



**S F S** THE SCHOOL  
FOR FIELD STUDIES

# Language, Culture, and Society of Peru

## SFS 2090

**Syllabus, Spring 2017**

Faculty

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Office hours by appointment

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



## Course Overview

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

- I. PERU: HISTORY, CULTURE AND SOCIETY, Prof. Gabriela Quinte
- 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: Peru: Environment, History, Culture & Society

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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 high Andes the course will look for opportunities for interaction with the local Andean communities. Optional reading materials will contribute to the understanding of the basic history and cultural expressions of the multi-ethnic components of this small universe within the socio-cultural complexities of contemporary Peru. The combination of lectures, classroom discussions, and field experiences 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

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**TYPE- L:** Lecture, **FV:** Field Visits, **LAB:** practical exercises

Type	Lecture Title and Description	Readings
2: L	<b>General Overview on the last 10 Presidents of Peru</b> Important Facts during their periods that impacted and influenced nowadays	<b>Optional:</b> Ricardo Portocarrero Grados: "El Perú contemporáneo"
2:FV	<b>Weaving Demonstration</b> How our indigenous communities prepare the wool to create wonderful textiles, complete weaving procedure. Small practice	
2: L	<b>Indigenous people of Peru</b> 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.	<b>Optional:</b> 1491 by Charles Mann, available in the SFS library

Type	Lecture Title and Description	Readings
2.5:FV	<b>Raqchi, Kanamarca, María Fortaleza, Mauqallaqta, Qeswachaca</b> This series of archeological site visits during will show Inca architecture and traditions rarely seen by tourists that stay on the beaten path	
1.5:FV	<b>Machu Picchu</b> 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. In this site visit we will talk about its function, location, history, and current management.	<b>Optional:</b> Lost City of the Incas, Hiram Bingham
0.5: FV	<b>Pucartambo: the crossroads of an empire</b> The Pucartambo 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.	
2:Exam	<b>Evaluation.</b> Round table presentation and discussion	

## Bibliography

*More may be added throughout the semester! Stay tuned!*

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.

Portocarrero, Ricardo. <https://www.scribd.com/doc/7031201/Historia-Del-Peru-El-Peru-Contemporaneo>

## 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
<b>TOTAL CONTACT HOURS</b>	<b>20</b>

## 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 (described 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 contestations 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 (%)
<b>Module 1: Andes &amp; the Amazon: History, Culture &amp; Society</b>	50
Field Reflections	40
Round Table Discussion	10

<b>Module 2: Spanish Language</b>	
Final Exam	50
Grammar	25
Oral Production	25
<b>TOTAL</b>	<b>100</b>

**Module 1: Peru: History, Culture & Society (50% of the course)**

**Field Reflections (30%)**

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?
- How are the different cultures intertwined with the available natural resources of the regions?
- 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?

Three times in the semester you will be asked to take your notes and synthesize a reflection paper regarding your observations so far. Papers will be due **by midnight February 10<sup>th</sup>, March 15<sup>th</sup>, and March 25<sup>th</sup>** via email to [gaviotitalinda@fieldstudies.org](mailto:gaviotitalinda@fieldstudies.org) and should not exceed 3 pages (Arial 12, 1.5 paragraph spacing). Each paper (10%) will include any of your observations up to the due date and should explore the overarching themes “*Impressions about Andean traditional weaving*” (first paper), “*Pre-inca cultures and inca culture: significance of the Archeological sites visited*” (second paper), “*Machu Picchu and Paucartambo: tradition and syncretism in Peruvian culture*” (third paper) while also addressing many of the questions mentioned above (these are big themes, so the 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.

**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. Meg 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 2 hours **April 10th at 8:30 am** and please send your image to Gabi via email ([gaviotitalinda@fieldstudies.org](mailto:gaviotitalinda@fieldstudies.org)) 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 (60% 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 29th, will assess competence in two areas, grading these accordingly:

- Grammar: 50%
- Oral Production: 50%

On the final day we will review the exams outcomes in order to reinforce those areas were weaknesses were identified in the final exam.

**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.

	<b>1 Needs Work</b>	<b>2 Below Average</b>	<b>3 Average</b>	<b>4 Above Average</b>	<b>5 Great</b>	
<b>Culture of visited locations</b>	Unclear about the cultural landscape and no information on the differences and no examples	Unclear about the cultural landscape and shakey or incorrect information on the differences and no examples	Explores the overall cultural landscape, but not in depth, shakey on the different locations or no examples	Clearly explores the overall cultural landscape, but may have been a little shakey on differences or examples	Clearly and concisely explores the overall cultural landscape of visited locations, as well as some of the slight differences in the locations with examples	x1 =
<b>Influences on cultures</b>	Very unclear summary of influences on Peruvian culture with no examples	Unclear summary of influences on Peruvian culture with weak or no examples	Summarizes at least 1 influence on Peruvian culture with either weak or no examples	Clearly and concisely summarizes at least 1 influence on Peruvian culture with specific examples of where you see the influences	Clearly and concisely summarizes at least 2 influences on Peruvian culture with specific examples of where you see the influences	x0.75 =
<b>Uniqueness of Peruvian culture</b>	Very unclear summary of observed differences between the visited cultures and your own/other, and no specific observed differences and no comparisons	Unclear summary of observed differences between the visited cultures and your own/other, with no specific observed differences and confusing comparisons	Summarizes observed differences between the visited cultures and your own/other, with very few specific observed differences and confusing comparisons	Clearly and concisely summarizes observed differences between the visited cultures and your own/other, with a few specific observed differences	Clearly and concisely summarizes observed differences between the visited cultures and your own or other cultures, with specific examples of observed differences	x0.75 =
<b>Professionalism</b>	Hard to read, unnecessary or not enough information, spelling and grammar issues.	Not very well organized and several spelling and grammar issues	Not very well organized and a few spelling and grammar issues	Organized, but a few spelling and grammar issues, needed a final edit	Well-organized, serious and professional writing, well edited	x0.5 =
<b>Total Points =</b>						<b>___/15</b>

