

Exploring contemporary Mexico: historical, linguistic and cultural milestones.

In this course we will explore three major milestones of contemporary Mexico, which add distinctive features to its complex and paradoxical history: The Cardenism, the Zapatista uprising and the pandemic caused by the Sars virus, COVID-19. The general thread that connects these three historical milestones, and provides the course general framework, is the study of the shifts in language policies directed at speakers of Mexican indigenous languages in permanent contact with Spanish. We will also reflect on the most salient consequences of this shift in the cultural and educational spheres, both in Mexican indigenous communities of origin and in urban life. In each one of the historical milestones will analyze key issues such as: Spanish as colonial and dominant language, Mexico's linguistic diversity, the displacement and revitalization of Mexican languages, indigenous resistance and ethnic pride, languages in contact, bilingualism, interculturality and the various faces of migration, especially that of "return". Special attention will be given to the analysis of the consequences of the pandemic in the Mexican educational landscape. We will also analyze the emergence of new pedagogical models to work in and with diversity such as: situated learning, translanguaging and multiliteracy.

Students will work with a diversity of texts from academic articles and book chapters, to newspapers articles and art. The dynamics of the course will be predominantly interactive. Given the rich multicultural presence of foreign students taking this course, we will encourage the exchange of ideas, reflection, and dialogue about the linguistic and educational situation in their own countries, and the challenges experienced by minoritized groups in their own realities: Is there linguistic diversity? Are there specific language policies to address it? How do the different types of migration impact or not the linguistic and educational setting? Does the use of Spanish predominate? Are diverse cultures acknowledged or only that of the majority predominate? What has been the pandemic legacy in the social and cultural life of their own countries? In short, we seek to carry out an exploratory and comparative exercise to see how the problems of contemporary Mexico are expressed in the social, linguistic and cultural life of the countries of the course participants. Students will be expected to write some reflections and a final paper.

The course will be divided into three modules, 10 hours each.

1. The Cardenism and the emergence of official bilingualism and its consequences.
2. "Never again without us" The Zapatista uprising and the "San Andres Larráinzar" agreement.
3. The paradoxical return to the community of origin during the pandemic.

Recommended books:

Barriga Villanueva, R. (2018). De Babel a Pentecostés. políticas lingüísticas y lenguas indígenas, entre historias, discursos, paradojas y testimonios. Secretaría de Educación Pública y la Coordinación General de Educación Intercultural y Bilingüe.

Bonfil Batalla, G. (1987). México profundo. Una civilización negada. Grijalbo.

Escalante Gonzalbo, P. et al (2004). Nueva Historia mínima de México. El Colegio de México.

Parra Velasco, M.L. (2021). Enseñanza del español y juventud latina. Arco Libros. Madrid.