

BURCH FIELD RESEARCH SEMINAR PROPOSAL

Maya Cultural Heritage, the Construction of Archaeological Knowledge & Community-Based Research in Belize, Central America & Yucatán, México

(Revised 29 March 2011)

Spring 2012
(14 weeks, January–May)

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I. PROGRAM OVERVIEW

During the spring semester of 2012, twelve UNC students will have the opportunity to study Maya archaeology and issues of cultural heritage through total immersion in Maya Archaeology and contemporary Maya culture and languages. Students will live at a high school called Tumul K'in (TK) in a Q'eqchi' Maya-speaking community in southern Belize and investigate archaeological sites located on the communal lands of the nearby village of Aguacate. Archaeological investigation will be conducted collaboratively with Maya high-school students.

Excavation and related cultural-heritage projects will employ the methodology of community-based participatory research (CBPR), which emphasizes benefits to and interaction with local community in a manner that transforms the process and outcomes of social science research. Analogous to Participatory Action Research, CBPR represents the cutting edge of social science research methods and increasingly is an important component of courses taught in the Anthropology, Social Work (SOWO 491), and Planning Departments at Chapel Hill. CBPR is featured in the Apples *Guide to Community Partnerships* brochure (p. 5), and is taught on other campuses, such as Indiana University (Anth A525/A526 in IU course catalog). This Burch seminar emphasizes the application of CBPR to Anthropology and Archaeology in the areas of cultural heritage and indigenous peoples.

Research and study in southern Belize culminates in a community presentation of the archaeological study and also of independent projects involving cultural heritage that students design and carry out collaboratively with community members. To balance the relative remoteness of the southern Belize field site, the final two weeks of the semester are spent in Yucatán, México. First, students travel to Valladolid and the Universidad del Oriente in which they attend lectures given (in English) by Prof Ivan Batun on (1)

Yucatec archaeology, (2) on being an Indigenous archaeologist, and (3) on basic Yucatec Mayan conversational language skills. With these skills in hand, students spend the second week visiting and studying five archeological sites in Yucatán. In total, the program extends over 14 weeks and includes community-based field research in the Toledo District of southern Belize and field trips that highlight issues of cultural heritage and indigenous perspectives within Belize and Yucatán, México.

II. PROGRAM GOALS

Through full immersion in contemporary Maya cultures, archaeological research, and cultural heritage within the Maya region of southern México and Belize, students will gain an understanding of how archaeological knowledge is constructed. This Burch Seminar reaches this goal through three types of student learning that include (1) visiting & studying archaeological sites and museums in Belize and Yucatán, México; (2) learning archaeological techniques of survey, mapping, excavation, and laboratory analysis through investigation of hilltop Maya houses built and occupied between AD 300-900 and located on the community lands of Aguacate, a Q'eqchi' village of 380 people located in southern Belize; and (3) forming collaborative research relationships and conducting projects with members of local communities and with Belizean students.

III. ACADEMICS

Students on this 14-week program enroll in the following four academic courses:

- HNRS 353, 01S / ANTH 232, Ancestral Maya Civilizations, 3 hrs
- HNRS 353, 02S / ANTH 453, Field School in South American Archaeology, 6 hrs.
- HNRS 352, 01S / ANTH 411, Laboratory Methods in Archaeology, 3 hrs.
- HNRS 350, 01S / ANTH 297, Directions in Anthropology (Introduction to Community-based Participatory Research), 3 hrs.

During the first week and last two weeks of the program, the majority of academic contact hours will be devoted to HNRS 353,01S: Field School in South American Archaeology. During this time students will participate in educational excursions within Belize, critically examining important archaeological sites and museums. During Weeks 2 through 12, students meet each week for discussion and lectures about the Archaeology of Mesoamerica with emphasis on the Maya region. During the final two weeks of the Seminar, students travel to Yucatán, México to study sites of cultural heritage (both pre-Hispanic and Historical), including Chichén Itzá, Izamal, Mayapan, Uxmal, and Kiuic. During Weeks 1, 13, & 14, there will be at least one hour per day of formal instruction and at least two hours of educational excursions to sites and museums, 5 days a week. Students will complete readings and a research exercise for each educational excursion. Instruction will be provided by Patricia A. McAnany and three graduate student teaching assistants, one of which is Claire Novotny who will base her dissertation on the field study portion of the seminar.

In Week 2, students settle into living accommodations in the Maya community of Blue Creek in southern Belize and, in consultation with Professor McAnany, the graduate TAs, and local teachers, develop relationships with students and community members that will culminate in a collaborative research project with members of either the Tumul K'in high school community (where UNC students will be living) or with members of the nearby Aguacate community (HNRS 350). Possibilities include the develop of curriculum for archaeology programs that could be delivered as special workshops in local primary schools, working collaboratively with local high school students at Tumul K'in to create radio programs with cultural heritage content, or collecting oral histories. Selection and implementation of the collaborative research project will be overseen by the faculty and will be the focus of frequent discussion and reflection throughout the seminar. This course continues through Week 12 and culminates in a final day of presentation during which UNC and local Belizean students present a report or performance of their collaborative project to the school and Aguacate communities.

Instruction for HNRS 353,02S / ANTH 453, the archaeological field school, takes place during Weeks 3 through 9. Students participate in the plan and design of the archaeological project, initial survey and mapping of field sites, and excavation of Classic-period Maya houses around the current community of Aguacate. Instruction and fieldwork is conducted 8 hours a day, 4.5 days a week. (In consultation with Professor McAnany and the TAs, students develop a plan of rotation between fieldwork and their CBPR project). Instruction is provided by Professor McAnany and graduate student teaching assistants.

In Weeks 9 through 12, emphasis shifts to laboratory study (HNRS 352, 01S / ANTH 411) of artifacts and other sources of information collected during the previous five weeks of excavation. Students participate in workshops on analyzing archaeological materials and study materials recovered from excavations. Instruction and lab work is conducted 8 hours a day, 4.5 days a week (students rotate between their CBPR project and laboratory analysis). Interaction (through visitation and guest lectures) with local artisans, culinary experts, healers, farmers, and hunters enhances the interpretive potential of archaeological analysis. Instruction is provided by Professor McAnany and graduate student teaching assistants.

For HNRS 353, 02S & HNRS 352, 01S students work in teams on the design and execution of a research project. In consultation with Professor McAnany and the TAs, each team generates a set of research questions pertinent to the residential structures under excavation and then attempts to answer those questions through excavation and laboratory analysis. At the end of the Belizean portion of the seminar, the teams present their interpretation based upon excavation and lab analysis to the community and faculty of the Tumul K'in school in the form of oral presentations and posters. Individually, each student prepares a 7-10 page paper on their contribution to the project and the larger significance of their findings.

Students receive a full semester of credit towards their baccalaureate degree.

GPA, Language and Other Requirements

GPA requirement:	3.0, minimum
Language of study:	English for all courses; conversational Spanish is useful but not mandatory for the two-week period in Yucatán
Class	Must have completed freshmen year

Outline of Academic Coursework

- 1. HNRS 353, 01S / ANTH 232: Ancestral Maya Civilizations**
(major credit in Anthropology or Archaeology, 3 credits)
Approaches: Historical Analysis (HS)
Connections: Beyond the North Atlantic World (BN)

Course Description:

This course involves lectures, readings, discussion, critical examination of archaeological sites and museums, and written and oral assignments. The focus of the class is on active learning and critical evaluation of research and cultural heritage issues relevant to Maya Archaeology. Students will be assigned readings in advance of a site visit and then will complete a written or oral exercise in their journal that is focused on issues related to the site or museum collection. The course will focus on two themes:

1). *Maya History*. Students learn about long-term changes and shifts within Maya societies from 1000 B.C. through the nineteenth century with an emphasis on subsistence and cosmology, architectural monumentality (shrine and royal/palatial courts), Maya hieroglyphic writing and iconography, households & royal courts, and European colonialism.

2). *Issues in Cultural Heritage*. Students examine the use of the Maya past in contemporary Belize and México through the study of representations of the past in popular media (such as advertising), the use of the past by indigenous descendants as well as politicians, and the presentation of the past in museum exhibitions. Students examine conflicts over the representation and the conservation of archaeological collections and sites, learn the legal frameworks for protecting the cultural patrimony of Belize and México, the nature of the threats facing sites and collections, and the impact of global tourism. Students may choose to investigate collaboratively the case history of an endangered site in the local area of Blue Creek for their CBPR project.

During the Yucatec portion of the Seminar, students study indigenous Yucatec perspectives on the past through examination of 9th through 19th century sites of cultural heritage. They spend a week in Valladolid and attend special lectures given (in English) by Yucatec Mayan archaeologist, Professor Ivan Batun at the Universidad del Oriente in Valladolid, Yucatán.

Course Structure:

The course consists of a two-week intensive program of travel and instruction at the beginning of the program, Saturday educational excursions during the field and lab schools, and a two-week capstone experience in Yucatán, México at the close of the semester. These activities will be led by Professor McAnany and two teaching assistants. The course will involve 24 hours of classroom time (including five discussions of assigned readings on Friday afternoons during field excavation and lab analysis) and 36 hours of educational excursions, for a total of 60 contact hours.

Course Schedule:

Weeks 1–2, 8 hours of classroom and 12 hours of educational excursions

- The program begins with 2 days of instruction and educational excursions to museums and archaeological sites near Belize City. The faculty director and teaching assistants will meet students at the Belize International Airport and transport them to the program hotel. We will have a safety orientation on the first morning before visiting the Belize Museum.
- From the Belize City region, we travel by charter bus and then by boat to Lamanai—a site that was occupied continuously from 1000 B.C. through the Colonial period, returning to Belize City that evening.
- From Belize City, we travel west to Belmopan, Belize for a short conference with the Director of Research at the Institute of Archaeology, Dr. John Morris, and then down the Hummingbird Highway to visit the Hershey site—a Terminal Classic cacao-producing site on the Sibun River.
- The following day, we travel west to visit the Late Classic site of Xunantunich and witness a demonstration of pottery production by a Soccotz artisan.
- Continuing down the Southern Highway to the Toledo District, we visit the sites of Nim Li Punit, Lubaantun, Uxbenka, and Pusilha, spending approximately a half day at each site.

Weeks 3–12, 8 hours of classroom and 12 hours of educational excursions

- During this segment students meet to discuss readings on Maya archaeology five times. Each meeting will consist of 1 hour of classroom instruction and a 3-hour discussion or educational excursion. Instructors pose questions to guide journal entries.

Weeks 13–14, 8 hours of classroom and 12 hours of educational excursions

- For a capstone experience, the students travel by bus to Belize City and then fly to Cancun, México. Traveling on a small charter bus, we go to Valladolid in order to learn about Yucatec archaeology, culture, and language from Professor Ivan Batun. From there, we visit and study archaeological sites of incomparable monumental architecture from Late-Terminal Classic Maya times as well as Postclassic capitals, Colonial churches, and places of significance during the Caste War of the 19th

century, including but not limited to Tulum, Chan Santa Cruz, Chichén Itzá, Izamal, Mayapan, Uxmal, Sayil, and Kiuic.

Course Requirements:

Students are expected to complete assigned reading in advance of each lecture and educational excursion, participate in discussions, and keep a journal on their experiences in the classroom and their reflections on educational excursions (20-25 pages total). Each week, faculty and students generate specific questions to consider in journal entries. Class participation and discussion account for 40% of the grade and journal 60%.

Readings:

- *The Maya* by Michael D. Coe (2011), 8th edition. Thames & Hudson.
- Course reader (pdf files available electronically and in hard copy) consisting of articles on Maya archaeology and the Toledo District specifically.
- Course reader (pdf files available electronically and in hard copy) consisting of articles on Yucatec archaeology specifically.
- Primers on Q'eqchi' and on Yucatec Mayan languages (basic conversation skills)

2. HNRS 353, 02S / ANTH 453: Field School in South American Archaeology

Major credit in Anthropology or Archaeology, 6 credits

Approaches: Historical Analysis (HS)

Connections: Beyond the North Atlantic World (BN), The World Before 1750 (WB), and Experiential Education (EE).

Course Description:

During Weeks 3-9, Burch Seminar participants spend the bulk of their time conducting fieldwork and receive instruction in archaeological research design and field methods, including mapmaking, GPS survey, excavation, recording, and field photography. Students are divided into groups and paired with high-school students from Tumul K'in. Collaboratively, they participate in mapping, surface collection, and excavation of a Late Classic Maya hilltop residence. These archaeological investigations are part of a long-term research effort within Belize by Professor McAnany and will comprise the core of a dissertation project undertaken by Claire Novotny.

Course Structure:

The course begins with a 3-day workshop on research design and field methods. Both UNC and Tumul K'in students attend the workshop, which meets for six hours each day. After graduating from the workshops, students work in teams of 4 to 5 persons, comprised of US and Belizean students, a grad student mentor, and local laborers who facilitate the clearing of vegetation and assist with heavy lifting. Each team is assigned a house structure consisting of retaining/footering walls, patio areas, and trash deposits,

which they will map, surface collect, partially excavate, and document. In consultation with faculty, each team develops research questions and foci that they hope to answer through excavation. Students will spend 6 hours in the field and 2 hours in the lab each day, 4.5 days a week. A typical day of fieldwork will begin at 7:00 am and end 1:00 pm (including travel time to and from the site). After a mid-afternoon break, students spend 2 hours in the lab, washing and processing artifacts that they collected during the day. Instruction takes place through "hands-on" experiences guided by Professor McAnany and graduate student teaching assistants. Each Friday afternoon, a one-hour session is held to discuss excavation strategies in relation to research goals. Periodic lectures on special topics will be given. The course entails 20 hours of classroom time, 30 hours of lab time, and 100 hours in the field.

Course Schedule:

Weeks 4–9, 20 hrs. classroom, 30 hrs. lab, and 100 hrs. field

- The program begins with 3 days of instruction in archaeological research design and excavation methods. This is followed by 32 days of field and lab work (Monday through Friday). Weekly discussion sessions occur on Friday afternoon.

Course Requirements:

Students are expected to participate in fieldwork, lectures, and workshops; complete all assigned readings; write excavation notes; and draw maps and profiles. They work in teams on the structure that they are excavating. The research project involves the description and interpretation of the stratigraphy, architecture, and features encountered. Each team presents an interpretive poster on their excavations at the end of the field course. Assessment of student performance is based on:

- Direct evaluation of "hands-on" work (30% of grade). The faculty director and TAs evaluate each student's mastery of basic techniques and principles of excavation, including effective use of excavation tools, precision and accuracy of measurement, and accuracy of interpretation of soils, sediments, and features (e.g., correct identification of different types of archaeological deposits and features).
- Documentation of excavations (40% of grade). Each student will be responsible for producing a **portfolio** of drawing and text that documents the excavation. The portfolio will include detailed excavation notes in a standard format, maps, architectural cross-sections, and drawings of stratigraphic profiles. These activities include narrative descriptions of excavation procedures and interpretation of deposits. Each student's portfolio will include approximately 20 pages of written and graphic documentation. The faculty director will evaluate the content, completeness, and style (grammar and clarity of writing and illustrations) of each student's portfolio.
- **Interpretive poster** (30% of grade). Each student team will present a poster on their interpretations of the occupational history of their area excavation. The faculty director will evaluate the content, argumentation, layout, and style (grammar and clarity of writing and illustrations) of posters.

Readings:

- *Archaeology: Basic Field Methods*, R. Michael Stewart (2001)
- Course reader (pdf files available electronically and in hard copy) consisting of articles on field methods.

3. HNRS 352 / ANTH 411: Laboratory Methods in Archaeology

Major credit in Anthropology or Archaeology (3 credits)

Approaches: Social and Behavioral Sciences (non-Historical) (SS)

Connections: Quantitative Intensive (QI) and the World Before 1750 (WB)

Course Description:

During Weeks 9-12, students learn techniques used to analyze artifacts and organic remains from archaeological sites by participating in workshops and hands-on exercises in pottery and traditional food preparation. Interaction (through visitation and guest lectures) with local artisans, culinary experts, healers, farmers, and hunters enhances the interpretive potential of this laboratory phase of archaeological analysis and bi-directional knowledge construction. Each team brings back to the contextual analysis of the excavation what they learn through this learning experience. Tables of artifact presence & frequencies and artifact drawings are added to the student portfolio and also synthesized into the team presentation of an interpretive poster. At the end of the 12th week, student teams present their constructed knowledge of excavated archaeological contexts to their peers and the entire community in a festive event.

Course Structure:

The course will begin with a 3-day workshop on laboratory methods in archaeology during which local guest lecturers and artisans will give presentations. The workshops will meet 6 hours each day. Following the workshop, students will work in lab teams (the same as their excavation teams). Each team analyzes the artifacts recovered from their excavated house structure. Students work in the lab for 8 hours each day, 5 days a week. A typical day begins at 8:00 am and ends at 5:00 with a 1-hour lunch break. Weekly sessions are held to discuss the progress of research projects in relation to original research questions. Periodic lectures and educational excursions will occur. The course involves 30 hours of classroom time, 120 hours in the lab.

Course Schedule:

Weeks 9–12, 30 hrs. classroom, 120 hrs. lab

- The program begins with a 3-days workshop in archaeological lab methods. This is followed by 13 days of lab work (Monday through Friday). Visiting lectures by local artisans punctuate the workshop and lab sessions. Weekly discussion sessions are held on Friday afternoon.

Course Requirements:

Students will be expected to participate in lab sessions, lectures, workshops, complete all assigned readings, expand their portfolio, and contribute to the group interpretive poster. They work as a team on their research project through the lab-analysis learning module. This project constitutes preliminary analysis of excavated materials. During the 12th week, each team prepares & presents an interpretive poster on their research project. Individually, each student prepares a 10-12 page paper on their contribution to the project and the larger significance of their findings. Assessment of student performance is based on:

- Class participation and discussion (20% of grade). The faculty director will evaluate each student's contribution to group's discussions, attendance, and his or her performance while conducting lab analysis.
- Direct evaluation of mastery of basic lab skills (10% of grade).
- Portfolio augmentation with artifact-based analyses, drawings, and photographs (15%)
- 10-12 page paper on student contribution to the project and larger significance of findings (40%).
- Contribution to group interpretive poster (15%)

Readings:

- *Archaeological Laboratory Methods: An Introduction*, Mark Q. Sutton and Brooke S. Arkush (2002)
- Course reader consisting of articles on lab methods.

4. HNRS 350 / ANTH 297: Directions in Anthropology (Introduction to Community-Based Participatory Research)

Major credit in Anthropology (3 credit hours)

Approaches: Social and Behavioral Sciences (non-Historical) (SS)

Course Description:

This course focuses on introducing students to methods of conducting research with, for, and by communities. The two communities with collaborations will be undertaken are the Tumul K'in high school and the nearby village of Aguacate. Students first develop grounding in the theory of methods of CBPR (and how it differs from more traditional social science research). Week 2 is devoted to an intensive workshop on CBPR that includes reading & discussion sessions that provide them with a grasp of the epistemology and methodology of community-based participatory research (including relationship building and best practices). Each student has a goal of designing collaboratively a research project that is focused on cultural heritage. Towards the end of the workshop, students meet with school and Aguacate members to identify community needs (possibly through doing a survey or needs assessment) and then begin to design a

plan of participatory research. For the remainder of the seminar, they meet during five Friday afternoon sessions during which they discuss assigned readings and reflect critically on challenges encountered during implementation of CBPR. Throughout this semester, they forge collaborative relationships with fellow students from Tumul K'in and with members of the Aguacate community. The object of this course is to design collaboratively and undertake a study of an aspect of cultural heritage that is important to the school or the village. The projects can be implemented in primary schools, in the Tumul K'in high school, or through more informal community venues. Models for collaborative research include classroom workshops, designing programming for the Tumul K'in radio station that includes interactive (with listeners) discussion of archaeological research questions and current findings, and the staging of performance events focused on cultural heritage in community centers. Students work on their collaborative project from weeks 3-12 and present their project orally and collaboratively to the community at the end of the 12th week. Individually, each student prepares a 10-12 page paper in which they reflect critically on their CBPR experience.

Course Structure

After students complete the workshop, faculty and community members confer with each student and assist in the shaping of their CBPR project. After initial contacts are made and the mechanics of each project is established, students will work about five hours per week on preparation and execution. Totally hands-on and the most independent and community-interactive of the four courses, the structure of this course will be independently shaped with each student.

This course includes daily collaboration with high school students and faculty at Tumul K'in. Through daily interaction with Mopan and Q'eqchi' Maya peoples living in southern Belize, students will gain an understanding of how contemporary Maya peoples relate to their past. This course will also inform the topic of cultural heritage that is addressed in HNRS 353,01S.

Course Schedule:

Weeks 3–12, 50 hrs. CBPR activity

- After the orientation of Week 2, this course will run concurrently with archaeology fieldwork and then with lab analysis. Students confer with faculty on the scheduling of their CBPR project. Every other week, reading, discussion, and reflection sessions are held on Friday afternoon during which challenges of CBPR are discussed.

Course Requirements:

Students are expected to participate in the design and implementation of a CBPR project in schools or through community venues. Ideally, all projects would be structured around the topic of cultural heritage. This independent and community-interactive course will include weekly discussion of assigned readings and of ongoing CBPR activities, and a final 10-12 page paper that critically discusses the challenges of the student's project, how the project was received in the community or school, what the student might do differently next time, and suggestions for future sustainability.

Assessment of student performance is based on:

- Participation and reflection in weekly discussion groups (20% of grade). The faculty director will evaluate each student's contribution to group discussions, including attendance, and his or her enthusiasm, motivation, creativity, and perseverance while conducting CBPR.
- Quality and effectiveness of project presentation to community (30% of grade).
- Assessment of student from community partner (10% of grade).
- 10-12 page paper on CBPR project that includes critical self-assessment of experience (40% of grade).

Readings from the following texts:

- *Decolonizing Methodologies: Research and Indigenous Peoples* by Linda Tuhiwai Smith (1999). Zed Books.
- *Collaborating at the Trowel's Edge: Teaching & Learning in Indigenous Archaeology*, edited by Stephen Silliman (2008). Univ. of Arizona Press.
- *Cross-Cultural Collaboration: Native Peoples and Archaeology in the Northeastern United States* by Jordan E. Kerber. Univ. of Nebraska Press.
- *Communities and Conservation: History and Politics of Community-based Natural Resource Management*, edited by Peter Brosius, Anna Lowenhaupt Tsing, and Charles Zerner (2005). Altamira Press.
- *Community-based Research and Higher Education: Principles & Practices* by Kerry Strand (2003). Jossey-Bass.
- Pdf files and hard copy of additional assigned readings will be available for students.

I. PROGRAM LOGISTICS

a. Affiliations

The program will be affiliated with the Belizean Institute of Archaeology, National Institute of Culture and History, the governmental agency that regulates all archaeological projects, museums, and archaeological sites in Belize. Professor McAnany will apply for a research permit several months in advance of the program. She has successfully obtained research permits in Belize since 1990.

b. Student Housing and Meals

On the road, students will stay at economical, safe 2-star and 3-star hotels with good reputations known to the faculty director. Hotels will provide double and triple rooms with private baths and hot water. During the 10 weeks of service-learning and archaeological field and lab work, students will stay in the Maya community of Blue Creek at Tumul K'in.

On the road, students will eat at moderately-priced restaurants with good reputations known to the faculty director. During the field and lab schools, 3 meals a day, 6 days a

week will be prepared at the rental house by a local staff of cooks. Bottled drinking water will be provided to students and staff.

c. Program Travel

Students will fly into Belize International Airport, where they will be met by the faculty director and teaching assistants. Students will travel within Belize by charter bus and the project vehicle with a commercial airline flight from Belize City to Cancun, México followed by more charter bus travel within Yucatán. Return flight to the U.S. will originate from Cancun, México. The project also will rent two vehicles for the duration of the field and lab work for logistical support and emergencies.

d. Communication

Internet access is available at the Blue Creek high school of Tumul K'in and also in the town of Punta Gorda (just 27 km from the study location). International calling cards can be purchased and cell phone coverage is present in Punta Gorda. *All project staff will have cell phones in case of emergencies.*

e. Educational Facilities and Equipment

Most of the equipment and supplies needed to run a field and lab project are currently in storage at the field lab of Professor McAnany, which is located on the Hummingbird Highway in central Belize and will need to be transferred to southern Belize. Equipment includes lab supplies, shovels, screens, and dig kits.

f. Safety and Security

Belize and southern México are extremely safe places to visit. Formerly a British colony, the government of Belize is a parliamentary-style democracy. A popular tourist destination for scuba diving and snorkeling as well as visiting Maya archaeological sites, Belize hosts more than 250,000 tourists per year. Belizeans are friendly and towards visitors from the U.S. Violent crime rates are substantially lower than in the US. The southern Mexican states of Quintana Roo and Yucatán, likewise, are popular tourist destinations and have not been destabilized by the violence that has wreaked havoc on northern México.

g. Medical Care

Belize has a socialized system of medicine as well as excellent private clinics and hospitals with well-trained staff and modern equipment. Before the students arrive, the faculty director will arrange for a doctor to be available on-call, any time of the day or night. Students will have international health insurance through HTH Worldwide and will participate in a workshop at the UNC International Travel Clinic on health and safety in preparation for their time in Belize and southern México. All students will carry a pre-paid cell phone card and will know emergency contact numbers and information about the nearest hospital, embassy, and police station. Purified, bottled drinking water is readily available and will be provided to students and staff.

II. FACULTY DIRECTOR

Short Biography

Patricia A. McAnany is Kenan Eminent Professor in the Anthropology Department at the University of North Carolina, Chapel Hill. Her recent research efforts include the Xibun Archaeological Research Project (in central Belize), an NSF-supported effort that is focused on understanding the political economy of cacao (chocolate) production in Classic Maya society. Through the 1990s, her field research was conducted at the site of K'axob (in northern Belize) where she directed an investigation into the agricultural uses of wetlands and earlier into the significance of ancestor veneration within domestic contexts. She is the founder of the Maya Area Cultural Heritage Initiative (MACHI), www.machiproject.org that focuses on educational programs with descendant Maya communities in Mexico, Belize, Guatemala, and Honduras. Initiatives include classroom workshops, radio dramas, and puppet-based film documentaries, all of which work to foster dialogue about the value of the past, deliver knowledge about Maya deep history, and highlight the importance of heritage preservation.

She is the author of *Ancestral Maya Economies in Archaeological Perspective* (2010), *Living with the Ancestors: Kinship and Kingship in Ancient Maya Society* (1995) and editor of *K'axob: Ritual, Work, and Family in an Ancient Maya Village* (2004) and *Sacred Landscape and Settlement in the Sibun River Valley* (2002). She co-edited *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire* (2009), *Dimensions of Ritual Economy* (2008), *Debating with Robert: Papers on Mesoamerican Archaeology in Memory of Robert S. Santley* (2008), and *Prehistoric Maya Economies of Belize* (1989). She has written numerous journal articles and book chapters both as sole author and jointly with students and colleagues.

Experience in the Field

Before coming to the University of North Carolina, Professor McAnany directed eight field schools in central and northern Belize for Boston University. Having trained more than 100 undergraduates and a dozen graduate students, she accrued considerable experience in total-immersion experiential learning. Patricia first experienced Belize in 1981 as a graduate student on an archaeological research project in northern Belize. Since then, she has traveled to Belize more than 30 times and completed field research with the support of three National Science Foundation grants. Within both Belize and southern México, she maintains a network of friends and long-standing relationships with local archaeologists and community members, particularly within the small country of Belize.

Weekly Calendar
Burch Seminar Spring 2012
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	Course no: HNRS 353,01S	Course no: HNRS 353, 02S	Course no: HNRS 352, 01S	Course no: HNRS 350, 01S
Week	Maya Archaeology	Arch. Field Research	Lab Analysis	Community-Based Participatory Research
Week 1	Cultural orientation, Site/Museum study in Belize			
Week 2	Reading & discussion: Timelines & Regions within Maya Arch.	Orientation seminars	Orientation seminars	Reading & introduction to CBPR Students forge collaborative relationships
Week 3		Fieldwork begins		Reading & reflection CBPR
Week 4	Reading & discussion: Archaeology of southern Belize & SE zone	Fieldwork continues		
Week 5		Fieldwork continues		Reading & reflection CBPR
Week 6	Reading & discussion: Classic Period, part 1	Fieldwork continues		
Spring Break				
Week 7		Fieldwork continues		Reading & reflection CBPR
Week 8	Reading & discussion: Classic Period, part 2	Fieldwork continues		
Week 9		Fieldwork closes	Workshops on lab analysis begin	Reading & reflection CBPR
Week 10	Reading & discussion: Archaeology of northern		Lab analysis continues	

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	Yucatán			
	Course no: HNRS 353,01S	Course no: HNRS 353, 02S	Course no: HNRS 352, 01S	Course no: HNRS 350, 01S
Week	Maya Archaeology	Arch. Field Research	Lab Analysis	Community-Based Participatory Research
Week 11			Lab analysis continues	Reading & reflection CBPR
Week 12	Reading & discussion: Linking Past with Present		Lab analysis closes	Presentation of collaborative research projects
Week 13	Lectures at Universidad de Oriente, Valladolid, Yucatán			
Week 14	Site/Museum study in Yucatán			
By end of semester, each student has produced & receives a grade based upon the following:	Journal (20-25 pp.) with focused discussion of site visits and short essays on assigned topics	Portfolio of field drawings, field forms, photographs, and description of excavation Group presentation to community of interpretive poster	Portfolio of analysis & visualization of artifacts from excavation 10-12 page interpretive paper on excavation & analysis Group presentation to community of interpretive poster	10-12 page paper that critically reflects on challenges of CBPR experience Presentation to community of collaborative research project.