate that about 40 percent of people born in Oaxaca are living and working in other parts of Mexico, the United States, or Canada. While Oaxacan people don't want to leave home, the lack of local jobs forces them to. (46)

..... Although emigration has slowed Oaxaca's population growth in general, Oaxaca City is an exception. Country people seeking a better life started arriving in Oaxaca City in the 1940s when the population was about 40,000, and they're still coming. Present trends project Oaxaca City's population as 350,000 at the beginning of the 21st century. All the new neighbors make life more crowded for the average Oaxaca City family—parents with two or three children—who typically must manage on about US\$10.00 a day. The survival mode for many such families has been enterprise. (46)

Over the course of the semester, participants will learn more about these challenging dimensions of Oaxacan society. Through coursework and participation in internships, we will also examine how the Oaxacan community has organized and responded to some of its most intractable social and economic problems.

From Whipperman, Bruce. Moon Handbooks: Oaxaca. 2nd Ed. Avalon Travel, 2001, 43, .

THE ACADEMIC PROGRAM

The PLU Fall Semester Program in Oaxaca is hosted by the Instituto Cultural Oaxaca (henceforth referred to as ICO), a highly regarded Oaxacan institution that specializes in the teaching of Spanish language and has an established record of success in hosting U.S. university semester programs such as the ones offered by the University of Pennsylvania, the University of Washington, and the University of Wisconsin. Centrally located approximately fifteen minute-walk from the zócalo, the ICO is housed in the spacious and well-equipped colonial estate formerly the family home of the Topete family.

At the ICO, students will be expected to complete twelve to seventeen credits, or the equivalent of three to four full-credit courses plus the optional one-credit PHED 224 class focusing on Salsa. Two of these courses--Intensive Spanish (*Intensivo*) and Mexican History (HIST 377) or Oaxacan Society (SOCI 387) or Anthropology (ANTH 387)—normally will be required. The remaining two can be selected from a course in Latin American literature, a course in Oaxacan arts (ARTD 387), and/or the internship option. Because the PLU Fall Semester Program is a Spanish language immersion program, all courses are taught in Spanish. Students applying to the program must have completed at least four semesters, preferably five, of college-level Spanish or the equivalent. Course descriptions are as follows:

ANTH 387: Anthropology of the Isthmus of Tehuantepec. Historical and comparative study of the diverse cultures of the Isthmus of Tehuantepec (Veracruz, Tabasco, Chiapas, Oaxaca), Mexico, with a special emphasis on regional history, ethnic politics, geography, religious practices (including curing practices), art and music in the context of economic development. Involves fieldtrips and fieldwork. (4) (Hernández)

ARTD 387: The Arts of Oaxaca. This special topics course explores the rich artistic and folk art traditions in the state of Oaxaca with a special emphasis on the postcolonial development and current trends in textiles, ceramics, sculpture and painting. Course includes required fieldtrips including the International Textile Museum in Oaxaca. (4) Aquino

HISP 302/402: Intensive Spanish in Oaxaca, Mexico. An intensive Spanish course designed for students who have advanced intermediate or advanced language competency (equivalent to Spanish 301 and Spanish 401 respectively). Course involves three-hours of class a day for Month I of the program and one hour of class daily for the remaining eight weeks of class. (4) (equivalent to Spanish 301 or 401 at PLU; level determined by placement). ICO Staff

HISP 402: Spanish in Oaxaca, Mexico. A non-intensive Spanish course designed for students who have advanced intermediate or advanced language competency (equivalent to Spanish 301 and Spanish 401 respectively). Course involves three-hours of class a week for Month II and III of the program. (4) (equivalent to Spanish 301 or 401 at PLU; level determined by placement).

HISP 433: Special Topics in Latin American Literature and Culture. This course offers an opportunity to pursue an in-depth study of a specific aspect or topic in Latin American literature and culture, such as Latin American literature, women writers, Latino narrative, or Latin American film and literature. May be repeated for credit with different topic. Prerequisite: 325 or permission from HISP Program. (4) (course will focus on Mexican literature and the visual arts); Taught by Site Director

HIST 377: History of Mexico. The political, economic, social and cultural changes that have taken place in Mexico from 1350 to the present. (4) Ruiz-Cervantes and Traffano.

PHED 224: Directed Sports Participation: Introduction to Salsa. An introduction to the basic rhythms and techniques of salsa. (1)

SOCI 377: Oaxacan Society. This is a three-part sociological examination of Oaxacan institutions and society. The course begins with the study of the family, gender roles and sexuality. It continues with an in-depth analysis of the complex system of the “Law of Traditions and Customs” that yields a political, social and cultural organization that it is unique to the Oaxacan context and in which the intersection of gender and ethnicity has unique implications. The course concludes with a critical examination of social problems in contemporary Oaxaca and an evaluation of approaches to them. (4) Williamson Azuela

COOP 477: International Work Experience. A supervised educational experience (**which in Oaxaca constitutes a weekly two-hour seminar**) in another country. This course requires completion of the Internship Supplemental Application, completion of a clearance checklist (see appropriate section in this handbook), and an approved plan of reporting in consultation with a faculty advisor, if applicable. (4-8) *(with prior consent, course could be cross-listed for independent study credit in the students’ major field, e.g. BIO, ENVT, POLS, WMGS, etc)* (Williamson Azuela)

PROGRAM FACULTY AND ADMINISTRATION

Program Faculty Administration, Advisory Committee Members, and past Site-Directors are distinguished Mexican and international scholars and experienced study abroad professionals. The faculty and staff include:

Oaxaca Faculty and Administration

Arnulfo Aquino is a graphic artist and teacher. He received an MA in Visual Arts from the Escuela Nacional de Artes Plásticas of the National Autonomous University of Mexico. From 1974-2004, he was a professor at the School of Design of the National Institute of Bellas Artes or EDINBA, where he developed their Master’s Degree and their School for Continued Education. He has held over twenty two exhibitions of his own graphic art and participated in over five-hundred national and international exhibitions. His primary medium is politically themed poster art.

Tamara Azuela received an M.A. in Urban Sociology from the New School of Social Research in New York and has a long and distinguished record of leadership and training in the non-profit sector in Oaxaca. Most notably, she served as the Oaxaca Regional Director of the Hunger Project. Tamara has a strong commitment to community-generated vision and transformation and is particularly focused on the role of women in the development of sustainable communities.

Jorge Hernández received a Ph.D. in Anthropology from the University of Connecticut and has a distinguished record of publication in anthropology of the Oaxaca region. Most recently, he received a coveted Guggenheim fellowship to pursue research focusing on the issue of inclusion and exclusion in the adoption of the 1994 “Ley de Derechos y Costumbres” in the State of Oaxaca.

Francisco Ruiz Cervantes, Ph.D. is a Professor of History in the Facultad de Humanidades of the Universidad Autónoma de Oaxaca. He is a prolific scholar whose focus has been on the history of education in Mexico, generally, and in Oaxaca, specifically.

Daniela Traffano holds two doctoral degrees in history: one from the Università degli Studi di Genova and one from the prestigious Colegio de México. Her research focuses on XIXth century Mexican history, generally, and the impact of secularization and nation-building on indigenous Oaxacan communities, more specifically. Dr. Traffano will be teaching a module of the Mexican Culture and Society course.

Lucero Topete is the on-site Director of the PLU/UPS Fall Semester Program in Oaxaca. She is the founder and Director of the Instituto Cultural Oaxaca, the host institution for the program. Licenciada Topete holds an M.A. in history from the Sorbonne in Paris and is former director of the Oaxacan Instituto Nacional de Antropología e Historia.

PLU/UPS Program Faculty and Administration

Charles Bergman, Ph.D. (Site Director Fall 2011) is Professor of English and Environmental Studies at Pacific Lutheran University. Dr. Bergman has lived, traveled, and studied extensively in Latin America and Mexico. He is the author of various literary essays on nature in Latin American literature and of articles in national magazines like Smithsonian, Natural History, Audubon, and National Geographic on such topics as jaguars in Mexico, the parrot trade in Mexico, and the wild animal trade throughout Latin America. His book, Red Delta, on the Colorado River Delta in Mexico won a Washington State Book Award. Dr. Bergman has been a Fulbright Scholar in Ecuador and Mexico and has extensive experience leading student courses and programs in Spain and Latin America including his biannual J'Term course in Antarctica.

Monica DeHart, Ph.D. (Site-Director Fall 2010) is a cultural anthropologist who teaches in the Comparative Sociology at the University of Puget Sound. Her research focuses on the cultural politics of development in Latin America and includes fieldwork with indigenous development organizations in Guatemala and United-Nations' sponsored projects with Latinos in the United States. Given her own bicultural background as a Mexican-American, she is especially interested in the role that gender, class, and ethnic difference play in shaping people's identities and relations within transnational communities and development projects. She is author of Ethnic Entrepreneurs: Identity and Development Politics in Latin America (Stanford University Press, 2010).

Mark Harpring, Ph.D. (Site-Director Fall 2013) is Associate Professor of Spanish in the Department of Languages and Literatures at the University of Puget Sound whose interest in Spanish and Hispanic Studies began in Mexico. While his area of specialization is in nineteenth Iberian Literature, his most recent literature examines the construction of masculinities in both Spanish and Latin American literatures and film. He is author of several articles and editor, along with José Ballesteros and María Francisca Paredes Mendez of Voces de España: Antología literaria, published by Heinle and Heinle.

John Lear, Ph.D. is co-founder, with Tamara Williams, of the PLU/UPS Oaxaca Program and served as Site-Director in Fall 2007. He is a historian at the University of Puget Sound who teaches colonial and modern surveys of Latin American history, as well as seminars on Mexico, comparative revolutionary movements, popular culture, and history and film. His first book examined neo-liberal policies in Chile; his second explored urban mobilization in the Mexican

Revolution; his current research considers art and politics in post-revolutionary Mexico. He has lived and taught in Mexico City and Oaxaca.

Paloma Martinez-Carbajo, Ph.D., (Site Director Fall 2006) was born and raised in Madrid, Spain and received her degree from the University of Washington in Spanish Studies and Critical Theory. An Assistant Professor of Spanish at Pacific Lutheran University, her scholarly interests involve new critical approaches to Peninsular Spanish Literature, particularly by women writers, and on texts related to the Civil War (1936-1939). A second scholarly area is in the scholarship of teaching, where her emphasis has been on literary pedagogy across the learning continuum (K-12).

Carmina Palerm, Ph.D. (Site Director 2008, 2012) is currently Associate Professor of Hispanic Studies and Director of the International Honors Program at Pacific Lutheran University. She teaches Spanish language courses at all levels as well as Spanish and Latina/o contemporary literature. Her research focus is the use of space as metaphor in narrative fiction and the literary representation of (im)migrations. She also teaches courses in the International Honors Program. She was born in Madrid, spent her childhood in Mexico City, and then moved with her family to the United States, where she attended the University of California at Santa Barbara. She received her doctoral degree in Spanish and Portuguese from Stanford University in 2001.

Jim Predmore, Ph.D. (Site Director Fall 2009) is currently Associate Professor of Spanish at Pacific Lutheran University and was the Site Director for the Oaxaca Program in Fall 2009. He teaches language courses at all levels as well as courses in the historical foci of the Latin American novel. Dr. Predmore has had extensive experience leading groups of PLU students abroad in Mexico, Spain, and Cuba. He received his doctoral degree from the University of Washington in 1977.

Tanya Ulsted is the Study Away Coordinator in the Wang Center for Global Education. She works primarily with the PLU Gateway programs (China, England, Mexico, Norway, & Trinidad and Tobago) and supports students before, during, and after program participation. She is particularly involved in the Oaxaca program through internship coordination and support, general student preparation, logistics, and orientation assistance. She received an M.Ed. in College Student Services Administration and a BA in Spanish from Oregon State University. Tanya studied in Ecuador and has traveled abroad in various locations throughout the world.

Giovanna Urdangarain, Ph.D. (Site Director Fall 2014) is currently Assistant Professor of Hispanic Studies at Pacific Lutheran University. Her emphases include Contemporary Latin American Narrative, Southern Cone Dictatorial and Post-Dictatorial Narrative by Women Writers, Memory and Trauma Studies and Contemporary Brazilian Women Writers. She received her Ph.D. from Indiana University in 2008.

Tamara Williams received a Ph.D. from the University of Michigan, Ann Arbor. She is co-founder, with John Lear, and Director of the PLU/UPS in Oaxaca Program, and served as Site-Director in Fall 2005. She is an Associate Professor of Spanish and Latin American Literature and teaches courses in contemporary Latin American poetry, colonial literature, and women's literature. She is the author of several articles on Latin American poetry and project coordinator of the bilingual edition of Ernesto Cardenal's El estrecho dudoso/The Doubtful Strait published by Indiana University Press. Her current research interests include post-patriarchal narratives and the recovery of lyrical subjectivities in contemporary Mexican fiction.

Experiential Learning in Oaxaca: Beyond “Culture” with the Big “C”

The PLU Semester Program in Oaxaca will include a series of co-curricular opportunities designed to enhance student learning about development, culture, and social change in Oaxaca, specifically, and in Latin America more generally. “Culture” will be explored in two ways. On the one hand, program participants will have the opportunity to visit and study the astonishingly varied archeological and colonial sites that have made Oaxaca a tourist destination. One might refer to this as Culture (“with a capital C”). On the other hand, in partnership with several onsite organization including *Center for Global Exchange* at Augsburg College at <http://www.augsburg.edu/global/>, and Pueblos Mancomunados del Norte (<http://www.sierranorte.org.mx/home/index.php?band=2>), the semester-long program is equally interested in having students *experience* Oaxacan culture (“with a lower case c”) through a variety of opportunities in which you will be given the privilege to participate in an eco-tourism project and to consult a city council of a community in Sierra Juárez on their efforts to preserve land and develop eco-friendly travel opportunities for tourists while preserving their indigenous identity. Alternatively, you will visit labor unions in Mexico City or indigenous groups in Chiapas to examine the impact of neoliberal policies on people’s livelihoods. The objective of these experiential opportunities is to encourage students to see Mexico from the perspective of Oaxaqueños and Mexicans who, each in their own unique way, are active participants in contributing to sustainable development in their communities. These co-curricular opportunities will intentionally explore the space between “big C” and “little c” culture as a vehicle for understanding the complexities of Mexican society. These experiential opportunities, ultimately, will foreground connections between local and global issues that impact us all and challenge us to consider the impact of our lifestyles and values.

Doing an Internship in Oaxaca: Basic Guidelines and Advice

Basic Guidelines

An academic internship in Oaxaca, Mexico will be very different than any academic internship you may have had in the past or any images or expectations you may have currently. You will be adjusting to a new language, a new culture, a new approach to doing business and a new work environment all at the same time. Your level of language proficiency will play a role in determining the best internship placement for you. You will be asked to complete some tasks that may not appear to be relevant to your academic interests or central to what you perceive to be the organization’s core duties. There will be times when you will have to come up with projects on your own. There will be times when you will experience and/or witness things that will make zero sense to you. Your job will not only be to assist the organization with any tasks they need completed but also to broaden your perspective, to open yourself to new approaches to business (and life), and to stretch yourself in ways you may not have thought possible in the past. Therefore, you need to understand this placement as being focused not so much on the application of your skills as much as an opportunity to learn how other organizations, institutions and cultures work.

Academic Credit

COOP 477, International Work Experience, offers a 1 to 12-credit range. PLU allows a maximum of 12 credits of academic internship towards any undergraduate degree. Several factors determine the number of credits for which you may register. The standard number of credits for the Oaxaca internship as COOP 477 is four. You should work with your academic advisor to determine the number of credits that will fit best with your academic program. **Your advisor can also help you decide whether to register for your department credits or the Academic Internship Program credits.** Your faculty sponsor can help determine the academic challenge the position seems to offer.

IMPORTANT!

Each academic department may have its own requirements for credits and the number of hours required to earn each credit. If you are registering for your department internship, check with your advisor on the requirements of your department to establish credit eligibility.

What is a Faculty Sponsor?

Your faculty sponsor can review your internship position for adequate academic and professional challenge to warrant university credit and to guide you in the development of a quality Learning Agreement. Your faculty will discuss with you how you should document your learning that will justify the university credits for which you will be registered. You will submit all documentation to your faculty sponsor who is responsible to review it and enter the course grade.

Your faculty sponsor should be considered the first point of contact once you begin your internship. If you encounter any difficulties or problems that you would like to talk over, or have questions that can help you be successful in the execution of your work assignments, contact your faculty sponsor first. If you are unable to reach them, please discuss the situation with the on-site Internship Coordinator and/or the International Internship Coordinator at PLU.

You can expect your faculty sponsor to provide guidance and information on the requirements the department may have for internship experiences. It is important that you follow the faculty's advice to be sure your internship experience applies to your academic program as planned.

Student Responsibilities with respect to Internships

Students have the overall responsibility to see that all requirements specified by the university and the academic department are met. This check list serves as a summary of the steps you should take to ensure a successful experience both on campus and at the worksite.

- _____ 1. Meet with your faculty advisor to discuss their expectations, the department requirements, and the approval process.
- _____ 2. If you are enrolling in department credit, complete a Cooperative Education Learning Agreement and have it signed by your faculty sponsor.

- _____ 3. Submit the completed Learning Agreement, if applicable, to the International Internship Coordinator, Tanya Ulsted (Wang Center for Global Education).
- _____ 4. Begin your internship. Monitor your progress as outlined on the Learning Agreement.
- _____ 5. Fulfill your academic requirements as outlined on the Learning Agreement, if applicable; complete and return the International Internship Evaluation Form (this will be emailed to you at the end of the semester).
- _____ 6. Send Thank You notes to your employer and any appropriate co-workers.

Remember, the International Internship Coordinator (Tanya Ulsted at PLU) or Tamara Azuela, the on-site Internship Coordinator in Oaxaca, and your faculty sponsor at PLU are important resources and are available to support you throughout your entire experience. However, the ultimate outcome of your internship is in your hands insofar as you must be pro-active in contacting one of them with questions, concerns, and ideas for shaping the internship into a successful academic experience.

Advice

- Tap into your patience, flexibility, and creativity
- Suspend judgment – there is always more to a situation than what you initially react to
- Ask questions
- Observe
- Listen
- Be a self-starter
- Try to contribute as much as possible
- Look for the lesson in everything
- Remember that it is actually quite a short amount of time you have with this organization – make the most of it!
- Enjoy this unique opportunity being given to you through this experience

Instituto Cultural Oaxaca

As mentioned earlier, our host institution in Oaxaca is the Instituto Cultural Oaxaca. The ICO is our on-site campus where you will attend classes, lectures, meet *intercambio* partners, and meet with the PLU or UPS Site Director on a regular basis. The ICO also arranges our home-stays. The ICO is located in the city of Oaxaca in walking distance from the *Centro* and convenient to public transportation to points north, south, east and west.

The staff at the ICO, whom you will meet during our orientation in Oaxaca, is friendly, well-informed and extremely helpful in helping you navigate through the challenges of being in a new location. Below are listed the basic services provided by ICO as well as advice on health, safety, where to go--borrowed directly from their brochure.

Coordinates of the ICO:

Access Code	Tel. Numbers	
From US	011	52 (951) 515-3404
		52 (951) 515-1323
From Europe	00	52 (951) 515-3728 (fax)

E-mail: info@icomexico.com

Mailing Address

Apartado Postal 340, Oaxaca de Juarez,
Oaxaca, C.P. 68000, Mexico.

Physical Address

Avenida Juarez #909
(corner with Calzada Niños Héroes de Chapultepec)
Centro, Oaxaca de Juarez, Oaxaca, Mexico.

Office Opening Hours

Monday - Friday: 9:00 - 18:00 Hours
Saturday: 9:00 - 13:00 H

Services at the ICO:

Cafe:

Coffee and tea are always available in the ICO Café for free in the mornings. Please return your cups to the kitchen. Tortas, lunch, purified water and sodas are also usually available at the Cafe for a reasonable price until mid-afternoon.

Bathrooms:

It is essential for plumbing that the toilet paper be deposited in the wastebasket. (This is typical bathroom etiquette throughout Latin America)

Mail:

Mail may be received at the Institute and can be picked up in the office at the incoming correspondence box. Outgoing mail, complete with Mexican stamps, may be left in the outgoing mailbox located at the office of the ICO. Stamps may be purchased at the local post office, which is located on Independencia and the northwest corner of the Alameda de Leon.

Email and WiFi:

Free wi-fi is available at the ICO to students with their own laptop. Wifi may not be available in the homestay but it is widely available in café's throughout the city.

Telephone:

Landline telephone services in Mexico are very expensive and should be used sparingly. You may only make local calls at the ICO using the black telephone on the wall. Long distance calls may NOT be made from the Institute, nor from the home of your host family. Calls must be made from any public telephone or at any number of privately owned phoning “centers.” Numbers for U.S. based long distance services are: ATT 01800-288-2872; MCI 01800-021-8000 or 001-800-674-7000; for collect calls, dial 090. For “Canada Direct” dial 01-800-123-0200. Pre-paid calling cards may be purchased at a number of local pharmacies or stores in denominations of 100, 300, or 500 pesos in order to make local or long distance calls from a pay phone.

Cell phones:

Participants in the PLU/UPS Fall Semester Program will receive a loan cell phone for the duration of the semester. The cell phone requires the purchase of pre-paid minutes, which is the responsibility of the student. Students will be required to return the phone to the program staff in Oaxaca prior to receiving their program grades. Failure to return the phone or return of the phone in unusable condition may result in the need to make a payment.

Smoking:

Students who smoke must do so outside at the fountain and not on the front lawn, in hallways, porches, or patios.

Weekend day-tours:

Often, the PLU/UPS Program will have a weekend tour planned. When it does not, the ICO arranges weekend day-tours that are open to all enrolled students for a reasonable fee. Space availability is on a first-come-first-served basis. Sign-up sheets are usually on the bulletin board to your left as you enter the main entrance of the building.

The Homestay

In partnership with the Instituto Cultural Oaxaca, the Wang Center aspires to place students in safe, comfortable and welcoming homestays in order to enhance learning and personal and academic growth. Having said this, in much the same way that no one chooses their family of origin, the program cannot guarantee a particular kind of family. Like anywhere in the world, families vary in size, configuration, values, perspectives, dynamics, and social, cultural, and ethnic diversity. Indeed, the experience of this diversity is part and parcel of learning about Mexican society and culture.

Please help program leaders place you in a homestay that will be supportive and welcoming of who you are by explicit, in your homestay information sheet, about the following preferences:

- LGBT friendly
- Sensitivity to mental or health condition
- Vegan, vegetarian or other special dietary needs
- Allergies (especially to pets)
- Other

Health Advice

Mental and Physical Wellness

You should keep in mind that the city of Oaxaca is 5000 feet above sea level. While this is not in the “high altitude” category, some visitors from lower altitudes may experience some discomfort. Some feel no effects whatsoever, some a general tiredness, and/or “hurting all over”, others a sore throat, others vague pains in different areas, and the most common, stomach upsets with or without diarrhea. These effects can be avoided by following a few simple rules, which will make your visit more pleasurable from the start.

1. Take it easy for the first few days. Don’t try to do everything at once. Give your body and your mind time to recover from the stresses of travel and adapt to environmental differences and cultural rhythms.
2. Expect everything to be different—people, customs, business, food, and daily life in general. If you are expecting these differences, and you are curious—rather than judgmental about them—you will better understand and enjoy them.
3. Eat and drink lightly the first few days, especially alcohol and foods to which you are not accustomed. Oaxaca is justly known for its rich and varied gastronomy, but you do not have to try everything at once. Take your time and ease into things. Little by little, your system will accept different foods, different eating and drinking customs, and you will be able to savor your experience.

In addition, to maintain your best health please review the following dietary suggestions:

Food & Water-AVOID

- Unboiled for untreated water or ice
- Food and beverages from street vendors
- Raw or undercooked fish and shellfish
- Uncooked and untreated vegetables

Usually Safe

- Cooked foods that are still hot
- Fruits peeled by the traveler
- Bottled water

These are recommendations from the American Medical Association for travelers in Mexico. If you become ill and in need of a doctor, the PLU Director and staff at the Instituto will be happy to assist you in arranging an appointment. We highly recommend Dr. Luciano Tenorio Vasconcelos on Abasolo #213 Int. 2, Centro, telephone: 501-0477. In the event that you become ill at night or on the weekend and require emergency care, the Clinica Hospital Carmen is open 24 hours per day. It is located on Abasolo #215 between Juarez and Reforma, telephone 516-2612. Should decide to pursue emergency care, please notify the PLU/UPS Director immediately so he/she can assist you in any way he/she can.

Malaria: Malaria does occur in the Pacific lowland areas of Oaxaca. Please consult your physician regarding the advisability of medication and precautions to avoid contracting the disease. In particular, seek advice from your physician regarding side effects of some malaria medications such as Lariam, which can cause sleep disturbances (nightmares) and interfere with your experience in Oaxaca.

Mental Health: PLU is committed to the safety, emotional health, and personal growth of all students whether on campus or abroad. It is important to anticipate, however, that study away is not without challenges and can trigger symptoms or the recurrence of mental health conditions. It is strongly recommended that students self-disclose a pre-existing condition to the program leader and consider developing a wellness plan that may even include your homestay family. Being proactive about developing a wellness plan for yourself while abroad will help you and your faculty leader and family recognize and respond to mental health distress should it occur.

Safety Issues

Along with offering a challenging and fulfilling academic program, and as with all PLU Gateway Programs, the Fall Semester in Oaxaca's top priority is the safety and well-being of program participants. To this end, PLU monitors the situation in Mexico, generally, and Oaxaca, specifically, about safety issues related to health (e.g. the H1N1 outbreak), civil unrest (e.g. the 2006 APPO rebellion in Oaxaca), natural disasters (e.g. earthquakes), and violence, among others.

As of September 10, 2010, the U.S. State Department has issued a Travel Warning to inform U.S. citizens traveling to and living in Mexico about increased drug-related violence in the Northern Mexican border cities of Tijuana, Nogales, Ciudad Juarez, Nuevo Laredo, Monterrey and Matamoros and other locations. The current Travel Warning provides a state-by-state assessment of the country and in the three places program participants travel to—Mexico City, Oaxaca, and Chiapas—there is no current warning under effect. Since the Travel Warning for Mexico was first issued, the Wang Center has consulted extensively with a diverse array of study-away providers and with reliable sources in Oaxaca and has determined that travel to Oaxaca is safe at this time. However, it is important that all program participants (and their parents or guardians) consult the U.S. State Department Travel Warning at:

<http://travel.state.gov/content/passports/english/alertswarnings/mexico-travel-warning.html> to make an informed decision about continued participation in the program and to learn more about the U.S. government's safety advice for U.S. citizens traveling to Mexico. PLU will continue to monitor the situation in Mexico and Oaxaca closely and has an alternative location ready should moving the program become necessary.

Street Smarts:

Oaxaca is a big city with a small town atmosphere. While you will find that you are comfortable walking in the streets until early evening, it is important to be cautious as a visitor in a foreign country. In the daytime, be careful of the valuables that you carry, especially in crowded areas such as buses and market places, where you can become victim to pickpockets. You should carry the least amount of money (including credit cards) possible at all times. You should also carry a copy of important documents (such as passport, tourist card, etc.) but not the original copy. In the evenings, stay on well-lit streets and walk in pairs wherever possible. Taxis are available at all hours of the day and night. They cost between 25 and 40 pesos.

Accepting the Multicultural Challenge of Gender Dynamics:

Gender dynamics in Mexico, generally, and Oaxaca, more specifically, are very different than they are in the United States. In many ways, the courtship model in Oaxaca is still Medieval (in a very literal sense) in the sense that the appropriate response to advances from men is to say "NO". This "NO" however, is never final and invites more insistence. Any ambivalence, finally, is read as a "YES". While the culture is dynamic and changing in Oaxaca, it is still accurate to state that most of Oaxacan society is conservative—relative to U.S. standards—especially where male-female relationships are concerned. It is also accurate to say that "machismo" is still the norm in Oaxaca. What does this mean for non-Oaxacan women in this society? Europeans and North American women ("hueras") are perceived by men in this society as more sexually liberated and this perception is largely true. Because "machista" norms encourage sexual prowess in males and the women in their own society delay sexual interaction until marriage, non-Oaxacan women become the object of men's interest. It is also important to acknowledge

that it is the case that many “hueras” do respond to their Oaxacan suitors in ways that would be impossible for a Oaxacan women to do. In this way, the ‘huera’s” behavior, which may be normal for her, unwittingly affirms the Oaxacan preconceptions of her. This “cycle of perception and reality” constitutes a challenging multi-cultural dynamic that does not only apply to promiscuous behavior but to any kind of male-female relationship that falls out of the normal rituals of dating in Oaxaca. Another casualty of this dynamic is the difficulty that women students have reported in establishing friendships with Oaxacan women (outside of the homestay situation) as these (for the reasons stated above) perceive non-Oaxacan women as upsetting the status quo. This same difficulty is experienced with U.S. men attempting to befriend Oaxacan women. Oaxaca, finally, does have a growing GLBT community that appears to embrace non-Oaxacans. In sum, your best bet, if you have any doubt, is to say NO and consult widely with Oaxacans to better understand the gender dynamic you may be experiencing.

The dynamic described above constitutes a generalization and is in no way insurmountable. Please be advised that former students have also experienced exceptions to the dynamic stated above and have established long-lasting relationships with Oaxacan men and women. All program participants are adults and will be making wise choices in this regard but three bits of advice are in order. Do as you would do at home, that is: 1) Take your time and use good judgment when making friends. 2) Consult Oaxacans when in doubt about an individual and/or his/her behavior. 3) However difficult it may be, remember that gender dynamics in Mexico have been constructed over centuries and cannot be changed overnight. Rather than fight the situation and become angry, focus your energy on trying to understand the origins of this dynamic and on finding more long-term solutions.

Finally, it is important to clarify that the program’s position related to gender issues in Mexico is not one of cultural relativism. There are serious issues related to gender discrimination in Mexico. To be effective in addressing them, however, it is imperative that you understand their root causes and complexity first. On an entirely different note, it is also beneficial to reflect upon what advantages there might be for women and men in the specificity of this context or what the differences are between gender dynamics in Oaxaca and in the U.S. A few things to consider in this regard are issues related to body image, aging, inter-generational dynamics, spirituality, women in traditional medicine and attitudes towards mothering/parenting, matriarchal structures, to name only a few.

More concretely, it is important to know that there are young men, known as “zocalo boys”, who spend all their time in the zocalo, or main square, making a living out of approaching foreigners for money and favors. It is also important to know that women will receive comments—or “piropos”—in the street when passing men. This is considered common and not necessarily offensive within the Mexican culture. Simply ignore. If you chose to respond, it at times turns into a game for the men. Some students have found that they receive fewer comments when dressed in a conservative manner.

Drugs:

“Just say NO.” Mexican law maintains that you are guilty until proven innocent.

Aids:

AIDS and other STDs exist in Oaxaca. Please take appropriate precautions.

Policies on Independent Travel in Mexico:

Please read these policies carefully as failure to comply with them may result in your being removed from the program or being reported to PLU's Conduct Review Board.

- 1) Personal travel during the study away program in Mexico is very limited and includes only the destinations listed on the US State Department website that DO NOT HAVE A TRAVEL ADVISORY in effect. Furthermore, mode of travel must be done in consultation with the faculty leader as travel to certain locations by bus, for example, involves travel through zones of Mexico on the Travel Warning list and air travel will be advised.
- 2) Independent travel to the coast of Oaxaca must take place in groups of more than three persons and using a preferred provider recommended by the Instituto Cultural Oaxaca.
- 3) For personal travel to approved destinations *during* the program dates, students must use the Independent Travel form to communicate such travel and submit it to the Site Director.
- 4) For personal travel to approved destinations *after* the program date, students are required to sign out of the program using the Travel Waiver form:
<http://www.plu.edu/studyaway/widgets/documents-forms/items/other/Travel-waiver.pdf>

Packing and Dressing: What to Bring and What to Leave Behind

Currently, most airlines flying to Mexico only allow you to check one suitcase at no additional cost (please check with your airline of choice as this changes constantly) and allow one carry-on and one personal bag. Your carry-on must fit under the seat of the person in front of you or in the overhead bin. Increasingly, airlines are also placing restrictions on luggage weight. With all this in mind, an overall principle for packing for a four-month period is to embrace the challenge of packing lightly. Live like a minimalist!! Another perhaps more compelling view on the “what to pack” question is that many of you will be working with non-profit organizations in Oaxaca that are in solidarity with some of the region's poorest communities. One way to demonstrate your solidarity is to live simply.

In general, it is advisable to dress conservatively and not draw attention to yourself as a foreigner and/or U.S. citizen. In most places where the group travels, the weather will be in the 60-85 degree range. Mexico City, where the group will travel, is at a higher altitude and will be a bit on the chilly side, especially in the evening. You may also travel to a cloud forest in Sierra Juarez, where temperatures can get VERY COLD. If you plan to travel to the beach, expect tropical climates in the high 80s and lower 90s. Early fall in Oaxaca is also rainy season so expect daily downpours. Basically, for these you must imagine nothing less than yourself walking under a waterfall for a period of about one hour ankle deep in water.

Be aware, finally, that, in most cases, you will be doing your own laundry so adjust the quantity of some items based on what you know about your laundering habits!

With these considerations in mind, here is a suggested packing list (for both men and women):

- Essentials (underwear, regular and hiking socks, pajamas)
- Shoe essentials: one pair tennis shoes, one pair comfortable walking sandals (you will be walking like you have never walked before!), hiking boots (if you want/need them), one pair versatile “dress” shoes, flip flops or some kind of shoe/slipper to wear at “home”
- Breathable warm-weather blouses/shirts and/or T shirts preferably that do not require ironing (if ironing is important to you!)
- One or two long-sleeved T shirts and/or shirt for cooler weather
- Breathable warm-weather long-pants, capris, skirts, or long shorts preferably that do not require ironing (if ironing is important to you!)
- One, no more than two, pair jeans/pants for cooler weather
- One, no more than three, “nice” outfits
- All-weather fleece
- Rain jacket
- Compact umbrella
- Flashlight or headlight
- Bathing suit
- Towel or wrap (for off-the-beaten track excursion and your beach travel)
- Hat
- Belts and other accessories (if you wear them)
- Lightweight cold weather gloves
- Lightweight cold weather hat
- Toiletries, personal items, feminine hygiene products (most can be obtained in Oaxaca but bring your own shampoo, razors, lotions, etc. especially if you are particular about brands)
- An effective but safe bug repellent for mosquitoes in the rainy season
- Prescription medication and a copy of your eyeglass/contact prescription (for entire four-month program)
- Sunscreen
- Insect repellent
- Sleeping bag
- Sleeping mat
- Laundry bag
- 1-2 cotton bandanas
- Water bottle
- Self-comfort items which may include music (walkman, IPOD, etc), special reading materials, photos, etc.
- Pens and pencils
- Notebooks for coursework
- Journal notebook
- Oaxaca handbook and guidebook (if you chose to purchase one) – handbook will be made available electronically as well
- Computer disks or flash drive w/ reasonable amount of memory
- Copies of internship learning agreements, if applicable
- Copy (electronic or paper) of CV generated for internship applications (when appropriate)
- Camera: additional memory cards as needed
- Concealable money bag/purse

- Gifts for host family (e.g. picture calendar of home town, playing cards w/ picture of home town etc)
- Small gifts for internship co-workers (not essential, but it might be nice to have these to give folks when you leave!)
- Passport, ATM/credit card/flight itinerary
- Paper copy of passport: plus paper copies of credit card (both sides), personal health insurance card (both sides) plus two spare passport photos (if they have them)

These are the essentials but by no means an exhaustive list. If you have further suggestions, feel free to send them to me (Tamara) to forward or to the entire group.

AN IMPORTANT NOTE ON EXPENSIVE LAPTOPS, CAMERAS, JEWELRY AND OTHER VALUABLES:

The rule of thumb about traveling with valuables is that you understand and accept the possibility that you may lose them. This helps put your need for these items in perspective. Having said this, I know several of you are very interested in photography and Oaxaca is an amazingly photogenic place. What do you do? Then bring the expensive camera and be extra-vigilant when you are carrying it on your person.

A laptop, especially one with wireless capability, is highly recommended in Oaxaca although if you don't have one, internet cafés abound. You will be able to use them for coursework and for those of you doing an internship, organizations welcome the extra technology as computers are a scarce resource in Oaxacan non-profits. In terms of software, a recent version of Windows that includes Word and Publisher would be ideal. Excel would also be very useful in some cases.

Like in the US, IPODS and their relatives are a magnet for thieves (this is especially the case in Mexico City).

Avoid bringing expensive jewelry or anything that has important sentimental value to you.

IN AND AROUND OAXACA: A PRIMER FOR EXPLORATION

The following is a list of the ICO's suggested sites and activities in and around Oaxaca that are easily accessible either by foot or public transportation.

Market Days:

Since the prehispanic times, the traditional "market days" in Oaxaca have been an integral part of the culture. While in Oaxaca, you will have a chance to visit some of the traditional markets of the Central Valley. Listed below are the locations of popular markets in the area; notes for each market is the day of the week when there is the highest concentration of vendors at that particular location. Colectivo Taxis or local bus service will get you to these locations. Also, take advantage of the day tours offered through the Instituto Cultural Oaxaca to many of these sites.

1. **Saturday:** Tianguis del mercado de Abastos-City of Oaxaca
2. **Sunday:** Tlacolula La Merced-City of Tlacolula
3. **Monday:** Miahuatlán

4. **Tuesday:** Atzompa, Ayoquezco
5. **Wednesday:** Etla, Zimatlán
6. **Thursday:** Zaachila, Ejutla
7. **Friday:** Ocotlán, Atzompa

Archaeological Sites:

These sites are open from 8:00a.m. and close at 6:00p.m.

- | | |
|----------------|---|
| 1. Monte Albán | 4. Dainzu |
| 2. Mitla | 5. San Jose Mogote-the oldest site (archaeological museums featuring haciendas) |
| 3. Yagul | 6. Lambityeco |

Special Places to Visit:

1. **Cuilapan de Guerrero**-16th century monastery
10 kilometers south of Oaxaca, (to reach Cuilapan, take a bus to Zaachila); open 8a.m.-8p.m.
2. **Arrazola**-famous for its alebrijes (wood carvings.)
5 kilometers south of Oaxaca city, between Oaxaca and Zaachila.
3. **Hierve el Agua** or “bubbly source of water” (natural springs)
One and a half hours south of Oaxaca city.
4. **San Bartolo de Coyotepec**-famous for its black pottery.
5. **Teotitlán del Valle**-known for its beautiful rugs.
22 kilometers southeast of the city of Oaxaca.
6. **Atzompa**-green pottery.
7. **San Martín Tilcajete**-alebrijes: wooden animals

CHURCHES:

Basílica de al Soledad (the patron saint of Oaxaca-church of the 18th century)
Independencia #107 (at Galeana)

Religious Museum of the Soledad open Monday-Saturday 10-2

Cathedral of Oaxaca (with its magnificent side chapels)

On the Zócalo, facing Alameda de León

Santo Domingo (Where one can see the splendor of Baroque and the chapel of the Virgen of Rosario). Alcalá at Guzman, 5 blocks northwest of the Zócalo

Temple of San Juan de Dios (the oldest temple in Oaxaca)

20 de Noviembre at Aldama.

MUSEUMS:

Museo Arte Prehispánico de Rufino Tamayo Morelos #503 (between Tinoco y Palacios and Portirio Diaz; Tel: 516-4750; open Monday and Wednesday-Saturday, 10-2 and 4-7, Sunday, 10-3.

Museo Regional de Oaxaca Alcalá at Gurrión (in the Ex-Convento de Santo Domingo); Tel: 516-2991; open Tuesday-Friday, 10-8.

Museo de Arte Contemporáneo de Oaxaca Alcalá #202 (in the Casa de Cortés, between Matamoros and Morelos; Tel: 516-7110; open daily, 10:30-8; restaurant at rear of a lovely garden setting.

Casa de Juárez García Vigil #609; Tel: 516-1860; open Tuesday-Sunday, 10-7.

Instituto de Artes Gráficas Alcalá #507; Tel: 516-6980 or 516-2045; open everyday, 9:30-8:00; donations encouraged.

CULTURAL CENTERS:

Galeria "Miguel Cabrera"

Independencia #900 (corner of Armenta and López, below the Teatro Macedonia Alcalá).

Teatro Macedonia Alcalá

Independencia (at the corner of Armenta y López); Tel: 516-3387.

Ciudad de las Canteras:

Open air theatre and kiosk.

"Guelaguetza" Auditorium.

Cerro del Fortín.

Centro Cultural "Ricardo Flores Magón" ISSSTE

Alcalá #302; tel: 514-0395.

Teatro Alvaro Carrillo Madero

Calz. Madero (corner of Avenida Tecnológico); Tel: 514-5539.

LIBRARIES:

Biblioteca del Instituto Nacional de Antropología e Historia (INAH) Books on history, archaeology, and anthropology; Pino Suárez #715; Tel: 516-5681, open Monday through Friday, 9am-3pm.

Biblioteca Pública de Oaxaca Books with diverse themes; Alcalá #200 (corner of Morelos), Tel: 516-5681; open Monday-Friday, 9am-8:30pm.

Biblioteca Cecil Welte Books of Anthropology in English; 5 de Mayo #412, Tel: 513-8323; open Monday-Friday, 10am-2pm (free), after 2pm (for a charge of \$100 pesos an hour)

Biblioteca Central de la Universitaria cd. Universitaria, Cinco Senores (located in University City, on the outskirts of the city; take a bus that says "C.U"); Tel: 516-5783.

Instituto Nacional de Estadística, Geografía e Informática (Centro INEGI-Geographic information and statistics for Oaxaca.)

Independencia #805, Centro; Tel:; open Monday-Friday, 8:30am-3:30pm and Saturday, 10am-1pm.

Hemeroteca Pública (newspaper archives) Reforma 501 (corner of Constitución); open Monday-Friday, 10am-6pm.

For more information, contact:

Secretaría de turismo

Murguía #206 or Abasolo #204

Open Monday-Friday, 9am-3pm and 6p-8pm

(Great free map of Oaxaca)

USEFUL CONTACT NUMBERS AT HOME AND IN OAXACA

HOME/PLU

PLU Campus Safety	253.535.7441	campussafety@plu.edu
PLU Campus Concierge	253.536.6900	
Wang Center	253.535.7577	wangctr@plu.edu
Student Life	253.535.7191	slif@plu.edu
Registrar	253.535.7131	registrar@plu.edu
Counseling Center	253.535.7206	countest@plu.edu
Health Center	253.535.7337	health@plu.edu

OAXACA

Instituto Cultural _____

Giovanna Urdangarain _____

Your Host Family _____

Others: _____

DRAFT CALENDAR – UPDATED 4/15/2014
FALL 2014
PLU/UPS FALL SEMESTER PROGRAM IN OAXACA

PRE-DEPARTURE ORIENTATION DATES

March 13: Internship pre-orientation meeting
April 14: Orientation I (4:00-6:00 p.m. Ingram 116)
May 4: Orientation II 10:00 a.m.- 3:00 p.m., PLU Ingram 116)

Orientation and Term I

Aug 23 Arrival in Oaxaca, move into homestays
Aug 25 **Term I: Intensivo and Salsa begin** Gather at Instituto Cultural Oaxaca
 (you will be taken by you families) at 8:30 a.m. for group orientation and
 placement tests
Aug. 28 Juego de Pistas beginning at the ICO
Aug. 30 **Day Tour to Monte Alban and Arazola**
Sept. 6 **Day Tour to Teotitlan del Valle, Mitla, Yagul**
Sept. 12 Last day of *Session I*
 Orientation for GST to Mancomunados
Sept. 12 PM departure to Mancomunados del Norte
Sept. 15 Mid-day return from Mancomunados to Oaxaca City
Sept. 16 **Mexican Independence Day**
(NOTE: approx. three weeks, 15 class days X 4 hours of class daily, 60 contact hours)

Term II

Sept. 18 **Term II begins**
Sept. 27 **Day tour with Envía**
Oct. 15 Evening departure on extended GST
Oct. 21 Return to Oaxaca from extended GST
Oct. 25 **Recommended-Mercado de Abastos (on your own)**
Oct. 31 Activities related to Day of the Dead begin
Nov. 1-2 Classes cancelled, Activities for Day of the Dead Celebrations cont'd.
Nov. 3 Classes resume
Nov. 20 Classes end
(NOTE: approx. 8 weeks, 5hrs. a week w a 15 minute break)

Term III

Nov. 24 Term III begins
 Plan fiesta de despedida
Dec. 6 Fiesta de despedida (location TBA)
Dec. 20 Classes and Internships end
Dec. 21 Program ends. Students may depart.
(NOTE: 4 weeks, 5 day-a-week, 3-4 hours a day)

APPENDIX B: DRAFT COURSE SCHEDULE FALL 2014 OAXACA PROGRAM

Term I: Intensivo, Aug. 23-Sept. 17

M-F	9-1	INTENSIVO 302 OR 402
M-F	4-6	PHED (SALSA)

NOTE: TALLERES Opcionales (Cocina, Tejido, etc)

Term II: Sept. 18-Nov. 15

MW	9:00-11:30	Antropología	Hernández
T TH	11:45-2:15	Historia de México	Ruiz Cervantes
MW	11:45-2:15	Literatura	Urdangarain
T TH	9:00-11:30	Sociología	Williamson Azuela
TBA		SPAN 401	TBA

Term III: Nov. 25-Dec. 20

M-F	9:15-12:15	Art of Oaxaca	Aquino
TBA		Seminario de Practica	Williamson Azuela
M-F	9-5 p.m.	Práctica	Independiente