



THE SCHOOL
FOR FIELD STUDIES

Language, Culture, and Society of Peru

SFS 2090

Syllabus, Fall 2016

Faculty

Prof. Violeta Contreras

Prof. Erik Gonzales

Office hours by appointment

The School for Field Studies (SFS)
Center for Andes-Amazon Studies (CAS)
Pillcopata, Peru



Course Overview

The **LANGUAGE, CULTURES AND SOCIETIES OF PERU** course is divided into two modules:

- I. ANDES & THE AMAZON: HISTORY, CULTURE AND SOCIETY –Prof. Violeta Contreras
- II. SPANISH, Prof. Erik Gonzales

The Culture module comprises 10 hours and the Spanish module comprises 20 hours, with a total of 30 hours, equivalent to 2 credits.

Module I: Andes & the Amazon: Environment, History, Culture & Society

This module will be a combination of guest lectures, classroom discussions, site visits, and cultural experiences.

Taking advantage of the Center’s location in the transitional ecotone between the high Andes and the Amazonian rain forest watershed the course will look for opportunities for interaction with the local communities in the Andes and Amazon watershed. Optional reading materials will contribute to the understanding of the basic history and cultural expressions of the multi-ethnic components of this borderline between two cultural regions, a small universe within the socio-cultural complexities of contemporary Peru. The combination of lectures, classroom discussions, field experiences, and “labs” will facilitate the comprehension of the cultural context and processes of a millenary culturally rich country.

This Course Module comprises 10 hours equivalent.

Module I: Course Content

TYPE- L: Lecture, **FV:** Field Visits

Type	Lecture Title and Description	Readings
L	<p>Peruvian ancient cultures</p> <p>The region that we now call Peru boasts one of the longest records of human culture. From the early ceremonial centers of Caral and Chavin, to the Spanish conquest of South America, this lecture gives an overview of the art, ritual, and daily life of the series of autochthonous civilizations that flourished in the deserts and mountains of Peru and culminated in the establishment, in only three human generations, of one the largest empires known in history.</p>	<p>Optional: 1491 by Charles Mann, available in the SFS library</p>
FV	<p>Machu Picchu</p> <p>The staggering power of Pachakutec, the first Inca emperor, is revealed in the size and precipitous location of his private villa, Machu Picchu, now a World-famous new wonder of the Ancient World.</p> <p>We are going to visit Machu Picchu and talk about its most important sites and what they meant for the Incas. We are going to discuss the role of Hiram Bingham and what he believed was a new discovery. We are also going to take a look at Machu Picchu’s current problems and visitor’s impacts.</p>	<p>Optional: Lost City of the Incas, Hiram Bingham</p>
FV	<p>Paucartambo: the crossroads of an empire</p> <p>The Paucartambo museum showcases the cultural diversity of the Andes-Amazon interface of the Cusco province and illustrates the colorful diversity of the local characters that make up the Fiesta del Carmen, one of Peru’s most famous traditional festivities.</p>	

Type	Lecture Title and Description	Readings
L	Andean history, culture and society (Q'ero Nation) We are going to take a look at Andean cultures and how they managed their environment and developed many artistic and productive techniques. Q'ero Textiles and their costumes (photos, videos & samples). Learn a quechua song.	Optional, Hidden Threads of Peru Q'ero Textiles, Ann Pollard and John Cohen
L	Amazonian history, culture and society (Wachipaeri and Machiguenga) We are going to talk about rainforest cultures and communities in Pilcopata (Santa Rosa de Huacaria and Queros), how they live, their costumes, some important festivities, religion, food, dances, music and languages. Learn a wachipaeri (esüva) song .	Opcional, Singing and Social Interaction among the Wachiperi of eastern Peru by Patricia Jean Lyon, PhD.
	Students presentation (Oral evaluation). Students prepare a presentation on the topics discussed in the course and choose one of them to present individually.	
LAB	Shake your hips: a demonstration of Andean and coastal Peruvian dances. Learn about the different geographic and cultural roots of modern Peruvian dance, and join in...	
LAB	Mistura: how indigenous American, European, and African culinary traditions conspired to create the World-famous Peruvian cuisine. Villa Carmen cooks will show how to cook different Peruvian dishes and allow the students to try out their skills in the kitchen	Optional: http://mistura.pe/ TED reading by Choi
	Evaluation. Round table presentation and discussion	

Bibliography

More may be added throughout the semester! Stay tuned!

Amy S. (2014). What Americans can learn from other food cultures. *IDEAS.TED.COM*. Retrieved from: <http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/>.

Ann Pollard and John Cohen, 2002. Hidden Threads of Peru Q'ero Textiles.

Bingham, Hiram. (1952). *Lost City of the Incas*. New York, NY: Pheonix Paperbacks, Sterling Publishing Co, Inc.

Mann, Charles C. (2005). 1491: New Revelations of the Americas before Columbus. New York: Knopf.

Patricia Jean Lyon, PhD Singing and Social Interaction among the Wachiperi of eastern Peru by.

MODULE II: Spanish Course

This course has been designed with the main objective of giving the students an improved knowledge of Spanish language in accordance with the levels of competence. It will emphasize grammatical construction and pronunciations.

Grammar will be covered in a sequence from its basic initial components for the beginners to a more advanced level for those which have a more advanced knowledge of Spanish.

Conversation will be a fundamental part of the course, involving cultural contrasts discussions and expressions of personal views and opinions. These conversation sessions will be conducted through a process that will enhance an increased use of vocabulary as well as the development of oral abilities.

This Course Module comprises 20 hours equivalent.

Module II: Course Content

Lecture Title and Description	Hours
Basic grammar and phrase construction	2
Present tense, conversation and vocabulary	2
Basic structures, important verbs and conversation	2
Tiempo presente, introducción al tiempo pasado, conversación	2
Primera hora: conversación y revisión de tópicos	2
Diferencias entre el pasado indefinido e imperfecto, conversación y vocabulario	2
Pretérito perfecto, conversación y vocabulario	2
Presente del subjuntivo, conversación	2
Imperfecto del subjuntivo	2
Primera hora: conversación y revisión de tópicos	1
Segunda hora: examen final del nivel intermedio / avanzado	1
TOTAL CONTACT HOURS	20

Learning Outcomes

To complement lectures, the students will participate in activities designed to provide insight and experiences with the cultural and historical context of south-eastern Peru and its varied geography and ethnic composition, along with language competence in Spanish.

Course activities, including lectures, field visits and cultural orientation, along with the Spanish classes, will facilitate direct interaction with the local population in a variety of contexts related to the program's topics. This will contribute to a more refined understanding of this region within larger Peru, and the capacity for enhanced communication in Spanish language.

Though we will be working in a multilingual cultural context (Spanish, Quechua, Machiguenga and Huachipaeri languages), Spanish, the national *lingua franca* will ease communications with the local inhabitants.

Assessment

We expect active participation in the discussion and analysis of classes, readings and field activities. Supplementary information and materials for discussions in Module One will be given sufficiently ahead of time. Student performance in this course will be evaluated based on the assessment items and their proportional weight in determining your final grade (scribed in the table below) based on the achievements of students in both components of the course.

Each assessment item will be evaluated on an individual basis. Along with your Spanish classes, this is a 2 credits course whose hours are divided between both modules and related activities. The culture class provides a basic background on the rural society of this region of Peru, but does not have the same number of contact hours as the 4-credits of the other courses in the program, and thus, it does not have the same workload.

Grade corrections in any of the below items should be requested in writing at least 24 hours after assignments are returned. No corrections will be considered afterwards.

Assessment Item	Value (%)
Module 1: Andes & the Amazon: History, Culture & Society	50
Oral Presentation	15
Field Reflections	20
Round Table Discussion	15
Module 2: Spanish Language	
Final Exam	50
Grammar	25
Oral Production	25
TOTAL	100

Module 1: Andes & the Amazon: History, Culture & Society (50% of the course)

Class presentation (10%): Students prepare an individual presentation about their favorite manifestation of Peruvian culture be it ancient civilizations, Machupicchu, Paucartambo, Andes or Amazonian groups and Peruvian arts. They can use an original presentation and discussion.

Field Reflections (15%): Students will be expected to keep notes on the guest lectures, field visits, “labs” and any course related activities, as well as just general experiences while in Peru. Students will also be expected to make observations of cultural differences between both their home and all of the locations they visit on program. Some questions to keep in mind as you are taking notes:

- What are the histories of the people in the areas I am visiting (Sacred Valley including all excursions like Machu Picchu, Cusco, Pillcopata, Manu, etc.)?
- How do the histories of the peoples influence the current cultural landscape of Peru?
- What are some of the traditional foods consumed and/or what is available at the market where we are? Does that change as I travel around Peru?
- How are the different cultures intertwined with the available natural resources of the regions?
- What does the average family/household look like currently in these areas (where applicable)? Are they different between locations?
- How would I describe my culture to the people in this region? Does my description change with who I am talking to? Why?
- What is most surprisingly different from my culture?
- What is most surprisingly similar to my culture?

Twice in the semester you will be asked to take your notes and synthesize a reflection paper regarding your observations so far. The first paper will be due **by midnight September 28** via email and should not exceed 2 pages (Arial 12, 1.5 paragraph spacing). The first paper (10%) will include any of your observations up to the due date and should explore the overarching question “*What makes Peru/Peruvian culture unique?*”, while also addressing many of the questions mentioned above (it is a big question, so the other questions are there to help guide you!). The expectation is that you will write a thorough account of what you have experienced/learned of past and present Peruvian culture, what you think are some of the influences on the complex human landscape in south-eastern Peru, and how it is unique within a broader world context (either from your academic or personal knowledge; if all you have to compare it to is your own culture, that is fine!). Please see the reflection paper rubric below for specific grading expectations.

The second and final paper (final reflection paper; 10%) will be due **by midnight October 19** – so it will include all notes and reflections up to this section of the semester (it should build on your reflections captured in your first paper). The paper should explore the same overarching question “What makes Peru/Peruvian culture unique?” and include how your views have changed since your last reflection and why. Please see the attached final reflection rubric for grading expectations and use Violeta’s comments from the first paper to help improve your response. The paper should not exceed 5 pages (Arial 12, 1.5 paragraph spacing). *Please work on this paper, including taking adequate notes, throughout the semester so you are not starting from scratch on the last day!*

Optional bonus for the final reflection paper (2 pts): Using your learned Spanish, ask a few locals at different locations about their favorite dish! Include your observations in your paper 😊.

Round Table Discussion (10%): Students will also participate in a round table discussion, where the students will share one of their favorite pictures from their time in Peru (if you didn’t take pictures, provide a different form of imagery) and construct a quick and concise narrative around “what this picture says about Peruvian culture to ME” (you will have no more than 3 minutes for your individual intro). You will be asked to share the importance (to you) of what is happening in the picture, as well as some of the culturally important aspects of the image. Violeta will call in to moderate the discussion, but students will be expected to ask about other images, compare culturally significant parts of different images, and overall be engaged in a lively discussion about differences in culture (both among Peruvian locales and between our own different backgrounds). The round table discussion will take place for 1 hour **on October 26** and please send your image to Violeta via email at least 2 hours prior to the discussion. Students will be graded on both their preparation for the discussion (5pts; background on their own image) and their constructive participation in the discussion (5pts).

Module 2: Spanish Language (50% of the course)

Evaluation final will consist of weekly quizzes testing the acquired competence in two components, grammar and conversation.

Final Exam

The final exam, to be taken on September 18th, will assess competence in two areas, grading these accordingly:

- Grammar: 50%
- Oral Production: 50%

Overall Course Grading Scheme

A	95.00 – 100.00%	B+	86.00 – 89.99%	C+	76.00 – 79.99%	D	60.00 - 69.99%
A-	90.00 – 94.99%	B	83.00 – 85.99%	C	73.00 – 75.99%	F	0.00 - 59.99%
		B-	80.00 – 82.99%	C-	70.00 – 72.99%		

General Reminders

Readings - You are expected to have read all the required articles and book chapters. These will supplement information given in classes. Information from required readings and exercises will be part of the course assessments. All readings will be made available as PDFs on the Student Drive, through

photocopies, or from internet hyperlinks. It is encouraged that 'optional readings' be reviewed by students.

Plagiarism: Using the ideas and material of others without giving due credit, is cheating and will not be tolerated. A grade of zero will be assigned if anyone is caught cheating or aiding another person to cheat either actively or passively (e.g., allowing someone to look at your exam).

Deadlines for assignments are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm and extensions will only be considered under extenuating circumstances. If you believe that you have been prevented from completing your work on time for reasons beyond your control (e.g. illness), make sure that you discuss the classes with faculty members as soon as possible, and certainly, before the assignment is due. Late assignments will incur a penalty proportional to the length of time given to prepare them. This means an assignment that is one day late when students were given two days to work on it will have 50% of total points removed from the grade awarded for that assignment.

Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while with SFS and our reputation in the community. Therefore, it is important that you are prompt for all activities, bring the necessary equipment for field exercises and simply get involved.