Course Description
This thematic seminar offers an overview of the contemporary challenges and transformations that indigenous peoples of Peru are currently experiencing through the processes of globalization. It will also explore the motivations for these transformations through the historical lenses of discrimination and racism. The course will discuss mobilization and political organization of indigenous groups surrounding the defense of their cultures, territories, and natural environments.

Expected Outcomes
By the end of the course, students should be able to do the following:
- Discuss the (re)configuration of multiple indigenous identities as a result of political and social changes.
- Identify and distinguish the struggles that Andean and Amazonian indigenous peoples experience with respect to land ownership and the biodiversity of their territories.
- Analyze critically the conflicts between native Andean/Amazonian people and the Peruvian state with regard to capital and economic growth.
- Examine one’s own worldview, including those pre-conceived notions of modernity, justice, gender, progress, and development.

Language of Instruction
This course will be conducted in Spanish, however the readings will be written in both English and Spanish. Formal class sessions will take place in Cusco and will be complemented by excursions to rural villages.
Some class sessions and thematic blocks will be complemented with activities and practical experiences related to the theories and content of the course.

**Course Schedule**

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*

**Module 1: Indigenous Peoples and Cultural Transformation**
Module 1 provides an introduction to international development, including the prominent stakeholders, issues of power, and poverty. The module probes deeply into the effects of development and cultural transformation, particularly within the context of indigenous peoples.

**Session 1: A Panorama on Development**

**Session 2: Introduction to Development in Peru**

**Session 3: Development and Cultural Identity**

**Session 4: Case Studies**

**Required Readings:**

**Module 2: Resistance, Indigenous Movements, and Identity**
Module 2 explores the parallels and intersections of resistance and identity. Indigenous social movements in Peru are examined as well as the impact of the State on indigenous peoples.

**Session 1: Indigenous Social Movements in Peru**

**Session 2: Indigenous Resistance and the State**

**Session 3: Social Movements and Public Policy**

**Session 4: Indigenous Peoples in Voluntary Isolation**

**Session 5: Bicultural/Bilingual Education in the Public School System**

**Required Readings:**

**Module 3: Indigenous Livelihoods and Climate Change**
Module 3 introduces students to the effects of climate change on the natural resource base as well as on indigenous livelihood systems in the Andes and the Amazon. Climate change has already begun to have tangible, deleterious effects on indigenous peoples in Peru; this module will elucidate these through lectures and firsthand observations while on excursions.

**Session 1: Indigenous Livelihood Systems**

**Session 2: Peru and Climate Change: one of the Most Vulnerable Countries on the Planet**

**Session 3: Vulnerable Populations and Susceptible Ecosystems**

**Session 4: Efforts toward Remediation (Case Studies)**

**Required Readings:**

**Evaluation and Grading Criteria**

**Description of Assignments:**
Discussion paper: Students are required to write a five to seven page paper on a topic of their choice pertinent to the themes of the class. The paper should contain bibliographic references as well as references to course lectures, readings, and field experiences.
Group project: Four groups will be formed and assigned a topic (students can choose their
group/topic). Each group will carry out research on their topic - in the form of interviewing local
practitioners, consulting with local scholars, referencing academic articles, and drawing on their
experiences during the program. Students will present the results of their research in a formal
oral presentation and will prepare a five-page paper providing detail on their research and results.

Exam: The course exam is cumulative. Included are short answer and essay questions.

Participation: Participation refers to attendance, punctuality, attentive listening, and active
engagement in all lectures, discussions, field trips and other activities. It also means culturally
appropriate, polite, and respectful behavior.

Assessment:
- Discussion Paper 30%
- Group Project 30%
- Exam 30%
- Participation 10%

Grading Scale
- 94-100%  A
- 90-93%    A-
- 87-89%    B+
- 84-86%    B
- 80-83%    B-
- 77-79%    C+
- 74-76%    C
- 70-73%    C-
- 67-69%    D+
- 64-66%    D
- below 64  F

Expectations and Policies
- Assignments: Timely completion of all assignments is expected. Late hand-ins will be
  penalized. All assignments are evaluated according to organization, analytical quality,
  depth, argumentation, and presentation of evidence.
- Readings: Students are responsible for all of the required readings, and should be
  prepared to bring them to bear in class. The readings will help place the classes in
  context, engage lecturers, generate questions for class discussions, and deepen student
  knowledge of particular issues discussed in class.

Please refer to the SIT Study Abroad Student Handbook for policies on academic
integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the
academic appeals process.