

## History of Indigenous Cultures in Peru

LACB-3000 (3 credits)

### Peru: Indigenous Peoples and Globalization

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

### Course Description

This thematic course aims at a general overview of the historical processes and the context of the indigenous peoples of Peru (Andean and Amazonian) have lived for more than 500 years. This will provide a fundamental basis for identifying the genealogical processes that indigenous peoples have experienced in Peruvian society up to the end of the 20th century, as well as to recognize the basic elements of the cultural differentiation between indigenous societies and Western society.

### Learning Outcomes

Upon completion of the course, students will be able to:

- Describe the history of the indigenous peoples of Peru during three big periods: before colonialism, during colonialism and throughout Peruvian independence until the end of the 20<sup>th</sup> Century.
- Compare and contrast the condition of indigenous peoples in those three periods.
- Recognize and identify the worldview principles of indigenous peoples.
- Analyze and interpret the historic condition of indigenous peoples' worldviews in the context of dominant Western society.

### Language of Instruction

This course is taught in Spanish.

### Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being.

- Learning involves a community
- Learning is a lifelong endeavor.
- Learning is transformational.

The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

This course is made up of sessions that include experiential learning as well as classes with esteemed lecturers. The classes serve to provide the theory and context for the learning you will experience in the field.

The experiential learning component is comprised of rural homestays, interactions with local people, excursions, visits to communities and museums which will mainly take place during our Academic Trips outside of Cuzco city.

Classes will mainly be taught in our Cuzco office and include a one-hour lecture with presentation followed by an hour of discussion moderated by students.

All sessions, experiential and class-based, are taught in Spanish with readings in Spanish and English. You are responsible for all the required readings and should be prepared to bring them to bear on discussions in class or in the field. The readings are proposed by the Program and will help you place the sessions in their context, to challenge and engage lecturers and collaborators, to generate questions for discussions, and to deepen your knowledge of particular aspects discussed by the group.

## **Assignments and Evaluation**

### **Essay (30%)**

Mid-way through the course you must present a critical review of two readings (academic articles, chapters of books, among others) which must be related to your ISP, with focus on the historical context. This must be completed in Spanish. Papers should be around 4-5 pages in length. Specific details can be found on the Assignment Sheet on Moodle.

### **Fieldwork Journal (20%)**

The fieldwork journal is an invaluable element when conducting research. During the academic trip to Isla Taquile, you will be given questions to research during your time there. You must

record your answers in your fieldwork journal which will be evaluated upon your return to Cuzco. Specific details can be found on the Assignment Sheet on Moodle.

### **Moderation of session (20%)**

#### Class-based lectures:

After the first hour of each lecture, the focus will turn to the students to elaborate upon and discuss the material learned in the class as well as in the required reading. Students will be divided into 3 groups and the lecturer will provide a question for each group to discuss. The moderator will have these questions in advance and it is their job to guide and nurture the discussion between answers. Grade will be given by the lecturer.

#### Experiential learning sessions / Museum visits:

Where a formal discussion cannot take place, the moderator for that session will be responsible for reviewing the required readings beforehand and for preparing insightful questions to ask the program collaborator, as well as encouraging other students to participate. Grade will be given by the AD/PC.

*All students MUST moderate at least 1 session, which they will have the opportunity to choose at the beginning of the program. In the case that there are more sessions than students, some students will moderate two sessions. In the case that there are more students than sessions, some sessions will be moderated by two students though each will be evaluated separately.*

### **Group Discussion (20%)**

Class-based lectures: After the lecture, students will be divided into 3 groups and the lecturer will provide a question for each group to discuss. Students will have 10 minutes to discuss their views within their group and reach a conclusion, after which the moderator will call all groups back. The group must give their answer to the rest of the class, indicating how and why they reached their conclusion. One grade will be given for each group by the lecturer and the student's final grade will be their personal average. Specific details can be found on the rubric on Moodle.

### **Participation (10%)**

Students will be holistically evaluated on the following: attendance, punctuality, attentive listening, and active engagement in all sessions, discussions, excursions and other activities. General polite, respectful behavior and observing cultural sensitivity will also be reviewed.

The full 10% for this assessment criteria will automatically be awarded to each student in good faith of their positive engagement in the course. In the case of a breach of the above criteria, such as use of English when among local people, excessive chatting during a lecture, repeated lateness or absence, a point will be deducted and the reason will be logged in the Weekly Incident Record by staff.

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every session, attendance at all classes and for all program excursions is required. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Absences impact academic performance, may impact grades, and could result in dismissal from the program. Repeated breaches of the above criteria will be discussed with the student and may require written warnings, which are reported to home institutions.

*In case of absence: Valid reasons for absence – such as illness – must be informed to the PC or AD as soon as possible. In order to maintain your participation grade, you must present a written summary of the required reading for the missed session, 2 pages long, which you will be given ample time to complete. If you do not present the summary, one point will be deducted from your participation grade due to the absence.*

## **Criteria for Grades and Assignments**

Document formats and criteria for grades are stated on assignment sheets specific to each assignment. Final grades will be based on the total amounts of points (or percentages) earned. All assignment sheets and evaluation rubrics can be found on Moodle.

### Assessment

Essay	30%
Field Journal	20%
Moderation of session	20%
Group Discussion	20%
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

## Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and reflection sessions. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

## Individual and Community Expectations

- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- **Have assignments completed on schedule and done accordingly to the specified requirements.** This will help ensure that your assignments are returned on time.
- **Ask questions. Engage the lecturer or collaborator.** These are often very busy professionals who are doing us an honor by working with us.
- **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).
- **Respect differences of opinion:** (classmates', lecturers', local constituents engaged with on the visits). You are not expected to agree with everything you hear, and your opinions are likely to be challenged, but you are expected to listen to other perspectives with respect and reflect upon them.
- **Storing Your Work:** Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. **Lost files, deleted drives, or computer crashes are not excuses for late, missing work.**
- **Personal Technology Use:** Electronic devices such as laptops and tablets may be used during class for taking notes, translating and other pertinent academic uses. Cell phone usage during class is not permitted for any reason.
- **Course Communication:** Course documents and assignments will be posted on Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will

vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting us know about any network-related problems that prevent you from accessing or submitting assignments.

## SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## Course Schedule and Required Readings

Key: L = Lecture ES = Experiential Session M = Museum visit VA = Viaje Académico

N°	SESSIONS AND READINGS	TYPE	HOURS	COLLABORATOR
HICP 1	<b>Ofrenda a la Pachamama (Offerings to the Pachamama)</b> <i>Okamoto, T. (2013) Despacho como un punto de vista para comprender curanderismo. En: Tinkuy 35 Años, Cuzco: Centro de Estudios Andinos Cuzco, pp. 212-222</i>	ES	1	SIT
HICP 2	<b>Caral: La primera civilización de América (Caral: The First Civilization of America)</b> <i>Wilson, M. (2002). The lost pyramids of Caral. Documentary Video. BBC, London.</i> <i>Shady, R. (2006) La Civilización Caral: Sistema social y manejo del territorio y sus recursos. su trascendencia en el proceso cultural andino" Boletín de Arqueología 10 PUCP, 59-89.</i>	L	2	Alex Alvarez
HICP 3	<b>VA1 - Perú: historia de los pueblos prehispánicos hasta los incas (Peru: History of the Pre-Hispanic Peoples up to the Incas)</b> <i>Klarén, Peter F. 2004. La geografía y la era prehispánica. En: Nación y sociedad en la historia del Perú. Lima: Instituto de Estudios Peruanos, pp. 23-35</i>	M	2	Museo Inkariy
HICP 4	<b>VA1 - Camino Inca 1 Día (2 sitios arqueológicos) (Inca Trail Day 1 – 2 archeologic sites)</b> <i>D'Altroy, T. N. (2002) "The Incas before the empire". In D'Altroy, T. N. The Incas. Malden, Mass: Blackwell, pp.48-61</i>	ES	5	SIT
HICP 5	<b>VA1 - Machu Picchu – visita guiada (Machu Picchu – guided visit)</b> <i>Salazar, L.C. (2008) "Machu Picchu mysterious royal Estate in the cloud forest". In Burger, R. L., &amp; Salazar, L. C. Machu Picchu: Unveiling the mystery of the Incas. New Haven, Conn: Yale University Press, pp. 21-48.</i>	ES	3	SIT

HICP 6	<b>La era de la colonia y los indios de Perú (The Era of Colonization and the Indigenous of Peru)</b> <i>Klarén, Peter F.</i> 2004. Transición y consolidación del orden colonial. <i>En: Nación y sociedad en la historia del Perú.</i> Lima: Instituto de Estudios Peruanos, pp. 101-133.	L	2	Ramón Pajuelo
HICP 7	<b>La república: La condición del indio en la independencia del Perú (The Republic: The Indigenous Condition in Peru's Independence)</b> <i>Klarén, Peter F.</i> 2004. De la reforma imperial a una independencia a regañadientes. <i>En: Nación y sociedad en la historia del Perú.</i> Lima: Instituto de Estudios Peruanos, pp. 135-173.	L	2	
HICP 8	<b>El siglo XX, de indios a campesinos (XX Century: From Indigenous to Farmer)</b> <i>Mayer, Enrique.</i> 2009. <i>Cuentos feos de la reforma agraria peruana.</i> Lima: Instituto de Estudios Peruanos, pp.37-71.	L	2	
HICP 9	<b>Pueblos indígenas en la época de la violencia política en Perú (Indigenous Peoples in the Period of Political Violence in Peru)</b> Comisión de la Verdad y Reconciliación (Per) Comisión de Entrega. 2004. Pueblos ajenos dentro del Perú - Los períodos del conflicto armado interno - El conflicto armado interno y las regiones. <i>En: Hatun Willakuy: Versión abreviada del informe final de la Comisión de la Verdad y Reconciliación.</i> Lima: Comisión de la Verdad y Reconciliación. Comisión de Entrega, pp. 18-25, 58-67, 75-76.	L	2	
HICP 10	<b>VA2 – Cosmovisión, formas de vida y género en los Andes (Cosmvision, Lifestyles and Gender in the Andes)</b> (Rural Homestay Lake Titicaca) <i>Del Prado Bejar, N.</i> (2008) <i>Yanantin y Masintin: La Cosmovisión Andina, Yachay Vol., p.130-136.</i> <i>De la Cadena, M.</i> (2012). "Woman are more Indian: Ethnicity and Gender in a Community near Cuzco". In: <i>Larson, B., Harris, O., &amp; Tandeter, E.</i> (1995). <i>Ethnicity, markets, and migration in the Andes: At the crossroads of history and anthropology.</i> Durham:Duke University Press,p 329-348.	ES	17	SIT
HICP 11	<b>VA2 - Excursión al Cruz del Cóndor (Visita guiada Cañón de Colca) (Excursion to the Cruz del Condor – Guided visit)</b> Gelles, P. H. (2002). "Historia, Comunidad y Etnicidad en Cabanaconde" Gelles, P.H. Agua y poder en la sierra peruana: La historia y política cultural de riego, rito y desarrollo. PUCP Lima, pp.41-60	ES	2	SIT
HICP 12	<b>VA2 – Ciudad de Arequipa (visita Museo Santuarios Andinos) (Arequipa visit to the Museum of Andino Sanctuaries)</b> Ceruti, María C. (2012) "Los Niños de Llullaillaco y otras Momias Andinas: Salud, folclore, identidad" <i>Scripta Ethnologica</i> , vol. XXXIV, pp. 89-104	M	2	SIT
HICP 13	<b>Sesión de Reflexión: Cosmovisión, formas de vida y género en los Andes (Reflection Session: Cosmvision, Lifestyles and Gender in the Andes)</b> (discusión)	ES	1	SIT
HICP 14	<b>VA3 - Cosmovisión y formas de vida en sociedades amazónicas (Cosmvision and Lifestyles in Amazon Societies)</b> (Puerto Maldonado)	L	2	Julio Cusurichi

	Descola, P. (January 01, 1997). Las cosmologías de los indios de la Amazonía. <i>Mundo Científico (Barcelona)</i> , 17, 175.			
<i>TOTAL</i>			45	