



THE SCHOOL
FOR FIELD STUDIES

Language, Culture, and Society of Peru

SFS 2090

Syllabus

The School for Field Studies (SFS)
Center for Amazon Studies (CAS)
Loreto, Peru

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.



COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, the elephants are not always where we want them to be, so be flexible!

Course Overview

The **LANGUAGE, CULTURES AND SOCIETIES OF PERU** course is provided in two integrated modules:

- I. PERU: HISTORY, CULTURE AND SOCIETY Prof. Laura Morales & Guest Lecturers
- I. SPANISH, Cuttin Language Center Instructors

The Spanish module is taught by language instructors from Cuttin Language School and is designed to provide students with working knowledge of the Spanish language for communication, according to their initial level of competence.

The Society and Culture module aims to provide students with an initial national and local historical and cultural context for understanding the cultural and political complexities of contemporary Peru.

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

Instructional parts of the course will be complemented by opportunities for participation in community and cultural activities. The course does not provide cultural immersion, rather it aims to provide students with initial tools they can build on outside class time during their time in Peru. We encourage students to take advantage of these opportunities!

Module I: Culture & Society of Peru

This module seeks to introduce the students to the cultural diversity of Peru and provide a broader historical and social context for their semester in Peru through a combination of lectures, classroom discussions, site visits and cultural experiences.

The module takes advantage of our center's location in the lowland Amazon and our weeklong field-trip to the Andean highlands in Cusco to provide direct interaction with local Amazonian and Andean communities and help students understand the basic history and cultural expressions of two of the three geographical regions of Peru: "*Costa, sierra y selva*" (Coast, Mountains and Jungle). Reading materials will contribute to the basic understanding of the history behind the multi-ethnic components of Peruvian society that form the socio-cultural complexities of contemporary Peru. The combination of lectures, discussions and field experiences will help students understand the processes of such a culturally rich place. Aside from class participation in activities and discussions, students will be assigned essays that reflect on their experiences and draw on the background information provided.

Some of the course topics will complement those touched on in Political Ecology, but provide a wider lens than our local Amazonian context. We will explore how Peruvian cultures and societies have both shaped and been shaped by the country's diverse environments.

This Course Module comprises 10 hours of instruction.

Module I: Course Content

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

Type	Hrs.	Lecture Title and Description	Schedule & Readings
CL1 (L)	0.25	Introduction to Peruvian Culture & Language A brief introduction to course content and expectations.	Week 1
CL2 (L)	1.25	A Brief History of Peru: Happenings, Geography and People We will take a brief journey through the history of Peru, getting to know its people and geography. Students will be provided a national context for local events and historical developments in the Iquitos region where our center is located.	Week 1 <i>Reading:</i> Peru: Echoes Of A Glorious History (2014)
CL3 (L/LAB /D)	2.0	Indigenous Culture & Language: Majjiki & Quechua Of Peru's hundreds of indigenous languages, many still survive today and have influenced the regional Spanish. We will examine the cases of a nearly extinct Amazonian language and the more widely spoken Quechua languages of the Andes, discussing how their history reflects the national status of indigenous culture. We will also learn some basic expressions in each language and have the opportunity to talk with some native speakers.	Week 1, 3, 6 <i>Reading:</i> Casey (2017)
CL4 (GL/D)	1.0	Myth and Legends of Amazonia Myths and legends can tell us about how a culture explains its environment and history, as well as about societal norms and values. We will explore some of the most well-known stories in Amazonian folklore. We'll attend a presentation by a local cultural association and learn how they are using folklore to promote Amazonian cultural identity and local environmental stewardship.	Week 2 <i>Reading:</i> Galeano (2008) Tellos Imaina & Fraser (2016)
CL5 (D)	1.0	Traditional Uses of Natural Resources The biologically and geologically rich regions of Peru have equally rich traditions of using these resources for their livelihoods (palms, native camelids, medicinal plants). We will discuss the varied ways and reasons some of these traditions remain alive today.	Week 3 & 6

CL6 (L/LAB /D)	1.0	Music and Dances of Peru The rich cultural interchange in Peru has resulted in an equally rich variety of music and dance that is ever evolving. Students will be introduced to some of the main rhythms and dances from each of the three regions of Peru.	Week 4
CL7 (L/LAB)	1.5	Mistura!: Culinary Culture of Peru Students will be introduced to Peruvian cuisine of different regions. Recipes reflect regional availability of ingredients as well as the convergence of different traditions.	Week 5 <i>Readings:</i> Aviles (2015) <i>Optional</i> Lost Crops of the Incas (Ch. 1) Moura (2014) Cherfas (2016)
CL8 (L/FV)	1.0	Syncretism in Peruvian Culture: The Andean Case-Cusco and Paucartambo Students will learn about Andean history as it shaped contemporary Peruvian culture with emphasis on the blending of Spanish and pre-Columbian customs and beliefs. Students will observe this syncretism first-hand during visits to Cusco and the colonial town of Paucartambo (churches, traditional streets and markets, and a colonial bridge).	Week 6
CL9 (FV/L)	1.0	The “Qhapac Ñan”: Roads of the <i>Tawantinsuyo</i> The Inka road system connected the territories of the Empire, building on a pre-existing network of communication converging at important sites. We will examine the historical role of these roads before, during and after the Inka Empire and the role it has today in the development of tourism in Cusco and beyond. Students will visit one of Incan administrative centers of the network in the Sacred Valley.	Week 6 <i>Reading:</i> Blumenthal (2014)
	10.0	TOTAL HOURS	

Bibliography

Aviles, Marco (2015). How Food Became Religion in Peru's Capital City. Smithsonian.com, September 16, 2015. <https://www.smithsonianmag.com/travel/lima-peru-food-culinary-boom-cooking-restaurants-180956467/>

Blumenthal, Ralph (2014). Protection sought for vast and ancient Incan road. The New York Times, June 18, 2014. <https://www.nytimes.com/2014/06/19/arts/design/protection-sought-for-vast-and-ancient-incan-road.html>

Casey, Nicholas (2017). Thousands Once Spoke His Language in the Amazon. Now, He's the Only One. The New York Times, December 26, 2017. <https://www.nytimes.com/2017/12/26/world/americas/peru-amazon-the-end.html>

Cherfas (2016) Your quinoa habit really did help Peru's poor. But there's trouble ahead. *The Salt*. NPR.

Moura (2014) Will camu camu be the next Amazonian 'it' fruit? *The Salt*. NPR.

National Academy of Sciences (1989) The Lost Crops of the Incas: Little-known Plants of the Andes with Promise for Worldwide Cultivation

Galeano, J. (2008) *Amazonian Folktales* in Encyclopedia of Religion and Nature Volume I: I-J. Ed. Bron Taylor. Pp. 40-42.

Tellos Imaina & Fraser (2016) Rubber Barons' Abuses Live on in Memory and Myth. Sapiens. <https://www.sapiens.org/culture/rubber-era-myths/>

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

McNerney, Gabriel (2014). Peru: Echoes Of A Glorious History

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

More may be added throughout the semester! Stay tuned!

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 their initial level of competence. Through in-class practice, they will develop writing, reading, and oral conversation skills useful for their continued development of the language. 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.

The course will be taught in three levels (Spanish I, II, and III), with students being assigned to the appropriate level according to their performance in an initial assessment.

Conversation will be a fundamental part of the course. These conversation sessions will enhance an increased use of vocabulary and the development of oral abilities.

This Course Module comprises 20 hours equivalent spread over 7 weeks (4-6 hours of instruction per week).

At the end of the course the students in each level are expected to be able to have developed their Spanish skills to the following:

Spanish I: Students will be able to name and identify objects using the appropriate articles and use appropriate personal pronouns and singular and plural forms of verbs. They should be able to form basic sentences and communicate basic ideas orally and in writing.

Spanish II: Student will be able to conjugate verbs and form sentences for effective communication, including answering questions in a simple conversation. They should use personal pronouns and verb number easily, and use past, future, and present tense effectively to indicate time, using these skills to communicate their ideas orally and in writing.

Spanish III: Students will be able to conjugate irregular verbs and form more complex sentences for expressing their ideas. They will effectively communicate ideas in different tenses (present, perfect and imperfect past, future and participial forms) and numbers, both in writing and conversation.

Learning Outcomes

To complement lectures, the students will participate in activities designed to provide insight and experiences with the cultural and historical context of 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 our center's region within larger Peru, and the capacity for enhanced communication in Spanish language.

Though we will be working in a multilingual cultural context, Spanish, the national *lingua franca* will ease communications with local people.

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 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 modules.

Each assessment item will be evaluated on an individual basis. This is a 2 credits course whose hours are divided between both modules. The culture and language class provides a basic background on Peruvian society, 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 (%)
Module 1: Amazon & the Andes: History, Culture & Society	40
Field Reflection	20
Round Table Discussion	20
Module 2: Spanish Language	60
In-class participation/assignments/midterm evaluation	48
Final Exam	12
TOTAL	100

Module 1: Peru: History, Culture & Society (40% of the course)

Field Reflection (20%)

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?
- 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 this change with who I am talking to? Why?
- What is most surprisingly different or similar from my culture?

You will be asked to use your notes to synthesize a reflection paper based on our activities. Your paper should compare and contrast the culture of the Peruvian Amazon with the Peruvian Andes based on your experiences in during our outings and time in Loreto and Cusco. Think about similarities and differences you observe during our visit to the Cusco highlands: dress, speech, behavior/customs, worldview, resource use, history, etc. You do not have to cover everything, you can focus on one or two particular aspects if you wish, but your paper should reflect thought on whatever subject you choose to focus on. Feel free to consult with the professor beforehand.

Your essay should be 2 single spaced pages. The expectation is that you will write a thoughtful 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 Peru, and how it is unique within a broader world context (either from your academic or personal knowledge). Please see the reflection paper rubric below for specific grading expectations.

DUE: Monday March 18, by 8:30 am via email to lmorales@fieldstudies.org.

Round Table Discussion (20%)

Students will participate in a round table discussion, where the students will share an image (picture, video or other form of imagery) of one of their favorite things or moments from their time in Peru and construct a quick and concise narrative around “what this picture says about Peruvian culture to ME” they will share with the group (you will have no more than 6 minutes for this). 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. The discussion will be moderated, 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 1.5 hours **on Friday April 5 at 1:30 pm** and please send your image to Laura (lmorales@fieldstudies.org) at least one day prior to the discussion. Students will be graded on, 1) the script or explanatory text, which they should give to the professors at the end of their presentation (7pts), 2) their preparation for the discussion following their presentation (7pts), and their constructive participation in classmate’s presentations (6pts).

Module 2: Spanish Language (60% of the course)

Students will be assessed with in-class exercises and activities. In addition to these exercises, they will also have a graded mid-term evaluation to assess their grammar and oral improvement and a graded final exam. Improvement will come from active class participation.

Final Exam

The Spanish final exam will be in class on **Monday February 11, 2019**.

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 computers. 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 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.

	1 Needs Work	2 Below Average	3 Average	4 Above Average	5 Great	
Development of Main Idea/Topic	No clear main topic developed. No logical connections. No clear information.	Main topic poorly developed. Connections between parts poor Little information provided and superficial..	Main topic developed but some disjointedness and only superficial information/thoughts provided.	Main topic developed, with more in-depth thought/or information provided, with some disjointedness in flow of ideas.	Main topic well-developed with an effective introduction with a clear thesis, logically connected topic sentences, and a compelling conclusion.	x 1
Use of appropriate examples /evidence	Does not incorporate concrete examples to illustrate or explain ideas.	Example (s) provided are weak, not concrete and very poorly connected to ideas	Concrete example(s) provided and connection made to ideas, but the connection is not clearly explained.	Clear, concrete, and appropriate example(s), with connection to ideas made but clarity could be improved.	Several clear examples or one well-rounded example, with connections to idea clearly made and explicitly stated.	x 1
Structure & Grammar	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 Is well-edited.	x 1

Total Points= (/15) x 20